

Graduate Academic Board

Agenda

November 13, 2009

ADM 204

9:30 – 11:30 am

I. Roll Call

<input type="checkbox"/> Patricia Sandberg	<input type="checkbox"/> Debra Mole	<input type="checkbox"/> Mary Dallas Allen	<input type="checkbox"/> Vacant (USUAA/GSA)
<input type="checkbox"/> Judith Moore	<input type="checkbox"/> Peter Olsson	<input type="checkbox"/> Deb Russ	
<input type="checkbox"/> Minnie Yen	<input type="checkbox"/> Ed McLain	<input type="checkbox"/> Tom Ravens	
<input type="checkbox"/> Arun Upadhyay	<input type="checkbox"/> Jens Munk	<input type="checkbox"/> Vacant (FS At Large, CAS)	

II. Approval of Agenda (pg. 1)

III. Approval of Meeting Summary (pg. 2-3)

IV. Administrative Reports

- A. Associate Vice Provost Bart Quimby
- B. Vice Provost for Research and Dean of the Graduate School Robert White
- C. Registrar John Allred

V. Chair's Report

- A. GAB Chair-Patt Sandberg
- B. Faculty Alliance
- C. Graduate Council- Deb Russ

VI. Program/Course Action Request - Second Reading

VII. Program/Course Action Request - First Reading
Chg PSY A601 Clinical/Community/Cross-Cultural Integration Seminar (1 cr) (1+0)
(pg. 4-9)

VIII. Old Business

IX. New Business

X. Informational Items and Adjournment

- A. [Curriculum Log](#)
- B. [Catalog Copy \(Chapters 10, 11, 12\) in Word Format](#)
- C. [Accreditation website](#)
- D. Doctoral Program Criteria- *Quick Links* column on right hand side of Governance website
<http://www.uaa.alaska.edu/governance/>

Graduate Academic Board

Summary

October 23, 2009

ADM 204

9:30 – 11:30 am

I. **Roll Call**

(x) Patricia Sandberg	(x) Debra Mole	(x) Mary Dallas Allen	() Vacant (USUAA/GSA)
(x) Judith Moore	(x) Peter Olsson	(x) Deb Russ	
(x) Minnie Yen	(x) Ed McLain	(x) Tom Ravens	
(e) Arun Upadhyay	(x) Jens Munk	() Vacant (FS At Large, CAS)	

II. **Approval of Agenda (pg. 1)**

Approved

III. **Approval of Meeting Summary (pg. 2-3)**

Approved

IV. **Administrative Reports**

- A. Associate Vice Provost Bart Quimby
Working with Statewide Academic Council to create forms and documents for new programs going to the Board of Regents
This weekend will be attending assessment conference in Indiana
- B. Vice Provost for Research and Dean of the Graduate School Robert White
Alaska College and Career Fair occurred last week
Attended Graduate School Retreat
127 PhD and Doctoral Program Students
Call for two nominees for Review and Evaluation Team for Objectives, Outcome and Institutional Indicators (RAET)
Need two names of faculty (does not have to be a GAB member) by October 30th
- C. Registrar John Allred

V. **Chair's Report**

- A. GAB Chair-Patt Sandberg
- B. Faculty Alliance
- C. Graduate Council- Deb Russ
Meeting will take place after GAB
Will be discussing Doctoral Program in Project Management

VI. **Program/Course Action Request - Second Reading**

VII. **Program/Course Action Request - First Reading**

Chg Master of Science, Nursing Science, Nursing Education Option (pg. 4-6)
Chg Post Master's Certificate, Nursing Education (pg. 7-23)
For both programs, waived first reading and approved for second reading

Add	NS A640	Teaching and Learning in Nursing (3 cr) (3+0) (pg. 24-31)
Chg	NS A641	Curriculum Development and Evaluation (3 cr) (3+0) (pg. 32-39)
Add	NS A643	Assessment and Evaluation in Nursing Education (3 cr) (3+0) (pg. 40-48)
Add	NS A644	Distance Education in Nursing (3 cr) (3+0) (pg. 49-55)
Chg	NS A647	Teaching Practicum in Nursing (3 cr) (1+8) (pg. 56-64)

For all NS courses, waived first reading and approved for second reading

VIII. **Old Business**


IX. New Business

- A. Accreditation Core Themes #1
Will have GAB representative on the committee provide feedback to the board.

