

Graduate Academic Board

Agenda

December 12, 2014

ADM 204

9:30 to 11:30

I. Roll Call

() Arlene Schmuland

() Cindy Knall

() Jervette Ward

() FS CAS

() Anthony Paris

() Dennis Drinka

() FS at Large

() Peter Olsson

() Clayton Trotter

() FS at Large

() Hsing-Wen Hu

() Sam Thiru

() FS at Large

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 - First Readings

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

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

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

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)

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

VI. Program/Course Action Request - Second Readings

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment

Graduate Academic Board

Summary

November 14, 2014

ADM 204

9:30 to 11:30

I. Roll Call

(x) Arlene Schmuland	(x) Anthony Paris	(x) Peter Olsson	(x) Hsing-Wen Hu	<u>Ex-Officio Members</u>
(x) Cindy Knall	(x) Dennis Drinka	() Clayton Trotter	(x) Sam Thiru	() David Yesner
(x) Jervette Ward	() FS at Large	() FS at Large	() FS at Large	(x) Lora Volden
() FS CAS				(x) 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 was approved and will be on the BOR agenda as an informational item
A cooperative agreement was signed with the University of Washington for a shared law program
Graduate School application fee will be used to pay for staff support in processing applications
- B. University Registrar Lora Volden
- C. GAB Chair Arlene Schmuland

V. Program/Course Action Request - First Readings

Chg BA A648 Business Intelligence and Data Mining (3 cr)(3+0)(pg. 3-6)
No initiator present

Chg EDEN A695 Mentorship, Leadership and Advocacy (1-6cr)(0+3-18)(pg. 7-12)
Waive first reading, approve for second

Chg EDEN A698 Research and Creative Scholarship (1-12cr)(1-6+0)(pg. 13-16)
Waive first reading, approve for second

VI. Program/Course Action Request - Second Readings

Add Doctor of Education in Education, Culture, and Leadership (pg. 17-21)
Unanimously approved for second reading

VII. Old Business

VIII. New Business

- A. Curriculum Management System Demonstration
University Registrar, Lora Volden presented the new system and demonstrated adding a new course, changing an existing course, and an example of how the course will look to the board when it is ready for review. Demonstrated the program side of the system.
- B. Proposal for Designation Process for Community-Engaged Academic Courses (22-24)
Motion to approve the proposal
1st Dennis Drinka
2nd Cindy Knall
Unanimously Approved
- C. Graduate Academic Board Curriculum Review Discussion (pg. 25-26)
- D. Stacked Course Review (pg. 27-29)

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 EA COE		1b. Division No Division Code		1c. Department Teaching and Learning													
2. Course Prefix EDEN	3. Course Number A610	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Leadership and Self-Identity Leadership Self-identity <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 type="checkbox"/> Add or <input type="checkbox"/> Change or <input checked="" type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: / To: /														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1.			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1.																	
2.																	
3.																	
Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: _____ submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: _____														
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>) Examines the impacts of a personal lens and professional traits on engaged leadership. Emphasises personal growth and collaborative inquiry.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) n/a			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) n/a														
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16d. Registration Restriction(s) (<i>non-codable</i>) n/a														
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 was developed prior to the program development completion. The course is no longer necessary for the Doctorate in Education, Culture, and Leadership program.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ </div> <div> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </div> <div> <input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div>																	



Course Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department BA													
2. Course Prefix BA	3. Course Number A648	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)													
6. Complete Course Title Business Intelligence and Data Mining Bus. Intel. & Data Mining <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 type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			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: Spring/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr> <td>1. Masters of Business Administration</td> <td>09/05/2014</td> <td>Minnie Yen</td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> </tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. Masters of Business Administration	09/05/2014	Minnie Yen	2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. Masters of Business Administration	09/05/2014	Minnie Yen															
2.																	
3.																	
Initiator Name (typed): <u>Yonggang Lu</u> Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>9/16/2014</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>9/16/2014</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>) Covers basic business intelligence and data mining including Data Warehousing and Querying. Applies business intelligence and data mining techniques to marketing campaigns, fraud detection, and terrorism detection. Uses SAS Enterprise Miner to illustrate decision trees, classification algorithms, and other data mining techniques. Students may apply for SAS Data Mining Certification.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A		16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A															
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16d. Registration Restriction(s) (<i>non-codable</i>) Graduate Standing and undergraduate statistics course with a minimum grade of C															
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee		18. <input type="checkbox"/> Mark if course is a selected topic course															
19. Justification for Action Change contact hours as this is not a lab course. Update registration restrictions.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ <u>Yonggang Lu</u> Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div> </div>																	

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated December 5, 2014

II. Course Information

College/School: College of Business and Public Policy

Department: Business Administration

Program: Master of Business Administration, General Management

Course Title: Business Intelligence and Data Mining

Course Number: BA A648

Credits: 3

Contact Hours: 3 per week x 15 weeks = 45 hours

0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

Grading Basis: A-F

Course Description: Covers basic business intelligence and data mining including Data Warehousing and Querying. Applies business intelligence and data mining techniques to marketing campaigns, fraud detection, and terrorism detection. Uses SAS Enterprise Miner to illustrate decision trees, classification algorithms, and other data mining techniques. Students may apply for SAS Data Mining Certification.

Course Prerequisites: N/A

Registration Restrictions: Graduate Standing and undergraduate statistics course with a minimum grade of C

Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Discussion
- B. Case studies
- C. Lecture

IV. Course Level Justification

This course requires rigorous data analysis and synthesis of quantitative and logical thinking skills gained at the undergraduate level.

V. Outline

- A. Business Decision Modeling
 - 1. Decision making process
 - 2. Decision making with uncertainty
- B. Business Data Environment
 - 1. Database and data warehousing
 - 2. Data reporting and querying
 - 3. Online analytical processing
 - 4. Data preprocessing and transformation
- C. Introduction to Business Intelligence (BI)
 - 1. The BI Lifecycle
 - 2. BI implementation
 - 3. BI and technology
- D. Data Mining Techniques
 - 1. Unsupervised learning methods
 - a. Decision trees
 - b. Association rule learning
 - c. K-Mean cluster analysis
 - 2. Supervised learning methods
 - a. Classification analysis
 - b. Neural network
 - c. Regression analysis

VI. Suggested Texts

SAS Publishing. (2007). Applied analytics using SAS® Enterprise Miner™ 6.1.
Cary: SAS Press.

Tan, P., Steinbach, M., & Kumar, V. (2005). Introduction to data mining (US ed.).
Boston: Addison Wesley.

VII. Bibliography

Cerrito, P. B. (2007). *Introduction to data mining - using SAS Enterprise Miner*. Cary: SAS Press.

Roiger, R., & Geatz, M. (2003). *Data mining - a tutorial based primer* (3rd ed.). Boston: Addison Wesley.

Sarma, K. S. (2007). *Predictive modeling with SAS Enterprise Miner: practical solutions for Business Applications*. Cary: SAS Press.

SAS Publishing. (2006). *Data mining using SAS Enterprise Miner: a case study approach* (2nd ed.). Cary: SAS Press.

SAS Publishing. (2009). *Getting started with SAS Enterprise Miner 6.1*. Cary: SAS Press.

Shmueli, G., Patel, N. R., & Bruce, P. C. (2010). *Data mining for business intelligence: concepts, techniques, and applications in Microsoft Office*. Hoboken: Wiley.

VIII. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Introduce students to business intelligence and data mining
2. Present the role and significance of business intelligence organizations
3. Introduce classical data mining techniques used in business intelligence projects
4. Describe how to use data mining techniques and business intelligence concepts to solve various business decision making problems
5. Demonstrate how to use popular data mining software

B. Student Outcomes. Students will be able to:	Assessment Method
1. Describe the role of business intelligence in everyday business decision making	Exams and written assignments
2. Explain the BI implement process	Exams and written assignments
3. Explain mechanisms of some popular data mining techniques	Exams and written assignments
4. Apply selected data mining techniques	Case studies and presentations



TO: Graduate Academic Board

FROM: Cindy Knall, Associate Professor, WWAMI School of Medical Education, COH

DATE: 10/07/14

SUBJECT: Prefix Action Request, Addition MD, and WWAMI Curriculum Renewal

The WWAMI School of Medical Education, College of Health, is bringing forward a Prefix Action Request for a new Prefix, WWAMI – Doctor of Medicine, MD. This request is being made in order to accommodate the new courses that will be implemented here at UAA as a consequence of the WWAMI/UWSOM curriculum renewal process to revise/renew the Doctor of Medicine curriculum in conjunction with our partner institution the University of Washington, School of Medicine. This curriculum renewal process is being undertaken to meet the expectations of our accrediting body, Liaison Committee on Medical Education (LCME).

The result of this process will be the addition of a series of new courses, before the Board at this time, covering the curricular content typically associated with years one and two of the four year Doctor of Medicine, MD, degree conferred by the University of Washington, School of Medicine (see attached schematic). As has occurred for more than 40 years, these courses will be offered here in Alaska through the WWAMI School of Medical Education to Alaska-based medical students per the cooperative agreement between the University of Alaska and the University of Washington, School of Medicine.



Program/Prefix Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Program of Study or Prefix

1a. School or College CH College of Health	1b. Department WAMI - WWAMI School of Medical Education												
2. Complete Program Title/Prefix WWAMI - Doctor of Medicine / MD; 3. Other: Cooperative Doctoral Program													
3. Type of Program Choose one from the appropriate drop down menu: Undergraduate: CHOOSE ONE or Graduate: Other: specify type in box 2 This program is a Gainful Employment Program: <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No													
4. Type of Action: <table style="width: 100%;"><tr><td style="width: 50%;">PROGRAM <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete</td><td style="width: 50%;">PREFIX <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate</td></tr></table>		PROGRAM <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate										
PROGRAM <input type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete	PREFIX <input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Inactivate												
5. Implementation Date (semester/year) From: Fall/2015 To: 99/9999													
6a. Coordination with Affected Units Department, School, or College: COH Initiator Name (typed): Cindy Knall, PhD Initiator Signed Initials: _____ Date: _____													
6b. Coordination Email submitted to Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) Date: 9/17/14													
6c. Coordination with Library Liaison Date: 10/07/14													
7. Title and Program Description - Please attach the following: <div style="text-align: center;"><input checked="" type="checkbox"/> Cover Memo <input type="checkbox"/> Catalog Copy in Word using the track changes function</div>													
8. Justification for Action This change is required to meet course addition needs due to WWAMI/UWSOM MD program curriculum renewal and LCME accreditation													
<table style="width: 100%;"><tr><td style="width: 50%;"><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</td><td style="width: 50%;"><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</td></tr><tr><td>Initiator (faculty only) Cindy Knall Initiator (TYPE NAME)</td><td>Dean/Director of School/College</td></tr><tr><td><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</td><td>Undergraduate/Graduate Academic Board Chair</td></tr><tr><td>Department Chair</td><td></td></tr><tr><td><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved</td><td>Provost or Designee</td></tr><tr><td>College/School Curriculum Committee Chair</td><td></td></tr></table>		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Initiator (faculty only) Cindy Knall Initiator (TYPE NAME)	Dean/Director of School/College	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chair	Department Chair		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Provost or Designee	College/School Curriculum Committee Chair	
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved												
Initiator (faculty only) Cindy Knall Initiator (TYPE NAME)	Dean/Director of School/College												
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chair												
Department Chair													
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Provost or Designee												
College/School Curriculum Committee Chair													



