December 12, 2014
ADM 204
9:30 to 11:30

I. **Roll Call**

<table>
<thead>
<tr>
<th>Ex-Officio Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlene Schmuland</td>
</tr>
<tr>
<td>Anthony Paris</td>
</tr>
<tr>
<td>Peter Olsson</td>
</tr>
<tr>
<td>Hsing-Wen Hu</td>
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<tr>
<td>David Yesner</td>
</tr>
<tr>
<td>Cindy Knall</td>
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<tr>
<td>Dennis Drinka</td>
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<tr>
<td>Clayton Trotter</td>
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<tr>
<td>Sam Thiru</td>
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<tr>
<td>Lora Volden</td>
</tr>
<tr>
<td>Jervette Ward</td>
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<tr>
<td>FS at Large</td>
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<td>FS at Large</td>
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<tr>
<td>FS at Large</td>
</tr>
<tr>
<td>Scheduling and Publications</td>
</tr>
</tbody>
</table>

( ) Arlene Schmuland
( ) Anthony Paris
( ) Peter Olsson
( ) Hsing-Wen Hu
( ) David Yesner
( ) Cindy Knall
( ) Dennis Drinka
( ) Clayton Trotter
( ) Sam Thiru
( ) Lora Volden
( ) Jervette Ward
( ) FS at Large
( ) FS at Large
( ) FS at Large
( ) 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**
I. Roll Call
   (x) Arlene Schmuland  (x) Anthony Paris  (x) Peter Olsson  (x) Hsing-Wen Hu
   (x) Cindy Knall  (x) Dennis Drinka  () Clayton Trotter  (x) Sam Thiru
   (x) Jervette Ward  () FS at Large  () FS at Large  () FS at Large
   () FS CAS

   Ex-Officio Members
   () David Yesner
   () Lora Volden
   () 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**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA COE</td>
<td>No Division Code</td>
<td>Teaching and Learning</td>
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</tbody>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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</thead>
<tbody>
<tr>
<td>EDEN</td>
<td>A610</td>
<td></td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and Self-Identity</td>
<td>Leadership Self-Identity</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td></td>
<td></td>
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<tr>
<td>Preparatory/Development</td>
<td>Change</td>
<td></td>
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<tr>
<td>Non-credit</td>
<td>Delete</td>
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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</thead>
<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>P/NP</td>
<td>From: / To: /</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
</table>

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](http://www.uaa.alaska.edu/governance).

**Allowed Courses, Programs, and General Education Requirements**

<table>
<thead>
<tr>
<th>Mark appropriate box:</th>
<th>14. General Education Requirement</th>
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<tbody>
<tr>
<td>Oral Communication</td>
<td>Oral Communication</td>
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<tr>
<td>Written Communication</td>
<td>Written Communication</td>
</tr>
<tr>
<td>Quantitative Skills</td>
<td>Quantitative Skills</td>
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<tr>
<td>Humanities</td>
<td>Humanities</td>
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<tr>
<td>Fine Arts</td>
<td>Fine Arts</td>
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<tr>
<td>Social Sciences</td>
<td>Social Sciences</td>
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<tr>
<td>Natural Sciences</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Integrative Capstone</td>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

**Course Description** *(suggested length 20 to 50 words)*

Examines the impacts of a personal lens and professional traits on engaged leadership. Emphasizes personal growth and collaborative inquiry.

**Course Prerequisite(s)** *(list prefix and number or test code and score)*

n/a

**Co-requisite(s)** *(concurrent enrollment required)*

n/a

**Automatic Restriction(s)** *(College, Major, Class, Level)*

n/a

**Registration Restriction(s)** *(non-codable)*

n/a

17. Mark if course has fees

18. 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.

**Initiator Name (typed):**

Initiator Signed Initials: _________  Date:________________

**Initiator Email Date:** submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

**Initiator (TYPE NAME):**

Approved Disapproved

**Initiator (faculty only):**

Date

**Initiator (TYPE NAME):**

Approved Disapproved

**Initiator (faculty only):**

Date

**Approved**

**Disapproved**

**Dean/Director of School/College: Date**

**Approved**

**Disapproved**

**Undergraduate/Graduate Academic Board Chair: Date**

**Approved**

**Disapproved**

**Provost or Designee: Date**

**Approved**

**Disapproved**

**Department Chair: Date**

**Approved**

**Disapproved**

**College/School Curriculum Committee Chair: Date**

**Approved**

**Disapproved**

**Date**
## Course Action Request

**University of Alaska Anchorage**

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

### 1. School or College
- CB CBPP

### 2. Course Prefix
- BA

### 3. Course Number
- A648

### 4. Previous Course Prefix & Number
- N/A

### 5. Credits/CEUs
- 3

### 6. Complete Course Title
**Business Intelligence and Data Mining**
**Bus. Intel. & Data Mining**

**Abbreviated Title for Transcript (30 character)**

### 7. Type of Course
- [ ] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### 8. Type of Action
- [ ] Add
- [ ] Change
- [ ] Delete

