

Graduate Academic Board

Agenda

January 16, 2015

LIB 307

9:30-11:30am

I. Roll Call

- | | | |
|---|--|--|
| <input type="checkbox"/> Arlene Schmuland | <input type="checkbox"/> Anthony Paris | <input type="checkbox"/> Hsing-Wen Hu |
| <input type="checkbox"/> Cindy Knall | <input type="checkbox"/> Dennis Drinka | <input type="checkbox"/> Clayton Trotter |
| <input type="checkbox"/> Jervette Ward | <input type="checkbox"/> Parker McWilliams | <input type="checkbox"/> Sam Thiru |
| <input type="checkbox"/> Peter Olsson | | |

Ex-Officio Members

- David Yesner
- Lora Volden
- Scheduling and Publications

II. Approval of Agenda (pg. 1)

III. Approval of Meeting Summary (pg. 2)

IV. Administrative Reports

- A. Associate Dean of the Graduate School David Yesner
- B. University Registrar Lora Volden
- C. GAB Chair Arlene Schmuland

V. Program/Course Action Request – Second Readings

- Add COHI A678 Interdisciplinary Exploration of Alaska’s Critical Behavioral Health Issues
(stacked with COHI A478)(3 cr)(3+0)(pg. 3-16)

VI. Program/Course Action Request - First Readings

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment

Graduate Academic Board

Summary

December 12, 2014

ADM 204

9:30 to 11:30

I. Roll Call

(P) Arlene Schmuland (A) Anthony Paris (x) Hsing-Wen Hu
(P) Cindy Knall (P) Dennis Drinka (A) Clayton Trotter
(P) Jervette Ward (P) Parker McWilliams (x) Sam Thiru
(P) Peter Olsson

Ex-Officio Members

(P) David Yesner
(P) Lora Volden
(P) Scheduling and Publications

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

III. Approval of Meeting Summary (pg. 2) *Approved*

IV. Administrative Reports

- A. Associate Dean of the Graduate School David Yesner
Doctor of Nursing Practice is scheduled for the BOR consent agenda Friday, December 12th
- B. University Registrar Lora Volden
Reminded faculty of the grade deadline
- C. GAB Chair Arlene Schmuland

V. Program/Course Action Request - First Readings

Dlt EDEN A610 Leadership and Self-Identity (3 cr)(3+0)(pg. 3)

Waive first reading, approve for second

Chg BA A648 Business Intelligence and Data Mining (3 cr)(3+0)(pg. 4-7)

Waive first reading, approve for second

Add Prefix, Doctor of Medicine (MD)(pg. 8-9)

Waive first reading, approve for second

Add MD A602 Introductory Primary and Continuity Care Clerkship (3-4 cr)(0+4)(pg. 10-13)

Add MD A603 Clinical Skills (3-4 cr)(2+2)(pg. 14-17)

Add MD A610 Molecular and Cellular Bases of Disease (11 cr)(8+8)(pg. 18-22)

Add MD A620 Invaders and Defenders (10 cr)(8+8)(pg. 23-27)

Add MD A630 Circulatory Systems (16 cr)(6+6)(pg. 28-32)

Add MD A640 Blood and Cancer (5 cr)(8+8)(pg. 33-36)

Add MD A650 Energetics and Homeostasis (10 cr)(8+8)(pg. 37-40)

Add MD A660 Mind, Brain and Behavior (14 cr)(8+8)(pg. 41-44)

Add MD A670 Lifecycle and Reproduction (8 cr)(8+8)(pg. 45-48)

All MD Courses: Waive first reading and approve for second

Add COHI A678 Interdisciplinary Exploration of Alaska's Critical Behavioral Health Issues
(stacked with COHI A478)(3 cr)(3+0)(pg. 49-62)