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 WAMI													
2. Course Prefix MD	3. Course Number A602	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3-4	5b. Contact Hours (Lecture + Lab) (0+4)													
6. Complete Course Title Introductory Primary and Continuity Care Clerkship Primary & Contin Care Clerkship <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> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify) </div> </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status Yes # of Repeats 3 Max Credits														
			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: fall/2015 To: /9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1.			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1.																	
2.																	
3.																	
Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: 9/17/14 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: 10/07/14														
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>) Introduces medical students to continuity of care by working with practicing physicians. The course demonstrates how to work with an individual to help them achieve optimal health, and includes topics in primary and preventative care, geriatrics, rehabilitation, palliative care, behavioral health, and pain management. Special Note: Course meets on an alternate schedule from standard published academic dates.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) NA			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) NA														
16c. Automatic 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>) Admission to WWAMI MD program														
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 Course is being added as part of the curriculum renewal for the cooperative WWAMI/UWSOM MD program to meet LCME accreditation standards.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ Cindy Knall, PhD Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </div> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div> </div>																	

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

- I. Date of Initiation** Fall 2014
- II. Curriculum Action Request**
- | | |
|--|---|
| A. College/School: | College of Health |
| B. Course Prefix: | MD |
| C. Course Number: | A602 |
| D. Number of Credits and Contact Hours: | 3-4; 0+4 |
| E. Course Title: | Introductory Primary and Continuity Care Clerkship |
| F. Grading Basis: | P/NP |
| G. Implementation Date: | Fall 2015 |
| H. Course Description: | Introduces medical students to continuity of care by working with practicing physicians. The course demonstrates how to work with an individual to help them achieve optimal health, and includes topics in primary and preventative care, geriatrics, rehabilitation, palliative care, behavioral health, and pain management. Special Note: Course meets on an alternate schedule from standard published academic dates. |
| I. Course Prerequisite(s): | N/A |
| J. Corequisite(s): | N/A |
| K. Other Restriction(s): | Level |
| L. Registration Restriction(s): | Admission to WWAMI MD program |
| M. Course Fee: | No |
- III. Course Contact Hours Justification**
- The following calculation for assigning credit hours will be used for all WWAMI sites. The formula for WWAMI credit hours is 1 credit is equal to 30 hours for 10 weeks in and out of class time. To determine a course's assigned credits, the total number of weeks for which a course will meet is multiplied by the number of hours/week required for that course and divided by 30 hours/credit. For Primary and Continuity Care Clerkships (PCCC), 6 hours/week are required. PCCC will meet 13, 14 or 19 weeks, for a total of 78-114 required hours, for 3 or 4 credit hours.
- IV. Course Level Justification**
- This course is designed to train medical students pursuing a doctor of medicine (MD) degree in the foundations of primary and preventative care, geriatrics, rehabilitation, palliative care, behavioral health, and pain management, and work with an individual to help them achieve optimal health, along with continuity of care principles of relevance to the practice of medicine. It requires self-directed learning, independent thinking and extensive use of analytical skills to achieve student outcomes. Registration for this course is restricted to medical students admitted to the WWAMI/UWSOM MD program. These students are required to hold an earned bachelor's degree, and have completed a set of defined premedical course work, including, but not limited to, calculus I and II, general biology, general physics, and general, organic, and biological chemistry.

V. Instructional Goals, Student Learning Outcomes, and Assessment Measures

A. Instructional Goals

The instructors will use an integrated curricular approach through lecture and active learning pedagogies to guide the acquisition, application and critical analysis and application of the following: effective communication in the clinical setting; methods to retrieve, manage and utilize biomedical information for patient care; understanding of long term illness and impact on patients and families; role of continuity care in primary and chronic care setting, including topics of geriatrics, palliative care and pain management.

B. Student Learning Outcomes/Assessment Measures

Per accreditation standards of the Liaison Committee on Medical Education (LCME) which is the accrediting body of the WWAMI/UWSOM MD Program, Student Learning Outcomes and Assessment Measures must be identical across all universities which make up the WWAMI/UWSOM MD Program: University of Washington; University of Wyoming; University of Alaska Anchorage; Montana State University; University of Idaho.

Student Learning Outcomes and Assessment Measures		
	Student Learning Outcomes	Assessment Measures
1.	Demonstrate skills on how to communicate effectively, both orally and in writing, with patients, patients' families, colleagues, and others with whom physicians must exchange information in carrying out their responsibilities	Quizzes, Exams, Brief essays, Problem sets, and Reflective pieces.
2.	Demonstrate ability to retrieve (from electronic databases and other resources), manage, and utilize biomedical information for solving problems and making decisions that are relevant to the care of individuals and populations	
3.	Demonstrate awareness and appreciation of the impact of long term illness and disability on the lives of patients and their families, understanding of topics such as topics of geriatrics, palliative care and pain management	
4.	Apply knowledge of how to identify community resources for the support of patients and their families	
5.	Demonstrate understanding of the role of continuity of care in both the primary and chronic care setting; understanding how the patient-physician relationship evolves with time, and how it impacts approaches to appropriate treatments, as well as strategies for preventative and chronic care	
6.	Show understanding of the role of all members of the healthcare team	

VI. Topical Course Outline

This course will consist of active learning and small-group activities in a clinical setting, with a focus on primary and chronic care. Students will spend the majority of their time with a primary faculty preceptor.

1. Roles of Healthcare Team Members

2. Communication Skills

- a. Oral
- b. Written
- c. Listening
- d. Audiences
 - i. Patients
 - ii. Patients' families
 - iii. Colleagues

3. Medical Information Retrieval

- a. Electronic records
- b. Electronic databases
- c. Other resources

4. Medical Decision Making

- a. Information management
- b. Information utilization
- c. Problem solving
 - i. Patient
 - ii. Population

5. Long-term Illness and Disability

- a. Impacts
 - i. Patients
 - ii. Patients' families
- b. Geriatrics
- c. Palliative care
- d. Pain management

6. Community Support Resources

- a. For patients
- b. For patients' families

7. Continuity of Care

- a. Primary care
- b. Chronic care
- c. Patient-physician relationship
 - i. Evolution
 - ii. Impact on approaches to treatment
 - iii. Impact on strategies for preventative care
 - iv. Impact on chronic care

VII. Suggested Texts

Online resources and syllabi materials will be provided to students.

VIII. Bibliography

Because medicine is a rapidly developing field, a specific bibliography is inappropriate for this content guide. Faculty are recommended to consult the current primary literature to stay abreast of current developments within the medical disciplines covered by this course.



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 WAMI																															
2. Course Prefix MD	3. Course Number A603	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3-4	5b. Contact Hours (Lecture + Lab) (2+2)																															
6. Complete Course Title Clinical Skills <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> <table border="0"><tr><td><input type="checkbox"/> Prefix</td><td><input type="checkbox"/> Course Number</td></tr><tr><td><input type="checkbox"/> Credits</td><td><input type="checkbox"/> Contact Hours</td></tr><tr><td><input type="checkbox"/> Title</td><td><input type="checkbox"/> Repeat Status</td></tr><tr><td><input type="checkbox"/> Grading Basis</td><td><input type="checkbox"/> Cross-Listed/Stacked</td></tr><tr><td><input type="checkbox"/> Course Description</td><td><input type="checkbox"/> Course Prerequisites</td></tr><tr><td><input type="checkbox"/> Test Score Prerequisites</td><td><input type="checkbox"/> Co-requisites</td></tr><tr><td><input type="checkbox"/> Automatic Restrictions</td><td><input type="checkbox"/> Registration Restrictions</td></tr><tr><td><input type="checkbox"/> Class <input type="checkbox"/> Level</td><td><input type="checkbox"/> General Education Requirement</td></tr><tr><td><input type="checkbox"/> College <input type="checkbox"/> Major</td><td></td></tr><tr><td><input type="checkbox"/> Other (please specify)</td><td></td></tr></table>			<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"/> Automatic 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)		9. Repeat Status Yes # of Repeats 3 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"/> Automatic 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 type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG																																
			11. Implementation Date semester/year From: fall/2015 To: /9999																																
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A 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 .																																			
Impacted Program/Course		Date of Coordination		Chair/Coordinator Contacted																															
1.																																			
2.																																			
3.																																			
Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____																																			
13b. Coordination Email Date: 9/17/14 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: 10/07/14																																
14. General Education Requirement Mark appropriate box: <table border="0"><tr><td><input type="checkbox"/> Oral Communication</td><td><input type="checkbox"/> Written Communication</td><td><input type="checkbox"/> Quantitative Skills</td><td><input type="checkbox"/> Humanities</td></tr><tr><td><input type="checkbox"/> Fine Arts</td><td><input type="checkbox"/> Social Sciences</td><td><input type="checkbox"/> Natural Sciences</td><td><input type="checkbox"/> Integrative Capstone</td></tr></table>						<input type="checkbox"/> Oral Communication	<input type="checkbox"/> Written Communication	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Humanities	<input type="checkbox"/> Fine Arts	<input type="checkbox"/> Social Sciences	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Integrative Capstone																						
<input type="checkbox"/> Oral Communication	<input type="checkbox"/> Written Communication	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Humanities																																
<input type="checkbox"/> Fine Arts	<input type="checkbox"/> Social Sciences	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Integrative Capstone																																
15. Course Description (suggested length 20 to 50 words) Instruction in communication skills, interviewing techniques, physical examination, documentation and clinical reasoning to introduce the physician role. The course will include hospital-based patient encounters to develop comfort with the physician role. Special Note: Course meets on an alternate schedule from standard published academic dates.																																			
16a. Course Prerequisite(s) (list prefix and number or test code and score) NA			16b. Co-requisite(s) (concurrent enrollment required) NA																																
16c. Automatic Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16d. Registration Restriction(s) (non-codable) Admission to WWAMI MD program																																
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course																																
19. Justification for Action Course is being added as part of the curriculum renewal for the cooperative WWAMI/UWSOM MD program to meet LCME accreditation standards.																																			
<table border="0"><tr><td colspan="2">Initiator (faculty only) Cindy Knall, PhD Initiator (TYPE NAME)</td><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="2"><input type="checkbox"/> Disapproved Dean/Director of School/College Date</td></tr><tr><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="2"><input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair Date</td><td colspan="2"></td></tr><tr><td colspan="2"><input type="checkbox"/> Disapproved Department Chair Date</td><td colspan="2"><input type="checkbox"/> Disapproved</td><td colspan="2"></td></tr><tr><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="2"><input type="checkbox"/> Approved</td><td colspan="2"></td></tr><tr><td colspan="2"><input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date</td><td colspan="2"><input type="checkbox"/> Disapproved Provost or Designee</td><td colspan="2">Date</td></tr></table>						Initiator (faculty only) Cindy Knall, PhD Initiator (TYPE NAME)		<input type="checkbox"/> Approved		<input type="checkbox"/> Disapproved Dean/Director of School/College Date		<input type="checkbox"/> Approved		<input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair Date				<input type="checkbox"/> Disapproved Department Chair Date		<input type="checkbox"/> Disapproved				<input type="checkbox"/> Approved		<input type="checkbox"/> Approved				<input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date		<input type="checkbox"/> Disapproved Provost or Designee		Date	
Initiator (faculty only) Cindy Knall, PhD Initiator (TYPE NAME)		<input type="checkbox"/> Approved		<input type="checkbox"/> Disapproved Dean/Director of School/College Date																															
<input type="checkbox"/> Approved		<input type="checkbox"/> Approved Undergraduate/Graduate Academic Board Chair Date																																	
<input type="checkbox"/> Disapproved Department Chair Date		<input type="checkbox"/> Disapproved																																	
<input type="checkbox"/> Approved		<input type="checkbox"/> Approved																																	
<input type="checkbox"/> Disapproved College/School Curriculum Committee Chair Date		<input type="checkbox"/> Disapproved Provost or Designee		Date																															