**If a change, mark appropriate boxes:**
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Co-requisites
- Automatic Restrictions
- Class
- Level
- College
- (please specify)

### 9. Repeat Status No
- # of Repeats
- Max Credits

### 10. Grading Basis
- [x] A-F
- [ ] P/NP
- [ ] NG

### 11. Implementation Date
- From: Spring/2015
- To: /9999

### 12. Cross Listed with
- [ ] Stacked with

**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](http://www.uaa.alaska.edu/governance).

**Impacted Program/Course**
- Date of Coordination
- Chair/Coordinator Contacted

1. **Masters of Business Administration**
   - Date: 09/05/2014
   - Minnie Yen

2. 

3. 

**Initiator Name (typed): Yonggang Lu**

**Initiator Signed Initials:**

**Date:**

### 13b. Coordination Email
- Date: 9/16/2014
- submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison
- Date: 9/16/2014

### 14. General Education Requirement

**Mark appropriate box:**
- Oral Communication
- Fine Arts
- Written Communication
- Social Sciences
- Quantitative Skills
- Natural Sciences
- Humanities
- Integrative Capstone

### 15. Course Description (suggested length 20 to 50 words)

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) (list prefix and number or test code and score)
- N/A

### 16b. Co-requisite(s) (concurren enrollment required)
- N/A

### 16c. Automatic Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### 16d. Registration Restriction(s) (non-codable)
- Graduate Standing and undergraduate statistics course with a minimum grade of C

### 17. [x] Mark if course has fees
- Standard CBPP computer lab fee

### 18. [ ] 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.

**Initiator (faculty only)**

**Yonggang Lu**

**Initiator (TYPE NAME)**

[ ] Approved

[ ] Disapproved

**Date**

**Dean/Director of School/College**

**Date**

[ ] Approved

[ ] Disapproved

**Department Chair**

**Date**

**Undergraduate/Graduate Academic**

**Board Chair**

**Provisor or Designee**

**Date**
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
     - 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


VII. Bibliography

VIII. Instructional Goals and Student Outcomes

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

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>WAMI - WWAMI School of Medical Education</td>
</tr>
</tbody>
</table>

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: or Graduate:  
CHOOSE ONE  
Other: specify type in box 2

This program is a Gainful Employment Program:  
☐ Yes or ☒ No

4. Type of Action:  
PROGRAM  
☐ Add  
☐ Change  
☐ Delete  
PREFIX  
☒ Add  
☐ Change  
☐ Inactivate

5. Implementation Date (semester/year)  
From: Fall/2015  
To: 999999

6a. Coordination with Affected Units  
Department, School, or College: COH  
Initiator Name (typed): Cindy Knall, PhD  
Initiator Signed Initials: _______

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:  
☒ Cover Memo  
☐ Catalog Copy in Word using the track changes function

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>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindy Knall</td>
<td></td>
<td></td>
<td></td>
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<table>
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<tr>
<th>Initiator (TYPE NAME)</th>
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<th>Dean/Director of School/College</th>
<th>Date</th>
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<th>Undergraduate/Graduate Academic</th>
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<th>Board Chair</th>
<th>Date</th>
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<th>Date</th>
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<th>College/School Curriculum Committee Chair</th>
<th>Date</th>
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### Course Action Request

**University of Alaska Anchorage**

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

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</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>No Division Code</td>
<td>WAMI</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>MD</td>
<td>A602</td>
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**6. Complete Course Title**

Introductory Primary and Continuity Care Clerkship  
Primary & Contin Care Clerkship

**Abbreviated Title for Transcript (30 character)**

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status</th>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add or Change or Delete</td>
<td>Yes</td>
<td>A-F P/NP NG</td>
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<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: fall/2015 To: /9999</td>
</tr>
</tbody>
</table>

| 12. Cross Listed with N/A |
| Stacked with N/A |

**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](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): __________ Initiator Signed Initials: _________ Date: __________

13b. Coordination Email

Date: 9/17/14 submitted to Faculty Listserv: (uap-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison

Date: 10/07/14

14. General Education Requirement

Mark appropriate box:

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

15. Course Description (suggested length 20 to 50 words)

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) (list prefix and number or test code and score)

NA

16b. Co-requisite(s) (concurrent enrollment required)

NA

16c. Automatic Restriction(s)

College Major Class Level

16d. Registration Restriction(s) (non-codable)

Admission to WWAMI MD program

17. Mark if course has fees

18. 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.