Accepted for first reading

VI. Program/Course Action Request - Second Readings

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment



Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division No Division Code		1c. Department College of Health	
2. Course Prefix COHI	3. Course Number A678	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Interdisciplinary Exploration of Alaska's Critical Behavioral Health Issues AK Behavioral Health Issues <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i>			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> General Education Requirement <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Summer/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with COHI A478 Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1.					
2.					
3.					
Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>12/1/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>12/9/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Engages students in an in-depth, interdisciplinary exploration of Alaska's critical behavioral health issues, including domestic violence and sexual assault, substance abuse, mental health, and suicide. Analyzes theoretical causation, prevention response, and intervention from the following discipline perspectives: justice, social work, human services, nursing and public health.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) None			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) None		
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Graduate standing		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action This course is a component of the focused efforts on interdisciplinary education between units in the College of Health.					
Initiator (faculty only) _____ Date _____ Virginia Miller Initiator (TYPE NAME)			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____		

**University of Alaska Anchorage
College of Health
Course Content Guide**

I. Date of Initiation: January 2013

II. Curriculum Action Request

- A. School: College of Health
- B. Course Subject: COHI
- C. Course Number: A678
- D. Number of Credits: 3
- E. Contact Hours: 3 + 0
- F. Course Program: COHI College of Health Interprofessional
- G. Course Title: Interdisciplinary Exploration of Alaska's
Critical Behavioral Health Issues
- H. Grading Basis: A-F
- I. Implementation Date: Summer 2015
- J. Stacked: COHI A478
- K. Course Description: Engages students in an in-depth,
interdisciplinary exploration of Alaska's critical
behavioral health issues, including domestic
violence and sexual assault, substance abuse,
mental health, and suicide. Analyzes theoretical
causation, prevention response, and intervention
from the following discipline perspectives:
justice, social work, human services, nursing
and public health.
- L. Course Prerequisites: None
- M. Course Co-requisites: None
- N. Other Restrictions: Level
- O. Registration Restrictions: Graduate standing
- P. Course Fees: No

III. Instructional Goals and Student Learning Outcomes

- A. The instructor will:
 1. Provide interdisciplinary perspectives of critical behavioral health issues for discussion.
 2. Facilitate student led discussions based on Alaskan case studies and resources including experts from the field.
 3. Design learning activities to integrate interdisciplinary understanding.
 4. Provide a comprehensive body of research and theoretical material for review, discussion, and integration.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Measures
1. Synthesize the interdisciplinary theoretical perspectives that inform the identification, intervention, and prevention of domestic violence, sexual assault, substance abuse, mental health, and suicide.	Class discussions Written assignments

Student Learning Outcomes and Assessment Measures	
Student Learning Outcomes	Measures
2. Assess responses and interventions to domestic violence, sexual assault, intimate personal violence, substance abuse, mental health and suicide issues from various disciplinary perspectives.	Written assignments Seminar discussions Case study discussions
3. Translate the intersection of multiple diversities, including but not limited to stage of development, culture, gender, sexual orientation, and disability to better understand an individual's experience of domestic violence, sexual assault, substance abuse, mental health issues and/or suicide.	Culminating research paper Seminar discussions Case study discussions
4. <u>Graduate</u> - critically analyze the current research literature on a specific course topic of interdisciplinary, professional interest	<u>Graduate</u> – Annotated bibliography

IV. Course Level Justification Course content will require a basic understanding of the present systems addressing the following: domestic violence, sexual assault and intimate partner violence; substance abuse; mental health; and suicide at an undergraduate course level. Students will be required to examine, integrate, and translate theoretical causation, prevention, and intervention from an interdisciplinary perspective. Students at the graduate level will be required to critically analyze the current research literature on a specific topic and prepare an annotated bibliography.

V. Topical Course Outline

I. General Overview

- A. Definition: interdisciplinary
- B. Overview of disciplines: justice, social work, human services, nursing and public health perspectives
- C. Adverse Childhood Experiences (ACES) and trauma-informed services
- D. Social determinants of health
- E. Life course
- F. Crisis intervention
- G. Self-care

II. Domestic Violence/Sexual Assault/Intimate Partner Violence

- A. Description and definition of domestic violence/sexual assault/intimate partner violence in Alaska and the United States
- B. The effects of the intersection of developmental stage, culture, gender, sexual orientation and disability with the experience of domestic violence/sexual assault/intimate partner violence
- C. Interdisciplinary perspectives
 - 1. Theoretical perspectives
 - 2. Assessment and diagnosis
 - 3. Prevention
 - 4. Intervention
- D. Interdisciplinary approaches to understanding and addressing domestic violence/sexual assault/intimate partner violence in Alaska