X. Informational Items and Adjournment

- A. [Curriculum Log](#)
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Meeting Adjourned

 10.23.09
Initiator (faculty only) Date

Christiane Brems
Initiator (TYPE NAME)

Approved  10.23.09
 Disapproved Department Chairperson Date

Approved  10/23/09
 Disapproved Curriculum Committee Chairperson Date

Approved Patricia Kinton 10.23.09
 Disapproved Dean/Director of School/College Date

Approved _____ Date
 Disapproved Undergraduate/Graduate Academic Board Chairperson

Approved _____ Date
 Disapproved Provost or Designee Date

**Course Content Guide
University of Alaska Anchorage
College of Arts and Sciences**

I. Date of Initiation: September 29, 2009

II. Course Information

- A. **College:** College of Arts and Sciences
- B. **Course Subject:** Psychology
- C. **Course Number:** PSY A601
- D. **Number of course credits:** 1.0
- E. **Course Title:** Clinical/Community/Cross-Cultural Integration Seminar
- F. **Grading Basis:** A-F
- G. **Course Description:** Introduces current trends in community, clinical, and cross-cultural psychology. Students are encouraged to explore how these three fields complement each other to bring about positive change in community and clinical settings. Special emphasis is on ways to conceptualize mental health and community issues in culturally appropriate ways.
- H. **Prerequisites:** none
- I. **Registration Restriction:** Admission to the Ph.D. Program in Clinical-Community Psychology

III. Instructional goals and student outcomes

- a. *Instructional Goals*
 - To provide a forum in which students actively engage in the process of integration of the fields of clinical psychology, community psychology, and cross-cultural psychology specifically, indigenous psychology.
 - To provide exposure to the work of a wide range of psychologists who practice within clinical, community, and cross-cultural settings in order to facilitate the process of integration.
 - To facilitate the students' capacity to conceptualize mental health and community psychology in culturally appropriate ways.
 - To facilitate the students' ability to demonstrate that they have gained an understanding of the process of integration of the three fields of clinical psychology, community psychology and cross-cultural psychology.
- b. *Student Outcomes*

Outcomes	Assessment Methods
Demonstrate ability to integrate knowledge from clinical psychology, community psychology, and cross-cultural psychology	Term paper; seminar participation
Gain exposure to wide range of psychologists who practice within clinical psychology, community psychology, and cross-cultural psychology settings	Seminar participation
Demonstrate better understanding of mental health and community psychology	Term paper; seminar participation

IV. Course Activities

- This course will be delivered in a seminar format. It will be co-taught by the respective Director of Clinical Training (DCT) at both UAF and UAA campuses. Seminars will be delivered by a range of psychology faculty and invited presenters.
- The course will be video-conferenced between the UAF and UAA campuses.

V. Guidelines for Evaluation

Assignments:

- **Term Paper:** The primary course assignment is a 10-15 page personal statement on your integration of clinical, community and cross-cultural psychology. During the seminar, instructors and students will provide examples of ways of thinking about integration, and possible approaches to how to present integration in a manuscript. This assignment is to be a formal and final term paper, completed by an assigned due date. Students must prepare this paper using APA style. The assignment page requirement does not count the pages in the paper that contain the paper's title and student's name, the page for the abstract, or the page showing the references cited in the paper. Students are strongly encouraged to work on their integration paper throughout the two semesters and to discuss their ideas and work in the seminar sessions.
- **Class Participation:** Attendance, completion of assigned reading and participation in seminar discussion is required.

Grading Basis:

- A to F
- The student must attend all seminar sessions. Absences need to be pre-approved and justified. Absences that are due to emergencies and were not pre-approved need to be "made up".
- Student must demonstrate readings mastery through active and competent participation in class discussions.
- The student must successfully complete the integration paper. Grading will be based on originality of thought, breadth and depth of topical coverage, quality of conceptualization, writing quality, and accuracy of materials. Any ethical violations evident in the writing will result in a failing grade (e.g., plagiarism).