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

- I. Date of Initiation** Fall 2014
- II. Course Information**
- | | |
|--|---|
| A. College/School: | College of Health |
| B. Course Prefix: | MD |
| C. Course Number: | A603 |
| D. Number of Credits and Contact Hours: | 3-4; 2+2 |
| E. Course Title: | Clinical Skills |
| F. Grading Basis: | P/NP |
| G. Implementation Date: | Fall 2015 |
| H. Course Description: | Instruction in communication skills, interviewing techniques, physical examination, documentation and clinical reasoning to introduce the physician role. The course will include hospital-based patient encounters to develop comfort with the physician role. Special Note: Course meets on an alternate schedule from standard published academic dates. |
| I. Course Prerequisite(s): | N/A |
| J. Corequisite(s): | N/A |
| K. Other Restriction(s): | Level |
| L. Registration Restriction(s): | Admission to WWAMI MD program |
| M. Course Fee: | Yes |
- III. Course Contact Hours Justification**
The following calculation for assigning credit hours will be used for all WWAMI sites. The formula for WWAMI credit hours is 1 credit is equal to 30 hours for 10 weeks in and out of class time. To determine a course's assigned credits, the total number of weeks for which a course will meet is multiplied by the number of hours/week required for that course and divided by 30 hours/credit. For Clinical Skills, 6 hours/week are required. CS will meet 13, 14 or 19 weeks for a total of 78-114 required hours, for 3 or 4 credit hours.
- IV. Course Level Justification**
This course is designed to train medical students pursuing a doctor of medicine (MD) degree in the foundations of communication skills, interviewing techniques, physical examination, documentation and clinical reasoning of relevance to the practice of medicine. It requires self-directed learning, independent thinking and extensive use of analytical skills to achieve student outcomes. Registration for this course is restricted to medical students admitted to the WWAMI/UWSOM MD program. These students are required to hold an earned bachelor's degree, and have completed a set of defined premedical course work, including, but not limited to, calculus I and II, general biology, general physics, and general, organic, and biological chemistry.
- V. Instructional Goals, Student Learning Outcomes, and Assessment Measures**
- A. Instructional Goals**
The instructors will use an integrated curricular approach through lecture and active learning pedagogies to guide the acquisition, application and critical analysis and

application of the following: skills for an accurate medical history that covers all essential aspects of the history including both a complete and an organ system specific examination and behavioral health examination; ethics of medicine, professionalism of medicine; interpretation of diagnostic procedures; electronic medical record skills; and roles of health professionals and collaboration in caring for patients.

B. Student Learning Outcomes/Assessment Measures

Per accreditation standards of the Liaison Committee on Medical Education (LCME) which is the accrediting body of the WWAMI/UWSOM MD Program, Student Learning Outcomes and Assessment Measures must be identical across all universities which make up the WWAMI/UWSOM MD Program: University of Washington; University of Wyoming; University of Alaska Anchorage; Montana State University; University of Idaho.

Student Learning Outcomes and Assessment Measures		
	Student Learning Outcomes	Assessment Measures
1.	Apply skills to achieve an accurate medical history that covers all essential aspects of the history, including issues related to age, gender, and socio-economic status	Quizzes, Exams Brief essays, Problem sets, and Reflective pieces.
2.	Apply knowledge and skills to perform both a complete and an organ system specific examination, including a mental status examination	
3.	Understand threats to medical professionalism posed by the conflicts of interest inherent in the practice of medicine	
4.	Demonstrate knowledge of relevant ethical decision making	
5.	Demonstrate knowledge in interpretation of the results of commonly used diagnostic procedures	
6.	Demonstrate skill in utilization of electronic health record to store, interpret and retrieve patient medical information	
7.	Show understanding of expectations of behavior that begin with honesty and integrity in all interactions with patients' families, colleagues, and others with whom physicians must interact in their professional lives	
8.	Demonstrate the understanding of the roles of other health care professionals, and teach collaboration with others in caring for individual patients and in promoting the health of defined populations	
9.	Apply principles of behavioral medicine to interviewing and counseling patients for behavioral change and risk reduction	

VII. Topical Course Outline

1. Medical History Taking

- a. Essential aspects
- b. Age
- c. Gender
- d. Socio-economic status
- 2. Physical Exam**
 - a. Complete
 - b. Organ system specific
 - c. Mental status exam
- 3. Counseling**
 - a. For behavioral change
 - b. For risk reduction
 - c. Increase protective factors
- 4. Records**
 - a. Results of common diagnostic procedures
 - b. Electronic medical records
- 5. Professionalism**
 - a. Conflicts of interest
 - b. Ethical decision making
 - c. Honesty
 - d. Integrity
 - e. Roles of other health care professionals
 - f. Collaboration

VIII. Suggested Texts (American Medical Association style)

Cole, S. & Bird, J. *The Medical Interview, 3rd Edition*. Philadelphia, PA: Saunders; 2013.
Online resources and syllabi materials will be provided to students.

VII. Bibliography

Because medicine is a rapidly developing field, a specific bibliography is inappropriate for this content guide. Faculty members are recommended to consult the current primary literature to stay abreast of current developments within the medical disciplines covered by this course.



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 WAMI													
2. Course Prefix MD	3. Course Number A610	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 11	5b. Contact Hours (Lecture + Lab) (8+8)													
6. Complete Course Title Molecular and Cellular Basis of Disease Mol and Cell Basis of Disease <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> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: fall/2015 To: 99/9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ 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 . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1.			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1.																	
2.																	
3.																	
Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>9/17/2014</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>10/07/14</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>) Introduces cell physiology, cell biology, and cell function, genes, genetics, and genetic diseases/disorders incorporating fundamental principles in anatomy, pathology, and pharmacology. Topics include membrane physiology; sensory receptors; muscle energetics and contractibility; autonomic nervous system; tissue response to disease; pharmacodynamics, pharmacokinetics and pharmacogenetics. Special Note: Course meets on an alternate schedule from standard published academic dates.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Automatic 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>) Admission to WWAMI MD program														
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 Course is being added as part of curriculum renewal for the cooperative WWAMI/UWSOM MD program to meet LCME accreditation standards.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ Cindy Knall, PhD Initiator (TYPE NAME) </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div>																	

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

- I. Date of Initiation:** Fall 2014
- II. Curriculum Action Request**
- A. College:** College of Health
 - B. Course Prefix:** MD
 - C. Course Number:** A610
 - D. Number of Credits and Contact Hours:** 11; 8+8
 - E. Course Title:** Molecular and Cellular Basis of Disease
 - F. Grading Basis:** P/NP
 - G. Implementation Date:** Fall 2015
 - H. Cross-listed:** N/A
 - I. Stacked:** N/A
 - J. Course Description:** Introduces cell physiology, cell biology, and cell function, genes, genetics, and genetic diseases/disorders incorporating fundamental principles in anatomy, pathology, and pharmacology. Topics include membrane physiology; sensory receptors; muscle energetics and contractibility; autonomic nervous system; tissue response to disease; pharmacodynamics, pharmacokinetics and pharmacogenetics. Special Note: Course meets on an alternate schedule from standard published academic dates.
 - K. Course Prerequisites:** N/A
 - L. Course Co-requisites:** N/A
 - M. Other Restrictions:** Level
 - N. Registration Restrictions:** Admission to WWAMI MD Program
 - O. Course Fees:** No
- III. Course Contact Hours Justification**
- The following calculation for assigning credit hours will be used for all WWAMI sites. The formula for WWAMI credit hours is 1 credit is equal to 30 hours for 10 weeks in and out of class time. The WWAMI School of Medical Education time commitment is 4 hours in class time and 8 hours out of class time for 12 hours/day, 4 days/week (48 hours/week). To determine a course's assigned credits, the total number of weeks for which a course will meet is multiplied by 48 hours/week and divided by 30 hours/credit (example: $10 \times 48 = 480/30$ for 16 credits; 5 weeks would be 8 credits). MD A610 will meet for 7 weeks, and therefore is assigned 11 credits.
- IV. Course Level Justification**
- This course is designed to train medical students pursuing a doctor of medicine (MD) degree in the foundational scientific aspects of cellular and molecular medicine. It requires self-directed learning, independent thinking and extensive use of analytical skills to achieve student outcomes. Registration for this course is restricted to medical students admitted to the WWAMI/UWSOM MD program. These students are required to hold an earned bachelor's degree, and have completed a set of defined premedical course work, including, but not

limited to, calculus I and II, general biology, general physics, and general, organic, and biological chemistry.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

The instructor will use an integrated curricular approach through lecture and active learning pedagogies to guide the acquisition, application and critical analysis of principles of cell and molecular biology, physiology, biochemistry and genetics. The instructor will integrate applicable topics in anatomy, histology and pharmacology relevant to cellular and molecular medicine.

B. Student Learning Outcomes and Assessment Measures

Per accreditation standards of the Liaison Committee on Medical Education (LCME) which is the accrediting body of the WWAMI/UWSOM MD Program, Student Learning Outcomes and Assessment Measures must be identical across all universities which make up the WWAMI/UWSOM MD Program: University of Washington; University of Wyoming; University of Alaska Anchorage; Montana State University; University of Idaho.