III. Mental Health

- A. Description and definition of mental health in Alaska and the United States
- B. The effects of the intersection of developmental stage, culture, gender, sexual orientation and disability with the experience of mental health issues
- C. Interdisciplinary perspectives
 - 1. Theoretical perspectives
 - 2. Assessment and diagnosis
 - 3. Prevention
 - 4. Intervention
- D. Interdisciplinary approaches to understanding and addressing mental health issues in Alaska

IV. Substance Abuse (including alcohol)

- A. Description and definition of substance abuse in Alaska and the United States
- B. The effects of the intersection of developmental stage, culture, gender, sexual orientation and disability with the experience of substance abuse
- C. Interdisciplinary perspectives
 - 1. Theoretical perspectives
 - 2. Assessment and diagnosis
 - 3. Prevention
 - 4. Intervention
- D. Interdisciplinary approaches to understanding and addressing substance abuse in Alaska

V. Suicide

- A. Description and definition of suicide in Alaska and the United States
- B. The effects of the intersection of developmental stage, culture, gender, sexual orientation and disability with the experience of suicide
- C. Interdisciplinary perspectives
 - 1. Theoretical perspectives
 - 2. Assessment and diagnosis
 - 3. Prevention
 - 4. Intervention
- D. Interdisciplinary approaches to understanding and addressing suicide in Alaska

VI. Suggested Texts

NOTE: There will not be a written text; students will be directed to a comprehensive reading list (see below).

VII. Bibliography (*denotes classic material without recent editions)

Alaska Court System (2007). *Mental health commitments (civil commitments)*.
Author.

Alaska Network on Domestic Violence and Sexual Assault. (2010). *Pathways to prevent domestic violence: A plan for Alaska*. (Award No. US4/CE001522-02). Anchorage, AK: Alaska Network on Domestic Violence and Sexual Assault.

Alcántara, C., & Gone, J. P. (2007). Reviewing suicide in Native American communities: Situating risk and protective factors within a transactional-ecological framework. *Death Studies, 31*, 457-477. doi: 10.1080/07481180701244587.

- American Foundation for Suicide Prevention and Suicide Prevention Resource Center (2011). *After a suicide: A toolkit for schools*. Newton, MA: Education Development Center.
- Antle, B. F., Sullivan, D. J., Dryden, A., Karam, E. A., & Barbee, A. P. (2010). Healthy relationship education for dating violence prevention among high-risk youth. *Children and Youth Services Review, 33*, 173-179. doi: 10.1016/j.chilyouth.2010.08.031.
- Babiss, L. A., & Gangwisch, J. E. (2009). Sports participation as a protective factor against depression and suicidal ideation in adolescents as mediated by self-esteem and social support. *Journal of Developmental & Behavioral Pediatrics, 30*, 376-384.
- Bland, P. J. (2005). *Getting safe and sober: Real tools you can use*. Alaska Network on Domestic Violence and Sexual Assault.
- *Brown, G. K. (2002). *A review of suicide assessment measures for intention research with adults and older adults*. <http://www.nimh.nih.gov/suicideresearch/adultsuicide.pdf>.
- Buchanan, K. L., Flowers, K., Salami, T., & Walker, R. (2011). Racial and ethnic differences. In D. A. Lamis & D. Lester (Eds.), *Understanding and Preventing College Student Suicide* (pp. 65-79). Springfield, IL: Charles C. Thomas.
- Cleveland, M. J., Feinberg, M. E., Bontempo, D. E., & Greenberg, M. T. (2008). The role of risk and protective factors in substance use across adolescence, *Journal of Adolescent Health, 43*, 157-164. doi: 10.1016/j.jadohealth.2008.01.015.
- *Disability Services ASAP of SafePlace. (2003). *General facts about sexual abuse and people with mental retardation*. Austin, Texas: SafePlace.
- *Disability Services ASAP of SafePlace. (2003). *General information about domestic violence and persons with mental illness*. Austin, Texas: SafePlace.
- *Disability Services ASAP of SafePlace. (2003). *Risk factors to abuse/neglect for many people with disabilities*. Austin, Texas: SafePlace.
- *Disability Services ASAP of SafePlace. (2003). *Similarities and differences in domestic violence for people with and without disabilities*. Austin, Texas: SafePlace.
- *Disability Services ASAP of SafePlace. (2003). *Strategies for working with domestic violence survivors with mental illness*. Austin, Texas: SafePlace.
- *Disability Services ASAP of SafePlace. (2003). *Tips for communicating with survivors with developmental disabilities*. Austin, Texas: SafePlace.
- *Disability Services ASAP of SafePlace. (2003). *Tips for staying safe from sexual assault*. Austin, Texas: SafePlace.