Initiator (faculty only)

Cindy Knall, PhD

Initiator (TYPE NAME)  

Date

Approved

Disapproved

Dean/Director of School/College

Date

Undergraduate/Graduate Academic Board Chair

Date

Provost or Designee

Date
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.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Quizzes, Exams, Brief essays, Problem sets, and Reflective pieces.</td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>4. Apply knowledge of how to identify community resources for the support of patients and their families</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>6. Show understanding of the role of all members of the healthcare team</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>No Division Code</td>
<td>WAMI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MD</td>
<td>A603</td>
<td>N/A</td>
<td>3-4</td>
<td>(2+2)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Clinical Skills
Abbreviated Title for Transcript (30 character)

7. Type of Course
☐ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action: ☐ Add ☐ Change ☐ Delete
If a change, mark appropriate boxes:
☐ Prefix ☐ Credits ☐ Title ☐ Contact Hours ☐ Repeat Status ☐ Grading Basis
☐ Cross-Listed/Stacked ☐ Course Description ☐ Course Prerequisites
☐ Co-requisites ☐ Registration Restrictions ☐ General Education Requirement
☐ Class ☐ Level ☐ College ☐ Major (please specify)
☐ Other

9. Repeat Status
☐ Yes ☐ # of Repeats: 3 ☐ Max Credits

10. Grading Basis
☐ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: fall/2015 To: /9999

12. ☐ Cross Listed with ☐ N/A
☐ 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>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:
☐ Oral Communication ☐ Fine Arts
☐ Written Communication ☐ Social Sciences
☐ Quantitative Skills ☐ Natural Sciences
☐ Humanities ☐ 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)
☐ College ☐ Major ☐ Class ☐ Level

16d. Registration Restriction(s) (non-codable)
Admission to WWAMI MD program

17. ☒ Mark if course has fees

18. ☐ 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.

Initiator (faculty only)
Cindy Knall, PhD
Initiator (TYPE NAME)

Approved ☐ Disapproved ☐
Dean/Director of School/College Date

Approved ☐ Disapproved ☐
Undergraduate/Graduate Academic Board Chair Date

Approved ☐ Disapproved ☐
Provost or Designee Date

Initiator (faculty only)
Cindy Knall, PhD
Initiator (TYPE NAME)

Approved ☐ Disapproved ☐
Department Chair Date

Approved ☐ Disapproved ☐
College/School Curriculum Committee Chair Date

Approved ☐ Disapproved ☐
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.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Quizzes, Exams Brief essays, Problem sets, and Reflective pieces.</td>
</tr>
<tr>
<td>2. Apply knowledge and skills to perform both a complete and an organ system specific examination, including a mental status examination</td>
<td></td>
</tr>
<tr>
<td>3. Understand threats to medical professionalism posed by the conflicts of interest inherent in the practice of medicine</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate knowledge of relevant ethical decision making</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate knowledge in interpretation of the results of commonly used diagnostic procedures</td>
<td></td>
</tr>
<tr>
<td>6. Demonstrate skill in utilization of electronic health record to store, interpret and retrieve patient medical information</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>9. Apply principles of behavioral medicine to interviewing and counseling patients for behavioral change and risk reduction</td>
<td></td>
</tr>
</tbody>
</table>

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)
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.
# Molecular and Cellular Basis of Disease

## Abbreviated Title for Transcript
Mol and Cell Basis of Disease

## 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.
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 x 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.