Student Learning Outcomes and Assessment Measures		
	Student Learning Outcomes	Assessment Measures
1.	Apply basics of molecular biology, physiology, genetics, pathology, pharmacology and anatomy to explain how the human body functions in health and disease	Quizzes, Exams, Brief essays, Problem sets, and Reflective pieces
2.	Apply knowledge of biochemistry and molecular biology to predict normal and pathological physiology	
3.	Explain major mechanisms of intracellular and intercellular communication and their roles in health and disease states	
4.	Describe the functional elements in the human genome, their evolutionary origins, their interactions, and the consequences of genetic and epigenetic changes on adaptation and health	
5.	Explain how genetic variation influences physiology and, in turn, health	
6.	Describe the major forms of genetic variation and their consequences on health in different human populations	
7.	Apply knowledge of pharmacokinetics and pharmacodynamics in forecasting the beneficial and detrimental outcomes of treatment	
8.	Identify the basic methodologies used in common imaging modalities and apply this to interpretations of images in clinical medicine	
9.	Understand and interpret the common imaging modalities used in clinical medicine	
10.	Describe the basic principles and functions of the human body in terms understandable to patients	
11.	Appreciate the need to engage in lifelong learning to stay abreast of relevant scientific advances, especially in the disciplines of genetics and molecular biology	

VI. Topical Course Outline

A. Molecular Biology and Human Genetics

- a. Genetic medicine
- b. Chromosomes and gene expression
- c. Genetic variation origin and detection
- d. Population genetics
- e. Genetics of common diseases
- f. Genetics disorders of metabolism
- g. Principles of gene therapy
- h. Genetic testing, cytogenetics, and counseling
- i. Prenatal genetics

2. Biology of Cells (Cell Physiology; General Pathology)

- a. Cell/tissue structure, regulation, and function
- b. Junctions, extracellular matrix, and receptors
- c. Signal transduction
- d. Excitability, synapses
- e. Sensory systems
- f. Autonomic nervous system
- g. Muscle, smooth
- h. Non-muscle motility
- i. Cell cycle/cell cycle regulation
- j. Adaptive cell responses and cellular homeostasis
- k. Intracellular accumulations
- l. Mechanisms of injury and necrosis
- m. Apoptosis
- n. Introduction to anatomy and imaging

3. Pharmacodynamic and Pharmacokinetic Processes

- a. Pharmacokinetics
- b. Mechanisms of drug action, structure-activity relationships
- c. Concentration- and dose-effect relationships
- d. Individual factors altering pharmacokinetics and pharmacodynamics
- e. Mechanisms of drug adverse effects, over-dosage, toxicology
- f. Mechanisms of drug interactions
- g. Pharmacogenetics
- h. Regulatory issues

VII. Suggested Texts (American Medical Association style)

Ferrier, D.R. *Biochemistry (Lippincott's Illustrated Reviews Series), 6th Edition*. Philadelphia, PA: Lippincott Williams & Wilkins; 2014.

Drake, R.L., Vogl, A.W., & Mitchell, A.W.M. *Gray's Anatomy for Students, 3rd Edition*. Philadelphia, PA: Churchill Livingstone; 2015.

Hoffman, R., Furie, B., McGlave, P., Silberstein, L.E., Shattil, S.J., Benz Jr., E.J., & Heslop, H. *Hematology: Basic Principles and Practice, 6th Edition*. Philadelphia, PA: Churchill Livingstone; 2013.

Parham, P. *The Immune System, 4th Edition*. New York, NY: Garland Science; 2014.

Ryan, K.J., Ray, C.G., Ahmad, N., Drew, W.L., & Plorde, J. *Sherris Medical Microbiology, 5th Edition*. New York, NY: McGraw-Hill Medical; 2010.

Trevor, A., Katzung, B., Masters, S., & Knudering-Hall, M. *Katzung & Trevor's Pharmacology Examination and Board Review, 10th Edition*. New York, NY: McGraw-Hill Medical; 2010.

VIII. Bibliography

Because medicine is a rapidly developing field, a specific bibliography is inappropriate for this content guide. Faculty members are recommended to consult the current primary literature to stay abreast of current developments within the medical disciplines covered by this course.



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 WAMI													
2. Course Prefix MD	3. Course Number A620	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 10	5b. Contact Hours (Lecture + Lab) (8+8)													
6. Complete Course Title Invaders and Defenders <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> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify) </div> </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: fall/2015 To: 99/9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1.			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1.																	
2.																	
3.																	
Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: 9/17/14 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: 10/07/14														
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>) Introduces the immune system, microbial biology, infectious diseases, inflammation and repair, and skin and connective tissue incorporating applicable fundamental principles in anatomy, pathology, and pharmacology. Topics discussed include the pathogenesis and immunity of infectious disease, immunodeficiencies, hypersensitivity, autoimmunity, and the basis of immunologic diagnostics. Special Note: Course meets on an alternate schedule from standard published academic dates.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A		16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A															
16c. Automatic 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>) Admission to WWAMI MD Program															
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 Course is being added as part of curriculum renewal for the cooperative WWAMI/UWSOM MD program to meet LCME accreditation standards.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ Cindy Knall, PhD Initiator (TYPE NAME) </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div>																	

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

- I. Date of Initiation:** Fall 2014
- II. Curriculum Action Request**
- A. College:** College of Health
 - B. Course Prefix:** MD
 - C. Course Number:** A620
 - D. Number of Credits and Contact Hours:** 10; 8+8
 - E. Course Title:** Invaders and Defenders
 - F. Grading Basis:** P/NP
 - G. Implementation Date:** Fall 2015
 - H. Cross-listed:** N/A
 - I. Stacked:** N/A
 - J. Course Description:** Introduces the immune system, microbial biology, infectious diseases, inflammation and repair, and skin and connective tissue incorporating applicable fundamental principles in anatomy, pathology, and pharmacology. Topics discussed include the pathogenesis and immunity of infectious disease, immunodeficiencies, hypersensitivity, autoimmunity, and the basis of immunologic diagnostics. Special Note: Course meets on an alternate schedule from standard published academic dates.
 - K. Course Prerequisites:** N/A
 - L. Course Co-requisites:** N/A
 - M. Other Restrictions:** Level
 - N. Registration Restrictions:** Admission to WWAMI MD Program
 - O. Course Fees:** No
- III. Course Contact Hours Justification**
- The following calculation for assigning credit hours will be used for all WWAMI sites. The formula for WWAMI credit hours is 1 credit is equal to 30 hours for 10 weeks in and out of class time. The WWAMI School of Medical Education time commitment is 4 hours in class time and 8 hours out of class time for 12 hours/day, 4 days/week (48 hours/week). To determine a course's assigned credits, the total number of weeks for which a course will meet is multiplied by 48 hours/week and divided by 30 hours/credit (example: $10 \times 48 = 480/30$ for 16 credits; 5 weeks would be 8 credits). MD A620 will meet for 6 weeks, and is therefore assigned 10 credits.
- IV. Course Level Justification**
- This course is designed to train medical students pursuing a doctor of medicine (MD) degree in the foundational scientific aspects of skin and connective tissue, microbiology and infectious disease, the immune response to cell stress, injury and infectious disease, and immune mediated pathology. It requires self-directed learning, independent thinking and extensive use of analytical skills to achieve student outcomes. Registration for this course is restricted to medical students admitted to the WWAMI/UWSOM MD program. These

students are required to hold an earned bachelor's degree, and have completed a set of defined premedical course work, including, but not limited to, calculus I and II, general biology, general physics, and general, organic, and biological chemistry.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

The instructor will use an integrated curricular approach through lecture and active learning pedagogies to guide the acquisition, application and critical analysis of principles of microbiology, immunology, rheumatology and dermatology along with applicable topics in anatomy, histology and pharmacology relevant to these areas of medicine.

B. Student Learning Outcomes and Assessment Measures

Per accreditation standards of the Liaison Committee on Medical Education (LCME) which is the accrediting body of the WWAMI/UWSOM MD Program, Student Learning Outcomes and Assessment Measures must be identical across all universities which make up the WWAMI/UWSOM MD Program: University of Washington; University of Wyoming; University of Alaska Anchorage; Montana State University; University of Idaho.

Student Learning Outcomes and Assessment Measures		
	Student Learning Outcomes	Assessment Measures
1.	Apply knowledge of the mechanisms for distinction between self and non-self (tolerance and immune surveillance) to the maintenance of health, autoimmunity, transplant rejection, and response to infection	Quizzes, Exams, Brief essays, Problem sets, and Reflective pieces
2.	Apply knowledge of the molecular basis for immune cell development to explain host defense against pathogens and failure in severe combined immune deficiency	
3.	Apply knowledge of the mechanisms utilized to defend against intracellular or extracellular microbes to the development of immunological prevention or treatment	
4.	Apply knowledge of the molecular basis for immune cell development to diagnose and treat immune deficiencies	
5.	Articulate factors, including your role, that contribute to the expanding impact of infectious diseases on interdependent health communities locally and globally	
6.	Apply the principles of host-pathogen and pathogen-population interactions and knowledge of pathogen structure, genomics, life-cycle, transmission, natural history, and pathogenesis to the prevention, diagnosis, and treatment of infectious disease	
7.	Apply knowledge of pathologic processes, pharmacokinetics, and pharmacodynamics to guide safe and effective treatments for infectious diseases	
8.	Apply the principles of epidemiology to maintaining and restoring the health of communities and individuals affected by infectious disease	
9.	Apply knowledge of the vascular and leukocyte responses of inflammation and their cellular and soluble mediators	

	to the causation, resolution, prevention, and targeted therapy of tissue injury	
--	---	--

VI. Topical Course Outline

- 1. Tissue Response to Disease (Inflammation and Repair)**
 - a. Acute inflammatory responses (patterns of response)
 - b. Chronic inflammatory responses
 - c. Reparative processes
- 2. Adaptation to Environmental Extremes, including Occupational Exposures**
 - a. Physical and associated disorders
 - b. Chemical
- 3. Immune System**
 - a. Normal processes
 - i. Development of cells of the adaptive immune response, including positive and negative selection during immune development
 - ii. Structure, production, and function of cells of the immune system
 - iii. Structure and function of lymph nodes, host defense mechanisms, host barriers to infection, mucosal
 - iv. Immunity
 - v. Immunogenetics
 - vi. Rh and ABO antigens, including genetics
 - vii. Cellular basis of the immune response and immunologic mediators
 - viii. Basis of immunologic diagnosis
 - b. Abnormal processes
 - i. Disorders with alterations in immunologic function
 - ii. Immunologically mediated disorders
 - iii. Drug-induced adverse effects on the immune system
 - c. Principles of therapeutics
 - i. Mechanisms of action and use of drugs that specifically affect immune function
 - ii. Vaccines (active and passive)
 - iii. Other therapeutic modalities
- 4. Microbial Biology and Infection**
 - a. Microbial identification and classification
 - b. Bacteria
 - c. Viruses
 - d. Fungi
 - e. Parasites
 - f. Prions
 - g. Epidemiology, outbreaks, and infection control
- 5. Skin and Related Connective Tissue**
 - a. Normal processes
 - i. Embryonic development, fetal maturation, and perinatal changes
 - ii. Organ structure and function
 - iii. Cell/tissue structure and function, including barrier functions, thermal regulation, eccrine function
 - iv. Temperature regulation
 - v. Repair, regeneration, and changes associated with stage of life or ethnicity
 - vi. Skin defense mechanisms and normal flora

- b. Abnormal processes
 - i. Infectious, inflammatory, and immunologic disorders
 - ii. Traumatic and mechanical disorders
 - iii. Neoplastic disorders
 - iv. Metabolic, regulatory, and structural disorders
 - v. Vascular disorders
 - vi. Systemic disorders affecting the skin
 - vii. Idiopathic disorders
 - viii. Degenerative disorders
 - ix. Drug-induced adverse effects on the skin and related connective tissue
 - x. Congenital and genetic disorders affecting the skin and related connective tissue
- c. Principles of therapeutics
 - i. Mechanisms of action and use of drugs for treatment of disorders of the skin and connective tissue
 - ii. Other therapeutic modalities

VII. Suggested Texts (American Medical Association style)

Drake, R.L., Vogl, A.W., & Mitchell, A.W.M. *Gray's Anatomy for Students, 3rd Edition*. Philadelphia, PA: Churchill Livingstone; 2015.