- *Disability Services ASAP of SafePlace. (2003). *Tips for working with sexual abuse survivors who have disabilities*. Austin, Texas: SafePlace.
- Fergus, S., & Zimmerman, M. A. (2005). Adolescent resilience: A framework or understanding healthy development in the face of risk. *Annual Review Public Health, 26*, 399-419.
- Fliege, H., Lee, J., Grimm, A., & Klapp, B. F. (2009). Risk factors and correlates of deliberate self-harm behavior: A systematic review. *Journal of Psychosomatic Research, 66*, 477-493. doi: 10.1016/j.jpsychores.2008.10.013.
- *Ganley, A. L. (2002). *Understanding domestic violence: Preparatory reading for participants*, Alaska Network on Domestic Violence and Sexual Assault. Retrieved from <http://www.andvsa.org/v2/wp-content/uploads/2009/12/60-ganley-general-dv-article.pdf>.
- Harrell, E. (2011). *Crime against persons with disabilities, 2008-2010 – statistical tables*. (Report No. NCJ 235777). Office of Justice Programs: Bureau of Justice Statistics.
- Herrenkohl, T. I., Sousa, C., Tajima, E. A., Herrenkohl, R. C., & Moylan, C. A. (2008). Intersection of child abuse and children's exposure to domestic violence. *Trauma, Violence, & Abuse, 9*(2), 84-99. doi: 10.1177/1524838008314797.
- Hill, R. M., Meizer, M. C., Dominguez, N., & Petit, J. W. (2011). Interpersonal factors. In D. A. Lamis & D. Lester (Eds.), *Understanding and Preventing College Student Suicide* (pp. 157-169). Springfield, IL: Charles C. Thomas.
- Hughes, R. B., Lund, E. M., Gabrielli, J., Powers, L. E., & Curry, M. A. (2011). Prevalence of interpersonal violence against community-living adults with disabilities: A literature review. *Rehabilitation Psychology, 56*(4), 302-319. doi: 10.1037/a0025620.
- Isaac, M., Elias, B., Katz, L., Belik, S. L., Deane, F. P., Enns, M. W., & Sareen, J. (2009). Gatekeeper training as a preventative intervention for suicide: A systematic review. *The Canadian Journal of Psychiatry, 54*(4), 260-268.
- Justice Center, University of Alaska Anchorage. (2009). Reducing violence against women in Alaska. *Alaska Justice Forum, 26*(3), 5.
- Know, K. L., Stanley, B., Currier, G. W., Brenner, L., Gharamanlou-Holloway, M., & Brown, G. (2012). An emergency department-based brief intervention for veterans at risk for suicide (SAFEVET). *American Journal of Public Health, 106*(1), 35-37.
- Lester, D. (2011). Environmental stressors. In D. A. Lamis & D. Lester (Eds.), *Understanding and Preventing College Student Suicide* (pp. 134-145). Springfield, IL: Charles C. Thomas.
- Maas, C. D., Fleming, C. B., Herrenkohl, T. I., & Catalano, R. F. (2010). Childhood predictors of teen violence victimization. *Violence Vict., 25*(2), 131-149.