<table>
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<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>1. Apply basics of molecular biology, physiology, genetics, pathology, pharmacology and anatomy to explain how the human body functions in health and disease</td>
</tr>
<tr>
<td>2. Apply knowledge of biochemistry and molecular biology to predict normal and pathological physiology</td>
</tr>
<tr>
<td>3. Explain major mechanisms of intracellular and intercellular communication and their roles in health and disease states</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>5. Explain how genetic variation influences physiology and, in turn, health</td>
</tr>
<tr>
<td>6. Describe the major forms of genetic variation and their consequences on health in different human populations</td>
</tr>
<tr>
<td>7. Apply knowledge of pharmacokinetics and pharmacodynamics in forecasting the beneficial and detrimental outcomes of treatment</td>
</tr>
<tr>
<td>8. Identify the basic methodologies used in common imaging modalities and apply this to interpretations of images in clinical medicine</td>
</tr>
<tr>
<td>9. Understand and interpret the common imaging modalities used in clinical medicine</td>
</tr>
<tr>
<td>10. Describe the basic principles and functions of the human body in terms understandable to patients</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Assessment Measures</th>
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</thead>
<tbody>
<tr>
<td>Quizzes, Exams, Brief essays, Problem sets, and Reflective pieces</td>
</tr>
</tbody>
</table>
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 alter 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)


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

7. Type of Course  
☑ Academic  
☐ Preparatory/Development  
☐ Non-credit  
☐ CEU  
☐ Professional Development

8. Type of Action:  
☑ Add  
☐ Change  
☐ Delete

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Cross-Listed/Stacked
- Course Description
- Course Prerequisites
- Test Score Prerequisites
- Co-requisites
- Automatic Restrictions
- Repeat Status
- Registration Restrictions
- General Education Requirement
- Class
- Level
- College
- Major
- Other (please specify)

9. Repeat Status No  
# of Repeats  
Max Credits

10. Grading Basis  
☐ A-F  
☒ P/NP  
☐ NG

11. Implementation Date  
semester/year  
From: fall/2015  
To: 99/9999

12. ☐ Cross Listed with N/A  
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.

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<th>Chair/Coordinator Contacted</th>
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<td></td>
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<td>3.</td>
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</tr>
</tbody>
</table>

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:  
☐ Oral Communication  
☐ Written Communication  
☐ Quantitative Skills  
☐ Humanities  
☐ Fine Arts  
☐ Social Sciences  
☐ Natural Sciences  
☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)

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) (list prefix and number or test code and score)  
N/A

16b. Co-requisite(s) (concurrent enrollment required)  
N/A

16c. Automatic Restriction(s)  
☐ College  
☐ Major  
☐ Class  
☐ Level

16d. Registration Restriction(s) (non-codable)  
Admission to WWAMI MD Program

17. ☐ Mark if course has fees

18. ☐ 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.

Initiator (faculty only)  
Cindy Knall, PhD  
Initiator (TYPE NAME)

Initiator (faculty only)  
Cindy Knall, PhD  
Initiator (TYPE NAME)

Approved  
Disapproved  
Dean/Director of School/College  
Date

Approved  
Disapproved  
Undergraduate/Graduate Academic  
Date

Approved  
Disapproved  
Board Chair  
Date

Approved  
Disapproved  
Provost or Designee  
Date

Approved  
Disapproved  
Department Chair  
Date

Approved  
Disapproved  
College/School Curriculum Committee Chair  
Date

Approved  
Disapproved  
Department Chair  
Date
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 x 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.

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>2. Apply knowledge of the molecular basis for immune cell development to explain host defense against pathogens and failure in severe combined immune deficiency</td>
</tr>
<tr>
<td>3. Apply knowledge of the mechanisms utilized to defend against intracellular or extracellular microbes to the development of immunological prevention or treatment</td>
</tr>
<tr>
<td>4. Apply knowledge of the molecular basis for immune cell development to diagnose and treat immune deficiencies</td>
</tr>
<tr>
<td>5. Articulate factors, including your role, that contribute to the expanding impact of infectious diseases on interdependent health communities locally and globally</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>7. Apply knowledge of pathologic processes, pharmacokinetics, and pharmacodynamics to guide safe and effective treatments for infectious diseases</td>
</tr>
<tr>
<td>8. Apply the principles of epidemiology to maintaining and restoring the health of communities and individuals affected by infectious disease</td>
</tr>
<tr>
<td>9. Apply knowledge of the vascular and leukocyte responses of inflammation and their cellular and soluble mediators</td>
</tr>
</tbody>
</table>
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)

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>No Division Code</td>
<td>WAMI</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tbody>
<tr>
<td>MD</td>
<td>A630</td>
<td>N/A</td>
<td>16</td>
<td>(8+8)</td>
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<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
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<tbody>
<tr>
<td>Circulatory Systems</td>
</tr>
</tbody>
</table>