VI. Course Level Justification

Course material is relevant to preparing individuals for practice as a psychologist within the scientist-practitioner model of clinical practice. Armed with the skills and knowledge base provided by successful completion of this course and the balance of their required courses, graduates will be enabled to do the following professional activities:

- Competence in integrating clinical psychology, community psychology, and cross-cultural psychology and their applications in professional practice
- Extensive experience with integrating clinical psychology, community psychology, and cross-cultural psychology within the counseling/therapy relationship
- Application of expert knowledge of integrating clinical psychology, community psychology, and cross-cultural psychology within counseling/therapy practice
- Analysis and synthesis of integrating clinical psychology, community psychology, and cross-cultural psychology scholarship and research

- Self-directed written research projects on integrating clinical psychology, community psychology, and cross-cultural psychology within the counseling/therapy field
- Mastery of theoretical knowledge regarding integrating clinical psychology, community psychology, and cross-cultural psychology within the counseling/therapy field

VII. Topical Course Outline

- 1.0 Introduction to the Course
Principals of Integration: A current perspective
- 2.0 Clinical Psychology: Current Perspectives and Paradigms
- 3.0 Community Psychology: Current Perspectives and Paradigms
- 4.0 Cross Cultural Psychology—Indigenous Psychology: Current Perspectives and Paradigms
- 5.0 Applications: Current clinical Practice that demonstrates integration of Cross Cultural Principles
- 6.0 Applications: Current community Practice that demonstrates integration of Cross Cultural Principles
- 7.0 Applications: Current clinical Research that demonstrates integration of Cross Cultural Principles
- 8.0 Applications: Current community Research that demonstrates integration of Cross Cultural Principles
- 9.0 Suicide: How does the integration of Clinical, Community, and Cross Cultural facilitate enhanced prevention and intervention efforts to address suicide in Alaska and the Circumpolar North – up-to-date research and theory.
- 10.0 Alcohol: How does the integration of Clinical, Community and Cross Cultural Psychology facilitate enhanced prevention and intervention efforts to address alcohol abuse in Alaska – up-to-date research and theory.
- 11.0 Children & Adolescents: How does the integration of Clinical, Community and Cross Cultural Psychology facilitate enhanced prevention and intervention efforts to address the needs of children and adolescents in Alaska and among other ethnic minorities – up-to-date research and theory.
- 12.0 Intergenerational Trauma – up-to-date research and theory
- 13.0 Religion and Psychology: The intersection of faith and healing – up-to-date research and theory
- 14.0 Topic to be announced
- 15.0 Review and discussion of the seminar series.
Final thoughts on integration

VIII. Suggested Text(s)

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Additional specific readings will be assigned by the seminar leader for each seminar, depending upon the seminar leader and topic focus. Two-three scholarly articles and/or book chapters will be assigned for each week. Reading materials will be assigned in class and made available for students.

IX. Bibliography

Specific readings will be assigned by the seminar leader for each seminar, depending upon the seminar leader and topic focus. Two-three scholarly articles and/or book chapters will be assigned for each week. Reading materials will be assigned in class and made available for students.

Sample Readings:

- American Psychological Association. (2002). *Guidelines on multicultural education, training, research, practice, and organizational change for psychologists*. Retrieved September 3, 2008 from <http://www.apa.org/practice/multicultural.pdf>
- Brems, C., & Johnson, M. E. (2009). Self care in the context of threats of violence or self-harm from clients. In E. R. Welfel & J. Worth (Eds.), *The duty to protect: Ethical, legal, and professional considerations in risk assessment and intervention* (pp. 211-228). Washington, DC: American Psychological Association.
- Brems, C., & Johnson, M. E. (2007). Challenge and uniqueness of rural and frontier services in the United States. *Journal of Psychological Practice, 14*, 93-122.
- Chipp, C., Johnson, M. E., Brems, C., Warner, T. D., & Roberts, L. W. (2008). Adaptations to healthcare barriers as reported by rural and urban providers. *Journal of Health Care for the Poor and Underserved, 19*, 532-549.
- David, E. J. R. (2009). Internalized oppression, psychopathology, and cognitive-behavioral therapy among historically oppressed groups. *Journal of Psychological Practice, 15*, 71-103.
- Roberts, L. W., Johnson, M. E., Brems, C., & Warner, T. D. (2007). Ethical disparities: Challenges encountered by multidisciplinary providers in fulfilling ethical standards in the care of rural and minority people. *Journal of Rural Health, 23*, 89-97.
- Smikowski, J., Dewane, S., Johnson, M.E., Brems, C. Bruss, C., & Roberts, L.W. (in press). Community-based participatory research for improved mental health. *Ethics and Behavior*.

Relevant Journals:

Administration and Policy in Mental Health
Clinical Psychology Review
Community Mental Health Journal
Journal of Behavior Health Services and Research
Journal of Consulting and Clinical Psychology
Psychotherapy
Professional Psychology: Research and Practice