- Marty, M. A., Segal, D. L., & Coolidge, F. L. (2010). Relationships among dispositional coping strategies, suicidal ideation, and protective factors against suicide in older adults. *Aging & Mental Health, 14*(8), 1015-1023.
- Mitra, M., Mouradian, V. E., & Diamond, M. (2011). Sexual violence victimization against men with disabilities. *American Journal of Preventative Medicine, 41*(5), 494-497. doi: 10.1016/j.amepre.2011.07.014.
- Nock, M. K., Borges, G., Bromet, E. J., Cha, C. B., Kessler, R. C., & Lee, S. (2008). Suicide and suicidal behavior. *Epidemiologic Reviews, 30*, 133-154. doi: 10.1093/epirev/mxn002.
- Rosay, A. B., & Henry, T. (2008). Sexual assault nurse examinations in Alaska. *Alaska Justice Forum, 25*(1-2), 10-13.
- Rosay, A. B., Postle, G., Wood, D. S., & TePas, K. (2008). Sexual assaults reported to Alaska state troopers. *Alaska Justice Forum, 25*(1-2), 6-9.
- State of Alaska, Council on Domestic Violence and Sexual Assault. (2012). *Key issues impacting domestic violence and sexual assault in Alaska*. Retrieved from <http://dps.alaska.gov/cdvsa/>.
- Suicide Prevention Resource Center (2007). *At-a-glance: Safe reporting on suicide*. Newton, MA: Education Development Center.
- Virginia Sexual & Domestic Violence Action Alliance. (2006). Sexual and domestic violence screening tool.
- Westfield, J. S., Richards, A. S., & Levy, L. (2011). Protective factors. In D. A. Lamis & D. Lester (Eds.), *Understanding and Preventing College Student Suicide* (pp. 169-182). Springfield, IL: Charles C. Thomas.
- White, H. R., McMorris, B. J., Catalano, R. F., Fleming, C. B., Haggerty, K. P., & Abbott, R. D. (2006). Increases in alcohol and marijuana use during the transition out of high school into emerging adulthood: The effects of leaving home, going to college, and high school protective factors. *Journal of Studies on Alcohol 67*(6), 810-822.



Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CH College of Health		1b. Division No Division Code		1c. Department College of Health	
2. Course Prefix COHI	3. Course Number A478	4. Previous Course Prefix & Number PSY A490	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Interdisciplinary Exploration of Alaska's Critical Behavioral Health Issues AK Behavioral Health Issues <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> General Education Requirement <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Summer/2015 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with COHI A678 Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
<i>Impacted Program/Course</i>		<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1.					
2.					
3.					
Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>12/1/14</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>12/9/14</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (<i>suggested length 20 to 50 words</i>) Engages students in an in-depth, interdisciplinary exploration of Alaska's critical behavioral health issues, including domestic violence and sexual assault, substance abuse, mental health, and suicide. Examines theoretical causation, prevention response, and intervention from the following discipline perspectives: justice, social work, human services, nursing and public health.					
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) None			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) None		
16c. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) Junior standing		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action This course is a component of the focused efforts on interdisciplinary education between units in the College of Health.					
Initiator (faculty only) _____ Date _____ Virginia Miller Initiator (TYPE NAME)			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____		

**University of Alaska Anchorage
College of Health
Course Content Guide**

I. Date of Initiation: January 2013

II. Curriculum Action Request

- A. School: College of Health
- B. Course Subject: COHI
- C. Course Number: A478
- D. Number of Credits: 3
- E. Contact Hours: 3 + 0
- F. Course Program: COHI College of Health Interprofessional
- G. Course Title: Interdisciplinary Exploration of Alaska's Critical Behavioral Health Issues
- H. Grading Basis: A-F
- I. Implementation Date: Summer 2015
- J. Stacked: COHI A678
- K. Course Description: Engages students in an in-depth, interdisciplinary exploration of Alaska's critical behavioral health issues, including domestic violence and sexual assault, substance abuse, mental health, and suicide. Examines theoretical causation, prevention response, and intervention from the following discipline perspectives: justice, social work, human services, nursing and public health.
- L. Course Prerequisites: None
- M. Course Co-requisites: None
- N. Other Restrictions: Class
- O. Registration Restrictions: Junior standing
- P. Course Fees: No

III. Instructional Goals and Student Learning Outcomes

- A. The instructor will:
 1. Introduce interdisciplinary perspectives of critical behavioral health issues for discussion.
 2. Present Alaskan case studies and resources and include experts from the field as guest speakers.
 3. Design learning activities to illustrate interdisciplinary understanding.
 4. Introduce research and theoretical material for review and discussion.