Parham, P. *The Immune System, 4th Edition*. New York, NY: Garland Science; 2014.

Ryan, K.J., Ray, C.G., Ahmad, N., Drew, W.L., & Plorde, J. *Sherris Medical Microbiology, 5th Edition*. New York, NY: McGraw-Hill Medical; 2010.

Trevor, A., Katzung, B., Masters, S., & Knudering-Hall, M. *Katzung & Trevor's Pharmacology Examination and Board Review, 10th Edition*. New York, NY: McGraw-Hill Medical; 2010.

VIII. Bibliography

Because medicine is a rapidly developing field, a specific bibliography is inappropriate for this content guide. Faculty are recommended to consult the current primary literature to stay abreast of current developments within the medical disciplines covered by this course.



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 WAMI													
2. Course Prefix MD	3. Course Number A630	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 16	5b. Contact Hours (Lecture + Lab) (8+8)													
6. Complete Course Title Circulatory Systems <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> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Spring/2016 To: /9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1.			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1.																	
2.																	
3.																	
Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: 9/17/14 <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: 10/07/14														
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>) Provides an interdisciplinary approach to cardiovascular, respiratory, and renal-urinary medicine, including anatomy, physiology, imaging, pathology, medicine, and surgery. Special Note: Course meets on an alternate schedule from standard published academic dates.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A														
16c. Automatic 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>) Admission to WWAMI MD program														
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 Course is being added as part of curriculum renewal for the cooperative WWAMI/UWSOM MD program to meet LCME accreditation standards.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ Cindy Knall, PhD Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div> </div>																	

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

- I. Date of Initiation:** Fall 2014
- II. Curriculum Action Request**
- A. College:** College of Health
 - B. Course Prefix:** MD
 - C. Course Number:** A630
 - D. Number of Credits and Contact Hours:** 16; 8+8
 - E. Course Title:** Circulatory Systems
 - F. Grading Basis:** P/NP
 - G. Implementation Date:** Spring 2016
 - H. Cross-listed:** N/A
 - I. Stacked:** N/A
 - J. Course Description:** Provides an interdisciplinary approach to cardiovascular, respiratory, and renal-urinary medicine, including anatomy, physiology, imaging, pathology, medicine, and surgery. Special Note: Course meets on an alternate schedule from standard published academic dates.
 - K. Course Prerequisites:** N/A
 - L. Course Co-requisites:** N/A
 - M. Other Restrictions:** Level
 - N. Registration Restrictions:** Admission to WWAMI MD Program
 - O. Course Fees:** No

III. Course Contact Hours Justification

The following calculation for assigning credit hours will be used for all WWAMI sites. The formula for WWAMI credit hours is 1 credit is equal to 30 hours for 10 weeks in and out of class time. The WWAMI School of Medical Education time commitment is 4 hours in class time and 8 hours out of class time for 12 hours/day, 4 days/week (48 hours/week). To determine a course's assigned credits, the total number of weeks for which a course will meet is multiplied by 48 hours/week and divided by 30 hours/credit (example: $10 \times 48 = 480/30$ for 16 credits; 5 weeks would be 8 credits). MD A630 will meet for 10 weeks, and therefore is assigned 16 credits.

IV. Course Level Justification

This course is designed to train medical students pursuing a doctor of medicine (MD) degree in the foundational scientific aspects of the circulatory systems of the body, specifically cardiovascular, respiratory and renal systems. It requires self-directed learning, independent thinking and extensive use of analytical skills to achieve student outcomes. Registration for this course is restricted to medical students admitted to the WWAMI/UWSOM MD program. These students are required to hold an earned bachelor's degree, and have completed a set of defined premedical course work, including, but not limited to, calculus I and II, general biology, general physics, and general, organic, and biological chemistry.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

The instructor will use an integrated curricular approach through lecture and active learning pedagogies to guide the acquisition, application and critical analysis of principles of cardiac, respiratory and renal physiology and relevant disease processes and treatments along with applicable topics in anatomy, histology and pharmacology relevant to circulatory systems of the body.

B. Student Learning Outcomes and Assessment Measures

Per accreditation standards of the Liaison Committee on Medical Education (LCME) which is the accrediting body of the WWAMI/UWSOM MD Program, Student Learning Outcomes and Assessment Measures must be identical across all universities which make up the WWAMI/UWSOM MD Program: University of Washington; University of Wyoming; University of Alaska Anchorage; Montana State University; University of Idaho.

Student Learning Outcomes and Assessment Measures		
	Student Learning Outcomes	Assessment Measures
1.	Describe the normal anatomy, histology and physiology of the cardiac, renal and respiratory systems	Quizzes, Exams, Brief essays, Problem sets, and Reflective pieces
2.	Use the principles of feedback control to explain how specific homeostatic systems maintain the internal environment in the respiratory, cardiovascular and renal systems	
3.	Apply knowledge of cellular responses to injury, biochemical and molecular alterations, to describe the pathophysiology of cardiac, renal and respiratory diseases	
4.	Apply knowledge of pathologic processes, pharmacokinetics, and pharmacodynamics to guide safe and effective treatments for cardiac, renal and respiratory diseases	
5.	Describe the physiology and basic pathology of the major cardiac, renal and respiratory diseases, including (but not limited to) hypertension, electrolyte & acid base disorders, heart and respiratory failure	
6.	Select optimal drug therapy based on an understanding of pertinent research, relevant medical literature, regulatory processes, pharmacoeconomics and knowledge of individual variability in the use and responsiveness to pharmacological agents	
7.	Describe and interpret the clinical consequences of abnormalities in the anatomy of the lungs, heart and kidneys	
8.	Interpret clinical data, including electrocardiograms, chest radiographs, arterial blood gases and urinalysis, to accurately assess function of the cardiovascular, respiratory and renal systems	

VI. Topical Course Outline

1. Cardiac

- a. Normal function
 - i. Cardiac electrophysiology
 - ii. Cardiac muscle mechanics
 - iii. Events of the cardiac cycle
 - iv. Ventricular performance, cardiac outputs
 - v. Vascular control, coronary blood flow
 - vi. Fetal circulation
 - vii. Microcirculation and lymph
 - viii. Exercise and aging
- b. Diseases
 - i. Valvular and endocardial disease
 - ii. Congenital heart disease
 - iii. Ischemic heart disease
 - iv. Myocardial infarction and cardiac repair
 - v. Heart failure
 - vi. Cardiomyopathy
 - vii. Pericardial disease
 - viii. Circulatory shock
- c. Therapeutic techniques
 - i. Cardiac imaging
 - ii. CT (cardiothoracic) surgery
 - iii. PVD (peripheral vascular surgery)
 - iv. ECG (electrocardiogram)
 - 1. Introduction
 - 2. Brady-arrhythmias
 - 3. Tachy-arrhythmias
- d. Anatomy and embryology
- e. Histology
- f. Pharmacology

2. Renal

- a. Normal function
 - i. Glomerular physiology
 - ii. Measurement of kidney function
 - iii. Sodium and water interactive
 - iv. Potassium interactive
 - v. Acid-base interactive
- b. Diseases
 - i. Hematuria and proteinuria
 - ii. Urology
 - 1. Prostate
 - 2. Female urological disorders
 - 3. Pediatric
 - iii. Genitourinary cancer
 - iv. Stones
 - v. Acute kidney injury
 - vi. Chronic kidney disease
 - vii. Diabetic kidney disease
 - viii. Hypertension pathophysiology and clinical presentation
- c. Anatomy and embryology
- d. Histology

- e. Imaging
- f. Pharmacology
- 3. Respiratory**
 - a. Normal functions
 - i. Structure and function of the respiratory system
 - ii. Lung mechanics
 - iii. Alveolar ventilation
 - iv. Blood gas transport
 - v. Alveolar-arterial equilibration
 - vi. Acid-base physiology
 - vii. Pulmonary circulation
 - viii. Control of breathing and sleep
 - ix. Lung defenses
 - x. Exercise
 - xi. Respiration at the extremes
 - b. Diseases
 - i. Lung cancer
 - 1. Pathology and oncology
 - 2. Upper airway tumors
 - ii. Pneumoconiosis
 - iii. Obstructive lung disease and pathology
 - iv. Restrictive lung disease and pathology
 - v. Pulmonary vascular diseases and pathology and iatrogenic disease
 - vi. Pediatric lung disease
 - vii. Acute respiratory failure
 - viii. Respiratory infections
 - c. Anatomy and embryology
 - d. Histology
 - e. Chest radiology and imaging
 - f. Pharmacology

VII. Suggested Texts (American Medical Association style)

Drake, R.L., Vogl, A.W., & Mitchell, A.W.M. *Gray's Anatomy for Students, 3rd Edition*. Philadelphia, PA: Churchill Livingstone; 2015.

Eaton, D.C., & Pooler, J.P. *Vander's Renal Physiology, 8th Edition*. New York, NY: McGraw-Hill; 2013.

Lilly, L.S. *Pathophysiology of Heart Disease, 5th Edition*. Riverwoods, IL: Wolters Kluwer Health; 2010.

Mohrman, D., & Heller, L. *Cardiovascular Physiology, 8th Edition*. New York, NY: McGraw-Hill Education; 2014.