B. Upon completion of this course, the student will be able to:

Outcomes and Assessment Measures	
Outcomes	Measures
1. Compare the interdisciplinary theoretical perspectives that inform the identification, intervention, and prevention of domestic violence, sexual assault, substance abuse, mental health, and suicide.	Class discussions Written assignments

Outcomes and Assessment Measures	
Outcomes	Measures
2. Identify and compare responses and interventions to domestic violence, sexual assault, substance abuse, mental health and suicide issues from various disciplinary perspectives.	Written assignments Seminar discussions Case study discussions
3. Distinguish multiple diversities, including but not limited to stage of development, culture, gender, sexual orientation, and disability to better understand an individual's experience of domestic violence, sexual assault, substance abuse, mental health issues and/or suicide.	Written assignments Seminar discussions Case study discussions

IV. Course Level Justification

Course content will require that students possess a basic understanding of the present systems addressing domestic violence, sexual assault, and intimate partner violence; substance abuse; mental health; and suicide that they would have received in introductory level courses in their respective majors. Students will be required to identify and compare theoretical causation, prevention, and intervention from an interdisciplinary perspective.

V. Topical Course Outline

I. General Overview

- A. Definition: interdisciplinary
- B. Overview of disciplines: justice, social work, human services, nursing and public health perspectives
- C. Adverse Childhood Experiences (ACES) and trauma-informed services
- D. Social determinants of health
- E. Life course
- E. Crisis intervention
- F. Self-care

II. Domestic Violence/Sexual Assault/Intimate Partner Violence

- A. Description and definition of domestic violence/sexual assault/intimate partner violence in Alaska and the United States
- B. Intersection of diversity (developmental stage, culture, gender, sexual orientation, disability) on the experience of domestic violence/sexual assault/intimate partner violence
- C. Interdisciplinary perspectives
 - 1. Theoretical perspectives
 - 2. Assessment and diagnosis
 - 3. Prevention
 - 4. Intervention
- D. Interdisciplinary approaches to understanding and addressing domestic violence/sexual assault/intimate partner violence in Alaska

III. Mental Health

- A. Description and definition of mental health in Alaska and the United States
- B. Intersection of diversity (developmental stage, culture, gender, sexual orientation, disability) on the experience of mental health issues.
- C. Interdisciplinary perspectives
 - 1. Theoretical perspectives
 - 2. Assessment and diagnosis
 - 3. Prevention
 - 4. Intervention
- D. Interdisciplinary approaches to understanding and addressing mental health issues in Alaska

IV. Substance Abuse (including alcohol)

- A. Description and definition of substance abuse in Alaska and the United States
- B. Intersection of diversity (developmental stage, culture, gender, sexual orientation, disability) on the experience of sexual abuse.
- C. Interdisciplinary perspectives
 - 1. Theoretical perspectives
 - 2. Assessment and diagnosis
 - 3. Prevention
 - 4. Intervention
- D. Interdisciplinary approaches to understanding and addressing substance abuse in Alaska

V. Suicide

- A. Description and definition of suicide in Alaska and the United States
- B. Intersection of diversity (developmental stage, culture, gender, sexual orientation, disability) on the experience of suicide
- C. Interdisciplinary perspectives
 - 1. Theoretical perspectives
 - 2. Assessment and diagnosis
 - 3. Prevention
 - 4. Intervention
- D. Interdisciplinary approaches to understanding and addressing suicide in Alaska

VI. Suggested Texts

NOTE: There will not be a written text; students will be directed to a comprehensive reading list (see below).

VII. Bibliography (*denotes classic material without recent editions)

Alaska Court System (2007). *Mental health commitments (civil commitments)*. Author.

Alaska Network on Domestic Violence and Sexual Assault. (2010). *Pathways to prevent domestic violence: A plan for Alaska*. (Award No. US4/CE001522-02). Anchorage, AK: Alaska Network on Domestic Violence and Sexual Assault.