Parker, M.J., & Schwarzstein, R.M. *Respiratory Physiology: A Clinical Approach, 6th Edition*. Philadelphia, PA: Lippincott-Raven; 2005

Trevor, A., Katzung, B., Masters, S., & Knudering-Hall, M. *Katzung & Trevor's Pharmacology Examination and Board Review, 10th Edition*. New York, NY: McGraw-Hill Medical; 2010.

VIII. Bibliography

Because medicine is a rapidly developing field, a specific bibliography is inappropriate for this content guide. Faculty members are recommended to consult the current primary literature to stay abreast of current developments within the medical disciplines covered by this course.



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 WAMI													
2. Course Prefix MD	3. Course Number A640	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 5	5b. Contact Hours (Lecture + Lab) (8+8)													
6. Complete Course Title Blood and Cancer <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> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify) </div> </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date <small>semester/year</small> From: Spring/2016 To: 99/9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1. _____</td><td>_____</td><td>_____</td></tr> <tr><td>2. _____</td><td>_____</td><td>_____</td></tr> <tr><td>3. _____</td><td>_____</td><td>_____</td></tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1. _____	_____	_____	2. _____	_____	_____	3. _____	_____	_____
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1. _____	_____	_____															
2. _____	_____	_____															
3. _____	_____	_____															
Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: 9/17/14 <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			13c. Coordination with Library Liaison Date: 10/07/14														
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>) Introduces fundamental principles of hematology and oncology incorporating relevant concepts from anatomy, histology, pathology, imaging and pharmacology. Topics include abnormalities of hemostasis, basic pathophysiologic mechanisms leading to disturbances of blood cells, and mechanisms of genetic dysregulation in neoplasia, including the etiology, presentation and treatment of archetypal cancers. Special Note: Course meets on an alternate schedule from standard published academic dates.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A		16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A															
16c. Automatic 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>) Admission to the WWAMI MD program															
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 Course is being added as part of curriculum renewal for the cooperative WWAMI/UWSOM MD program to meet LCME accreditation standards.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ Cindy Knall, PhD Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div>																	

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

- I. Date of Initiation:** Fall 2014
- II. Curriculum Action Request**
- A. College:** College of Health
 - B. Course Prefix:** MD
 - C. Course Number:** A640
 - D. Number of Credits and Contact Hours:** 5; 8+8
 - E. Course Title:** Blood and Cancer
 - F. Grading Basis:** P/NP
 - G. Implementation Date:** Spring 2016
 - H. Cross-listed:** N/A
 - I. Stacked:** N/A
 - J. Course Description:** Introduces fundamental principles of hematology and oncology incorporating relevant concepts from anatomy, histology, pathology, imaging and pharmacology. Topics include abnormalities of hemostasis, basic pathophysiologic mechanisms leading to disturbances of blood cells, and mechanisms of genetic dysregulation in neoplasia, including the etiology, presentation and treatment of archetypal cancers. Special Note: Course meets on an alternate schedule from standard published academic dates.
 - K. Course Prerequisites:** N/A
 - L. Course Co-requisites:** N/A
 - M. Other Restrictions:** Level
 - N. Registration Restrictions:** Admission to WWAMI MD Program
 - O. Course Fees:** No
- III. Course Contact Hours Justification**
- The following calculation for assigning credit hours will be used for all WWAMI sites. The formula for WWAMI credit hours is 1 credit is equal to 30 hours for 10 weeks in and out of class time. The WWAMI School of Medical Education time commitment is 4 hours in class time and 8 hours out of class time for 12 hours/day, 4 days/week (48 hours/week). To determine a course's assigned credits, the total number of weeks for which a course will meet is multiplied by 48 hours/week and divided by 30 hours/credit (example: $10 \times 48 = 480/30$ for 16 credits; 5 weeks would be 8 credits). MD A640 will meet for 3 weeks, and is therefore assigned 5 credits.
- IV. Course Level Justification**
- This course is designed to train medical students pursuing a doctor of medicine (MD) degree in the foundational scientific aspects of hematology and oncology. It requires self-directed learning, independent thinking and extensive use of analytical skills to achieve student outcomes. Registration for this course is restricted to medical students admitted to the WWAMI/UWSOM MD program. These students are required to hold an earned bachelor's degree, and have completed a set of defined premedical course work, including, but not limited to, calculus I and II, general biology, general physics, and general, organic, and biological chemistry.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

The instructor will use an integrated curricular approach through lecture and active learning pedagogies to guide the acquisition, application and critical analysis of the principles of hematology and oncology along with applicable topics in anatomy, pathology, histology and pharmacology relevant to these areas of medicine.

B. Student Learning Outcomes and Assessment Measures

Per accreditation standards of the Liaison Committee on Medical Education (LCME) which is the accrediting body of the WWAMI/UWSOM MD Program, Student Learning Outcomes and Assessment Measures must be identical across all universities which make up the WWAMI/UWSOM MD Program: University of Washington; University of Wyoming; University of Alaska Anchorage; Montana State University; University of Idaho.

Student Learning Outcomes and Assessment Measures		
	Student Learning Outcomes	Assessment Measures
1.	Describe the mechanisms by which the normal development, function and turnover of RBC, WBC's and platelets are disrupted, and describe the resultant pathologic disorders	Quizzes, Exams, Brief essays, Problem sets, and Reflective pieces
2.	Develop a systematic approach to the diagnosis and treatment of hematologic disorders	
3.	Describe the disorders and the clinical evaluation of hemostasis and thrombosis	
4.	Apply an understanding of the morphological and biochemical events that occur when somatic or germ cells divide, and the mechanisms that regulate cell division and cell death, to explain development of cancerous tissue	
5.	Apply knowledge of the molecular basis of neoplasia to an understanding of the biological behavior, morphologic appearance, classification, diagnosis, prognosis, and targeted therapy of specific neoplasms	
6.	Apply knowledge of pathologic processes, pharmacokinetics, and pharmacodynamics to guide safe and effective treatments for hematologic diseases and cancers	
7.	Apply knowledge of individual variability in the use and responsiveness to pharmacological agents to selecting and monitoring therapeutic regimens and identifying adverse responses in diseases of the blood and cancers	
8.	Apply knowledge of the mechanisms for distinction between self and non-self (tolerance and immune surveillance) to the maintenance of health, and transplant rejection	

VI. Topical Course Outline

1. Cell Biology of Cancer

- a. Genetics of cancer
- b. General principles of invasion and metastasis
- c. Cancer staging

2. Red Blood Cells

- a. RBC physiology
- b. Iron overload
- c. Hemoglobinopathies
- d. Anemias

3. Hemostasis and Thrombosis

- a. Platelets
- b. Coagulopathy

4. Transfusions

5. White Blood Cells

- a. Benign neoplasias
- b. Myelodysplastic syndrome (MDS)
- c. Myeloproliferative neoplasm (MPN)
- d. Leukemias
- e. Lymphomas
- f. Myeloma

6. Principles of Therapeutics for Treatment of Disorders of the Hematopoietic System

- a. Blood and blood products
- b. Treatment of anemia, drugs stimulating erythrocyte production
- c. Drugs stimulating leukocyte production
- d. Anticoagulants, thrombolytic drugs
- e. Antiplatelet drugs
- f. Antineoplastic and immunosuppressive drugs in the clinical context of disease

VII. Suggested Texts (American Medical Association style)

Drake, R.L., Vogl, A.W., & Mitchell, A.W.M. *Gray's Anatomy for Students, 3rd Edition*. Philadelphia, PA: Churchill Livingstone; 2015.

Hoffman, R., Furie, B., McGlave, P., Silberstein, L.E., Shattil, S.J., Benz Jr., E.J., & Heslop, H. *Hematology: Basic Principles and Practice, 6th Edition*. Philadelphia, PA: Churchill Livingstone; 2013.

Kumar, V., Abbas, A.K., & Aster, J. *Robbins Basic Pathology, 9th Edition*. Philadelphia, PA: Saunders; 2013.

Parham, P. *The Immune System, 4th Edition*. New York, NY: Garland Science; 2014.

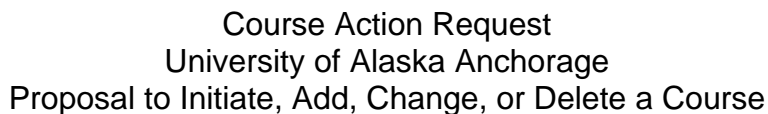
Reisner, H. *Essentials of Rubin's Pathology, 6th Edition*. Baltimore, MD: Lippincott Williams & Wilkins; 2014.

Ryan, K.J., Ray, C.G., Ahmad, N., Drew, W.L., & Plorde, J. *Sherrie Medical Microbiology, 5th Edition*. New York, NY: McGraw-Hill Medical; 2010.

Trevor, A., Katzung, B., Masters, S., & Knudering-Hall, M. *Katzung & Trevor's Pharmacology Examination and Board Review, 10th Edition*. New York, NY: McGraw-Hill Medical; 2010.

VIII. Bibliography

Because medicine is a rapidly developing field, a specific bibliography is inappropriate for this content guide. Faculty are recommended to consult the current primary literature to stay abreast of current developments within the medical disciplines covered by this course.

37

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

- I. Date of Initiation:** Fall 2014
- II. Curriculum Action Request**
- A. College:** College of Health
 - B. Course Prefix:** MD
 - C. Course Number:** A650
 - D. Number of Credits and Contact Hours:** 10; 8+8
 - E. Course Title:** Energetics and Homeostasis
 - F. Grading Basis:** P/NP
 - G. Implementation Date:** Spring 2016
 - H. Cross-listed:** N/A
 - I. Stacked:** N/A
 - J. Course Description:** Introduces the physiology and pathology of digestion and hepatic function, including obesity and diabetes, principles and practice of clinical nutrition, the endocrine integration of metabolism, and clinically important endocrine pathophysiology, including relevant topics of anatomy, pathology and pharmacology. Special Note: Course meets on an alternate schedule from standard published academic dates.
 - K. Course Prerequisites:** N/A
 - L. Course Co-requisites:** N/A
 - M. Other Restrictions:** Level
 - N. Registration Restrictions:** Admission to WWAMI MD Program
 - O. Course Fees:** No
- III. Course Contact Hours Justification**
- The following calculation for assigning credit hours will be used for all WWAMI sites. The formula for WWAMI credit hours is 1 credit is equal to 30 hours for 10 weeks in and out of class time. The WWAMI School of Medical Education time commitment is 4 hours in class time and 8 hours out of class time for 12 hours/day, 4 days/week (48 hours/week). To determine a course's assigned credits, the total number of weeks for which a course will meet is multiplied by 48 hours/week and divided by 30 hours/credit (example: $10 \times 48 = 480/30$ for 16 credits; 5 weeks would be 8 credits). MD A650 will meet for 6 weeks, and is therefore assigned 10 credits.
- IV. Course Level Justification**
- This course is designed to train medical students pursuing a doctor of medicine (MD) degree in the foundational scientific aspects of metabolism, nutrition, obesity, diabetes, gastrointestinal/liver physiology, and endocrinology. It requires self-directed learning, independent thinking and extensive use of analytical skills to achieve student outcomes. Registration for this course is restricted to medical students admitted to the WWAMI/UWSOM MD program. These students are required to hold an earned bachelor's degree, and have completed a set of defined premedical course work, including, but not limited to, calculus I and II, general biology, general physics, and general, organic, and biological chemistry.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

The instructors will use an integrated curricular approach through lecture and active learning pedagogies to guide the acquisition, application and critical analysis of nutrition, energy and homeostasis in health and disease; regulation of major biochemical energy production pathways and the synthesis/degradation of macromolecules function to maintain health; principles of the microbiome to the maintenance of intestinal health and disease; etiology and treatment of major gastrointestinal disorders including GERD, peptic ulcer, pancreatic, inflammatory bowel and liver disease along with the diseases of the endocrine system; pathogenesis of types I and II diabetes mellitus.

B. Student Learning Outcomes and Assessment Measures

Per accreditation standards of the Liaison Committee on Medical Education (LCME) which is the accrediting body of the WWAMI/UWSOM MD Program, Student Learning Outcomes and Assessment Measures must be identical across all universities which make up the WWAMI/UWSOM MD Program: University of Washington; University of Wyoming; University of Alaska Anchorage; Montana State University; University of Idaho.

Student Learning Outcomes and Assessment Measures		
	Student Learning Outcomes	Assessment Measures
1.	Apply knowledge of systems and their interactions relating to nutrition, energy, and homeostasis to explain how the human body functions in health and disease	Quizzes, Exams, Brief essays, Problem sets, and Reflective pieces
2.	Explain how the regulation of major biochemical energy production pathways and the synthesis/degradation of macromolecules function to maintain health	
3.	Apply the principles of the microbiome to the maintenance of intestinal health and disease	
4.	Apply knowledge of pathologic processes, pharmacokinetics, and pharmacodynamics to guide safe and effective treatments for diseases affecting nutrition and homeostasis	
5.	Explain etiology and treatment of major gastrointestinal disorders including GERD, peptic ulcer, pancreatic, inflammatory bowel and liver disease along with the diseases of the endocrine system	
6.	Select optimal drug therapy based on an understanding of pertinent research, relevant medical literature, regulatory processes, and pharmacoeconomics	
7.	Apply knowledge of individual variability in the use and responsiveness to pharmacological agents to selecting and monitoring therapeutic regimens and identifying adverse responses	
8.	Apply knowledge of the cellular structure of the tissues and organs responsible for the normal function of energetics and homeostasis of the human body	
9.	Explain the effects of insulin on glucose and lipid metabolism, and the role of this pathway in the pathogenesis of types I and II diabetes mellitus	

VI. Topical Course Outline

1. Introduction

- a. Pituitary gland and the endocrine system
- b. Gastrointestinal system
- c. Growth

2. HPA Endocrinology

- a. Adrenal cortex and glucocorticoids
- b. Thyroid

3. GI System Structures and Physiology

- a. Esophagus
- b. Stomach
- c. Pancreas
- d. Liver part 1

4. Calcium and Bones

- a. Calcium homeostasis
- b. Bone metabolism

5. Metabolism

- a. Fuel metabolism
- b. Lipoprotein metabolism
- c. Lipid disorders
- d. Obesity and regulation of body fat
- e. Volitional weight loss
- f. Liver parts 2-4

6. Physiology and Endocrinology Integration

- a. Endocrine control of blood pressure
- b. Diabetes mellitus

7. Small Bowel and Colon

- a. Introduction
- b. Salt and water absorption
- c. Lipid, protein, and carbohydrates
- d. Inflammation and cancer

8. Endocrine and Gastrointestinal Related

- a. Anatomy
- b. Imaging
- c. Histology
- d. Pharmacology

VII. Suggested Texts (American Medical Association style)

Drake, R.L., Vogl, A.W., & Mitchell, A.W.M. *Gray's Anatomy for Students, 3rd Edition*. Philadelphia, PA: Churchill Livingstone; 2015.

Johnson, L, Ghishan, F., Kaunitz, J., Merchant, J., Said, H., & Wood, J. *Physiology of the Gastrointestinal Tract, Two Volume Set, 5th Edition*. Waltham, MA: Academic Press; 2012

Rosenthal, M.D., & Glew, R.H. *Medical Biochemistry: Human Metabolism in Health and Disease*. Hoboken, NJ: Wiley; 2009.

Trevor, A., Katzung, B., Masters, S., & Knudering-Hall, M. *Katzung & Trevor's Pharmacology Examination and Board Review, 10th Edition*. New York, NY: McGraw-Hill Medical; 2010.

VIII. Bibliography

Because medicine is a rapidly developing field, a specific bibliography is inappropriate for this content guide. Faculty members are recommended to consult the current primary literature to stay abreast of current developments within the medical disciplines covered by this course.



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 WAMI													
2. Course Prefix MD	3. Course Number A660	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 14	5b. Contact Hours (Lecture + Lab) (8+8)													
6. Complete Course Title Mind, Brain and Behavior <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> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; font-size: small;"> <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify) </div> </div> <div style="width: 50%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2016 To: /9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 40%;">Impacted Program/Course</th> <th style="width: 20%;">Date of Coordination</th> <th style="width: 40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1.			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1.																	
2.																	
3.																	
Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: 9/17/14 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: 10/07/14														
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>) Presents the organization and function of the head, neck, and central nervous system with a focus on clinically applying this knowledge to systematically approach the differential diagnosis and management of major neurologic, psychiatric and behavioral disorders. Current therapeutic approaches to disease are explained including pharmacological, behavioral, surgical and other therapies. Special Note: Course meets on an alternate schedule from standard published academic dates.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) N/A		16b. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A															
16c. Automatic 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>) Admission to WWAMI MD program															
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 Course is being added as part of curriculum renewal for the cooperative WWAMI/UWSOM MD program to meet LCME accreditation standards.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ Cindy Knall, PhD Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div> </div>																	

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

I. Date of Initiation: Fall 2014

II. Curriculum Action Request

A. College:	College of Health
B. Course Prefix:	MD
C. Course Number:	A660
D. Number of Credits and Contact Hours:	14; 8+8
E. Course Title:	Mind, Brain and Behavior
F. Grading Basis:	P/NP
G. Implementation Date:	Spring 2016
H. Cross-listed:	N/A
I. Stacked:	N/A
J. Course Description:	Presents the organization and function of the head, neck, and central nervous system with a focus on clinically applying this knowledge to systematically approach the differential diagnosis and management of major neurologic, psychiatric and behavioral disorders. Current therapeutic approaches to disease are explained including pharmacological, behavioral, surgical and other therapies. Special Note: Course meets on an alternate schedule from standard published academic dates.
K. Course Prerequisites:	N/A
L. Course Co-requisites:	N/A
M. Other Restrictions:	Level
N. Registration Restrictions:	Admission to WWAMI MD Program
O. Course Fees:	No

III. Course Contact Hours Justification

The following calculation for assigning credit hours will be used for all WWAMI sites. The formula for WWAMI credit hours is 1 credit is equal to 30 hours for 10 weeks in and out of class time. The WWAMI School of Medical Education time commitment is 4 hours in class time and 8 hours out of class time for 12 hours/day, 4 days/week (48 hours/week). To determine a course's assigned credits, the total number of weeks for which a course will meet is multiplied by 48 hours/week and divided by 30 hours/credit (example: $10 \times 48 = 480/30$ for 16 credits; 5 weeks would be 8 credits). MD A660 will meet for 9 weeks, and is therefore assigned 14 credits.

IV. Course Level Justification

This course is designed to train medical students pursuing a doctor of medicine (MD) degree in the foundational scientific aspects of the mind, brain and behavior. It requires self-directed learning, independent thinking and extensive use of analytical skills to achieve student outcomes. Registration for this course is restricted to medical students admitted to the WWAMI/UWSOM MD program. These students are required to hold an earned bachelor's degree, and have completed a set of defined premedical course work, including, but not

limited to, calculus I and II, general biology, general physics, and general, organic, and biological chemistry.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.

The instructor will use an integrated curricular approach through lecture and active learning pedagogies to guide the acquisition, application and critical analysis of principles of the nervous system, both central and peripheral, and human behavior, both normal and abnormal processes, along with applicable topics in anatomy, histology and pharmacology relevant to the mind, brain and behavior.

B. Student Learning Outcomes and Assessment Measures

Per accreditation standards of the Liaison Committee on Medical Education (LCME) which is the accrediting body of the WWAMI/UWSOM MD Program, Student Learning Outcomes and Assessment Measures must be identical across all universities which make up the WWAMI/UWSOM MD Program: University of Washington; University of Wyoming; University of Alaska Anchorage; Montana State University; University of Idaho.

Student Learning Outcomes and Assessment Measures		
	Student Learning Outcomes	Assessment Measures
1.	Apply knowledge of the structure and function of the head, neck and nervous system to describe normal human function within the natural and social environment	Quizzes, Exams, Problem sets, and Reflective pieces
2.	Apply principles of information processing at the cellular and systems levels of the nervous system, and understanding of sensation, perception, decision making, action, and cognition to explain behavior in health and disease	
3.	Apply knowledge of pathologic processes, pharmacokinetics, and pharmacodynamics and understanding of pertinent research, relevant medical literature, regulatory processes, and pharmacoeconomics to guide the selection of safe and effective treatments for diseases of the nervous system, including pharmacological, behavioral, surgical and other approaches	
4.	Describe the common presentations of major neurological disorders and their current management	
5.	Apply knowledge of individual variability in the use and responsiveness to pharmacological agents to selecting and monitoring therapeutic regimens and identifying adverse responses	
6.	Describe etiology, pathogenesis, and approaches to treatment of acute and chronic pain	

VI. Topical Course Outline

1. Introduction

- a. Central nervous system
 - i. Anatomy
 - ii. Histology
 - iii. Imaging
- b. Pharmacology

- c. Mental status exam
- d. Delirium
- e. Dementia

2. General Principles

- a. Biological basis of behavior
- b. Differential diagnosis
- c. Interviewing

3. Psychopathologic Disorders

- a. Child psychopathology
- b. Psychotic disorders
- c. Mood disorders
- d. Anxiety disorders
- e. Somatization
- f. Personality disorders
- g. Suicide

4. Addictions

5. Nervous System Disorders

- a. Movement disorders
- b. Stroke
- c. Multiple sclerosis
- d. Epilepsy
- e. Headache
- f. Neuromuscular and pain
- g. Pathology

6. Therapeutics

- a. Psychotherapy
- b. ECT (electroconvulsive therapy)
- c. Psychopharmacology
- d. Nervous system pharmacology
- e. Pain
- f. Anesthesia

VII. Suggested Texts (American Medical Association style)

Drake, R.L., Vogl, A.W., & Mitchell, A.W.M. *Gray's Anatomy for Students, 3rd Edition*. Philadelphia, PA: Churchill Livingstone; 2015.