Alcántara, C., & Gone, J. P. (2007). Reviewing suicide in Native American communities: Situating risk and protective factors within a transactional-ecological framework. *Death Studies, 31*, 457-477. doi: 10.1080/07481180701244587.

- American Foundation for Suicide Prevention and Suicide Prevention Resource Center (2011). *After a suicide: A toolkit for schools*. Newton, MA: Education Development Center.
- Antle, B. F., Sullivan, D. J., Dryden, A., Karam, E. A., & Barbee, A. P. (2010). Healthy relationship education for dating violence prevention among high-risk youth. *Children and Youth Services Review*, *33*, 173-179. doi: 10.1016/j.childyouth.2010.08.031.
- Babiss, L. A., & Gangwisch, J. E. (2009). Sports participation as a protective factor against depression and suicidal ideation in adolescents as mediated by self-esteem and social support. *Journal of Developmental & Behavioral Pediatrics*, *30*, 376-384.
- Bland, P. J. (2005). *Getting safe and sober: Real tools you can use*. Alaska Network on Domestic Violence and Sexual Assault.
- *Brown, G. K. (2002). *A review of suicide assessment measures for intention research with adults and older adults*. <http://www.nimh.nih.gov/suicideresearch/adultsuicide.pdf>.
- Buchanan, K. L., Flowers, K., Salami, T., & Walker, R. (2011). Racial and ethnic differences. In D. A. Lamis & D. Lester (Eds.), *Understanding and Preventing College Student Suicide* (pp. 65-79). Springfield, IL: Charles C. Thomas.
- Cleveland, M. J., Feinberg, M. E., Bontempo, D. E., & Greenberg, M. T. (2008). The role of risk and protective factors in substance use across adolescence, *Journal of Adolescent Health*, *43*, 157-164. doi: 10.1016/j.jadohealth.2008.01.015.
- *Disability Services ASAP of SafePlace. (2003). *General facts about sexual abuse and people with mental retardation*. Austin, Texas: SafePlace.
- *Disability Services ASAP of SafePlace. (2003). *General information about domestic violence and persons with mental illness*. Austin, Texas: SafePlace.
- *Disability Services ASAP of SafePlace. (2003). *Risk factors to abuse/neglect for many people with disabilities*. Austin, Texas: SafePlace.
- *Disability Services ASAP of SafePlace. (2003). *Similarities and differences in domestic violence for people with and without disabilities*. Austin, Texas: SafePlace.
- *Disability Services ASAP of SafePlace. (2003). *Strategies for working with domestic violence survivors with mental illness*. Austin, Texas: SafePlace.
- *Disability Services ASAP of SafePlace. (2003). *Tips for communicating with survivors with developmental disabilities*. Austin, Texas: SafePlace.
- *Disability Services ASAP of SafePlace. (2003). *Tips for staying safe from sexual assault*. Austin, Texas: SafePlace.

- *Disability Services ASAP of SafePlace. (2003). *Tips for working with sexual abuse survivors who have disabilities*. Austin, Texas: SafePlace.
- Fergus, S., & Zimmerman, M. A. (2005). Adolescent resilience: A framework or understanding healthy development in the face of risk. *Annual Review Public Health, 26*, 399-419.
- Fliege, H., Lee, J., Grimm, A., & Klapp, B. F. (2009). Risk factors and correlates of deliberate self-harm behavior: A systematic review. *Journal of Psychosomatic Research, 66*, 477-493. doi: 10.1016/j.jpsychores.2008.10.013.
- *Ganley, A. L. (2002). *Understanding domestic violence: Preparatory reading for participants*, Alaska Network on Domestic Violence and Sexual Assault. Retrieved from <http://www.andvsa.org/v2/wp-content/uploads/2009/12/60-ganely-general-dv-article.pdf>.
- Harrell, E. (2011). *Crime against persons with disabilities, 2008-2010 – statistical tables*. (Report No. NCJ 235777). Office of Justice Programs: Bureau of Justice Statistics.
- Herrenkohl, T. I., Sousa, C., Tajima, E. A., Herrenkohl, R. C., & Moylan, C. A. (2008). Intersection of child abuse and children's exposure to domestic violence. *Trauma, Violence, & Abuse, 9*(2), 84-99. doi: 10.1177/1524838008314797.
- Hill, R. M., Meizer, M. C., Dominguez, N., & Petit, J. W. (2011). Interpersonal factors. In D. A. Lamis & D. Lester (Eds.), *Understanding and Preventing College Student Suicide* (pp. 157-169). Springfield, IL: Charles C. Thomas.
- Hughes, R. B., Lund, E. M., Gabrielli, J., Powers, L. E., & Curry, M. A. (2011). Prevalence of interpersonal violence against community-living adults with disabilities: A literature review. *Rehabilitation Psychology, 56*(4), 302-319. doi: 10.1037/a0025620
- Isaac, M., Elias, B., Katz, L., Belik, S. L., Deane, F. P., Enns, M. W., & Sareen, J. (2009). Gatekeeper training as a preventative intervention for suicide: A systematic review. *The Canadian Journal of Psychiatry, 54*(4), 260-268.
- Justice Center, University of Alaska Anchorage. (2009). Reducing violence against women in Alaska. *Alaska Justice Forum, 26*(3), 5.
- Know, K. L., Stanley, B., Currier, G.W., Brenner, L., Gharamanlou-Holloway, M., & Brown, G. (2012). An emergency department-based brief intervention for veterans at risk for suicide (SAFEVET). *American Journal of Public Health, 106*(1), 35-37.
- Lester, D. (2011). Environmental stressors. In D. A. Lamis & D. Lester (Eds.), *Understanding and Preventing College Student Suicide* (pp. 134-145). Springfield, IL: Charles C. Thomas.

- Maas, C. D., Fleming, C. B., Herrenkohl, T. I., & Catalano, R. F. (2010). Childhood predictors of teen violence victimization. *Violence Vict.*, 25(2), 131-149.
- Marty, M. A., Segal, D. L., & Coolidge, F. L. (2010). Relationships among dispositional coping strategies, suicidal ideation, and protective factors against suicide in older adults. *Aging & Mental Health*, 14(8), 1015-1023.
- Mitra, M., Mouradian, V. E., & Diamond, M. (2011). Sexual violence victimization against men with disabilities. *American Journal of Preventative Medicine*, 41(5), 494-497. doi: 10.1016/j.amepre.2011.07.014.
- Nock, M. K., Borges, G., Bromet, E. J., Cha, C. B., Kessler, R. C., & Lee, S. (2008). Suicide and suicidal behavior. *Epidemiologic Reviews*, 30, 133-154. doi: 10.1093/epirev/mxn002.
- Rosay, A. B., & Henry, T. (2008). Sexual assault nurse examinations in Alaska. *Alaska Justice Forum*, 25(1-2), 10-13.
- Rosay, A. B., Postle, G., Wood, D. S., & TePas, K. (2008). Sexual assaults reported to Alaska state troopers. *Alaska Justice Forum*, 25(1-2), 6-9.
- State of Alaska, Council on Domestic Violence and Sexual Assault. (2012). *Key issues impacting domestic violence and sexual assault in Alaska*. Retrieved from <http://dps.alaska.gov/cdvsa/>.
- Suicide Prevention Resource Center (2007). *At-a-glance: Safe reporting on suicide*. Newton, MA: Education Development Center.
- Virginia Sexual & Domestic Violence Action Alliance. (2006). Sexual and domestic violence screening tool.
- Westfield, J. S., Richards, A. S., & Levy, L. (2011). Protective factors. In D. A. Lamis & D. Lester (Eds.), *Understanding and Preventing College Student Suicide* (pp. 169-182). Springfield, IL: Charles C. Thomas.
- White, H. R., McMorris, B. J., Catalano, R. F., Fleming, C. B., Haggerty, K. P., & Abbott, R. D. (2006). Increases in alcohol and marijuana use during the transition out of high school into emerging adulthood: The effects of leaving home, going to college, and high school protective factors. *Journal of Studies on Alcohol* 67(6), 810-822.