Trevor, A., Katzung, B., Masters, S., & Knudering-Hall, M. *Katzung & Trevor's Pharmacology Examination and Board Review, 10th Edition*. New York, NY: McGraw-Hill Medical; 2010.

Online resources and syllabi materials will be provided to students.

VIII. Bibliography

Because medicine is a rapidly developing field, a specific bibliography is inappropriate for this content guide. Faculty members are recommended to consult the current primary literature to stay abreast of current developments within the medical disciplines covered by this course.



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 WAMI													
2. Course Prefix MD	3. Course Number A670	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 8	5b. Contact Hours (Lecture + Lab) (8+8)													
6. Complete Course Title Lifecycle and Reproduction																	
Abbreviated Title for Transcript (30 character)																	
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> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Automatic Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			10. Grading Basis <input type="checkbox"/> A-F <input checked="" type="checkbox"/> P/NP <input type="checkbox"/> NG														
			11. Implementation Date semester/year From: Fall/2016 To: /9999														
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ <div style="text-align: right; font-size: small;">Cross-Listed Coordination Signature</div>														
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 . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1.			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1.																	
2.																	
3.																	
Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: 9/17/14 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: 10/07/14														
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>) Introduces normal and abnormal human development, reproductive functions including ova and sperm development, menstruation, normal pregnancy, and labor and delivery along with infertility, family planning techniques, and reproductive aging; integrates relevant fundamental principles in pelvic anatomy, pathology, histology, imaging and pharmacology. Special Note: Course meets on an alternate schedule from standard published academic dates.																	
16a. Course Prerequisite(s) (<i>list prefix and number or test code and score</i>) NA			16b. Co-requisite(s) (<i>concurrent enrollment required</i>) NA														
16c. Automatic 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>) Admission to WWAMI MD program														
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 Course is being added as part of the curriculum renewal for the cooperative WWAMI/UWSOM MD program to meet LCME accreditation standards.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> Initiator (faculty only) _____ Date _____ Cindy Knall, PhD Initiator (TYPE NAME) </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> </div> </div> <div style="width: 45%;"> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div> </div> </div>																	

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

- I. Date of Initiation:** Fall 2014
- II. Curriculum Action Request**
- A. College:** College of Health
 - B. Course Prefix:** MD
 - C. Course Number:** A670
 - D. Number of Credits and Contact Hours:** 10; 8+8
 - E. Course Title:** Lifecycle and Reproduction
 - F. Grading Basis:** P/NP
 - G. Implementation Date:** Fall 2016
 - H. Cross-listed:** N/A
 - I. Stacked:** N/A
 - J. Course Description:** Introduces normal and abnormal human development, reproductive functions including ova and sperm development, menstruation, normal pregnancy, and labor and delivery along with infertility, family planning techniques, and reproductive aging; integrates relevant fundamental principles in pelvic anatomy, pathology, histology, imaging and pharmacology. Special Note: Course meets on an alternate schedule from standard published academic dates.
 - K. Course Prerequisites:** N/A
 - L. Course Co-requisites:** N/A
 - M. Other Restrictions:** Level
 - N. Registration Restrictions:** Admission to WWAMI MD Program
 - O. Course Fees:** No
- III. Course Contact Hours Justification**
- The following calculation for assigning credit hours will be used for all WWAMI sites. The formula for WWAMI credit hours is 1 credit is equal to 30 hours for 10 weeks in and out of class time. The WWAMI School of Medical Education time commitment is 4 hours in class time and 8 hours out of class time for 12 hours/day, 4 days/week (48 hours/week). To determine a course's assigned credits, the total number of weeks for which a course will meet is multiplied by 48 hours/week and divided by 30 hours/credit (example: $10 \times 48 = 480/30$ for 16 credits; 5 weeks would be 8 credits). MD A670 will meet for 5 weeks, and is therefore assigned 10 credits.
- IV. Course Level Justification**
- This course is designed to train medical students pursuing a doctor of medicine (MD) degree in the foundational scientific aspects of normal and abnormal human development, reproduction and aging. It requires self-directed learning, independent thinking and extensive use of analytical skills to achieve student outcomes. Registration for this course is restricted to medical students admitted to the WWAMI/UWSOM MD program. These students are required to hold an earned bachelor's degree, and have completed a set of defined premedical

course work, including, but not limited to, calculus I and II, general biology, general physics, and general, organic, and biological chemistry.

V. Instructional Goals and Student Learning Outcomes

A. Instructional Goals

The instructors will use an integrated curricular approach through lecture and active learning pedagogies to guide the acquisition, application and critical analysis of the following: principles of family genetics; pathologic processes, pharmacokinetics, and pharmacodynamics to guide safe and effective treatments for diseases of the reproductive system; optimal drug therapy based on an understanding of pertinent research, relevant medical literature, regulatory processes, and pharmacoeconomics; the structure of the pelvis and reproductive system and its normal function; consequences of structural variability and damage or loss of tissues and organs due to mal-development, trauma, and aging; the anatomy of the pelvis; histology and imaging of the male and female reproductive systems and urinary tract.

B. Student Learning Outcomes and Assessment Measures

Per accreditation standards of the Liaison Committee on Medical Education (LCME) which is the accrediting body of the WWAMI/UWSOM MD Program, Student Learning Outcomes and Assessment Measures must be identical across all universities which make up the WWAMI/UWSOM MD Program: University of Washington; University of Wyoming; University of Alaska Anchorage; Montana State University; University of Idaho.

Student Learning Outcomes and Assessment Measures		
	Student Learning Outcomes	Assessment Measures
1.	Describe and apply knowledge of the various patterns of genetic transmission within families and implications for the health of family members	Quizzes, Exams, Brief essays, Problem sets, and Reflective pieces
2.	Apply knowledge of pathologic processes, pharmacokinetics, and pharmacodynamics to guide safe and effective treatments for diseases of the reproductive system	
3.	Apply knowledge of optimal drug therapy based on an understanding of pertinent research, relevant medical literature, regulatory processes, and pharmacoeconomics	
4.	Demonstrate and apply knowledge of individual variability in the use and responsiveness to pharmacological agents to selecting and monitoring therapeutic regimens and identifying adverse responses	
5.	Apply knowledge of the structure of the pelvis and reproductive system in describing its normal function	
6.	Apply knowledge of the consequences of structural variability and damage or loss of tissues and organs due to maldevelopment, trauma, and aging	
7.	Apply knowledge of the anatomy of the pelvis, histology and imaging of the male and female reproductive systems and urinary tract	

VI. Topical Course Outline

1. Reproduction

- a. Gametogenesis
- b. Sexual differentiation
- c. Puberty
- d. Anatomy
- e. Menstrual cycle

2. Physiology and Reproductive Functions

- a. Male related
 - i. Physiology
 - ii. Infertility
 - iii. Contraception
 - iv. Pharmacology
 - v. Imaging
- b. Female related
 - i. Infertility
 - ii. Contraception
 - iii. Abortion
 - iv. Pharmacology
 - v. Imaging

3. Pregnancy

- a. Introduction
- b. High risk pregnancy
- c. Labor and delivery
- d. Immunology and pathology
- e. Lactation

4. Reproductive endocrinology and cancer

- a. Menopause
- b. Gynecologic oncology
- c. Pathology
- d. Pharmacology

5. Geriatrics

VII. Suggested Texts (American Medical Association style)

Drake, R.L., Vogl, A.W., & Mitchell, A.W.M. *Gray's Anatomy for Students, 3rd Edition*. Philadelphia, PA: Churchill Livingstone; 2015.

Halter, J., Ouslander, J., Tinetti, M., Studenski, S., High, K., & Asthana, S. *Hazzard's Geriatric Medicine and Gerontology, 6th Edition*. New York, NY: McGraw-Hill; 2009.

Jones, R., & Lopez, K. *Human Reproductive Biology, 4th Edition*. Waltham, MA: Academic Press; 2013.

Trevor, A., Katzung, B., Masters, S., & Knudering-Hall, M. *Katzung & Trevor's Pharmacology Examination and Board Review, 10th Edition*. New York, NY: McGraw-Hill Medical; 2010.

Online resources and syllabi materials will be provided to students.

VIII. Bibliography

Because medicine is a rapidly developing field, a specific bibliography is inappropriate for this content guide. Faculty are recommended to consult the current primary literature to stay abreast of current developments within the medical disciplines covered by this course.



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 PSY A690	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> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <div style="display: flex; justify-content: space-between; font-size: small;"> <div><input type="checkbox"/> Class <input type="checkbox"/> Level</div> <div><input type="checkbox"/> College <input type="checkbox"/> Major</div> </div> <input type="checkbox"/> Other (please specify) </div> <div style="width: 45%;"> <input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement </div> </div>			9. Repeat Status No # of Repeats Max Credits														
			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 <small>Signature</small>														
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 . <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width:40%;">Impacted Program/Course</th> <th style="width:20%;">Date of Coordination</th> <th style="width:40%;">Chair/Coordinator Contacted</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> </tbody> </table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1.			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1.																	
2.																	
3.																	
Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>12/1/14</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			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>) 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.																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Initiator (faculty only) _____ Date _____ Virginia Miller Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____ </div> <div style="width: 45%;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ </div> </div>																	

**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. 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: 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:

Outcomes and Assessment Measures	
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

Outcomes and Assessment Measures	
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

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 their respective undergraduate majors. Students will be required to examine, integrate, and translate 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
 - 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. 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.chldyouth.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> <div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)</div><div><input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> General Education Requirement</div></div>			9. Repeat Status No # of Repeats Max Credits														
			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 <small>Signature</small>														
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>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.</small>																	
<table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="width: 40%;">Impacted Program/Course</th><th style="width: 20%;">Date of Coordination</th><th style="width: 40%;">Chair/Coordinator Contacted</th></tr></thead><tbody><tr><td>1.</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></tbody></table>						Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted	1.			2.			3.		
Impacted Program/Course	Date of Coordination	Chair/Coordinator Contacted															
1.																	
2.																	
3.																	
Initiator Name (typed): _____ Initiator Signed Initials: _____ Date: _____																	
13b. Coordination Email Date: <u>12/1/14</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>			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 <small>Mark appropriate box:</small> <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.																	
<div style="display: flex; justify-content: space-between;"><div><div>Initiator (faculty only) _____ Date _____ Virginia Miller</div><div>Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved College/School Curriculum Committee Chair _____ Date _____</div></div><div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____</div><div><input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chair _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____</div></div></div>																	

**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.chldyouth.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.