Abbreviated Title for Transcript (30 characters)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
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<table>
<thead>
<tr>
<th>8. Type of Action:</th>
<th>Add</th>
<th>Change</th>
<th>Delete</th>
</tr>
</thead>
</table>

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Automatic Restrictions
- Class
- Level
- College
- (please specify)

If a change, mark appropriate boxes:

- Course Number
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Co-requisites
- Registration Restrictions
- General Education Requirement
- Other (please specify)

<table>
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<th>9. Repeat Status No</th>
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<table>
<thead>
<tr>
<th>10. Grading Basis</th>
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<td>A-F</td>
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<table>
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<tr>
<th>11. Implementation Date</th>
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<tbody>
<tr>
<td>From: Spring/2016</td>
</tr>
<tr>
<td>To: /9999</td>
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<table>
<thead>
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<th>12. Cross Listed with</th>
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<table>
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<tr>
<th>13a. Impacted Courses or Programs:</th>
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</table>

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>
<thead>
<tr>
<th>Impact Program/Course</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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Initiator Name (typed): Initiator Signed Initials: Date:

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: 9/17/14</th>
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submitted to Facult Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison

| Date: 10/07/14 |

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
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<td>Oral Communication</td>
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<td>Written Communication</td>
</tr>
<tr>
<td>Quantitative Skills</td>
</tr>
<tr>
<td>Humanities</td>
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<td>Fine Arts</td>
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<td>Social Sciences</td>
</tr>
<tr>
<td>Natural Sciences</td>
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<tr>
<td>Integrative Capstone</td>
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</table>

<table>
<thead>
<tr>
<th>Mark appropriate box:</th>
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</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
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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.

<table>
<thead>
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<th>16a. Course Prerequisite(s) (list prefix and number or test code and score)</th>
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<th>16d. Registration Restriction(s) (non-codable)</th>
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<tr>
<td>Admission to WWAMI MD program</td>
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<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
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<tr>
<th>18. Mark if course is a selected topic course</th>
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<tr>
<th>19. Justification for Action</th>
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</table>

Course is being added as part of curriculum renewal for the cooperative WWAMI/UWSOM MD program to meet LCME accreditation standards.

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindy Knall, PhD</td>
</tr>
</tbody>
</table>

Initiator (TYPE NAME)

<table>
<thead>
<tr>
<th>Approved</th>
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<table>
<thead>
<tr>
<th>Department Chair</th>
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<table>
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<tr>
<th>Undergraduate/Graduate Academic</th>
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<td>Date</td>
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<tr>
<th>Board Chair</th>
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<td>Date</td>
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<tr>
<th>Dean/Director of School/College</th>
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<td>Date</td>
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<table>
<thead>
<tr>
<th>College/School Curriculum Committee Chair</th>
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<tbody>
<tr>
<td>Date</td>
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<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
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28
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 x 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.

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


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH College of Health</td>
<td>No Division Code</td>
<td>WAMI</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>MD</td>
<td>A640</td>
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<td>5</td>
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## Course Information
### Complete Course Title
Blood and Cancer

### Abbreviated Title for Transcript (30 characters)

### Type of Course
- [ ] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### Type of Action:
- [ ] Add
- [ ] Change
- [ ] Delete

### Repeat Status No

<table>
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<tr>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

### Grading Basis
- [ ] A-F
- [ ] P/NP
- [ ] NG

### Implementation Date
- From: Spring/2016
- To: 99/9999

### Cross Listed with
- [ ] N/A

### Stacked with
- [ ] N/A

## Impacted Courses or Programs
List any programs or college requirements that require this course.

### General Education Requirement
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

### 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.

### Course Prerequisite(s)
- [ ] N/A

### Co-requisite(s)
- [ ] N/A

### Automatic Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### Registration Restriction(s)
Admission to the WWAMI MD program

### Mark if course has fees
- [ ] Yes

### Justification for Action
Course is being added as part of curriculum renewal for the cooperative WWAMI/UWSOM MD program to meet LCME accreditation standards.

---

**Initiator:** Cindy Knall, PhD

**Initiator Signed Initials:** _________  **Date:**________________

**Approved**

**Disapproved**

---

**Dean/Director of School/College**  Date

---

**Approved**

**Disapproved**

---

**Undergraduate/Graduate Academic**  Date

---

**Approved**

**Disapproved**

---

**Provost or Designee**  Date
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 x 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.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Quizzes, Exams, Brief essays, Problem sets, and Reflective pieces</td>
</tr>
<tr>
<td>2. Develop a systematic approach to the diagnosis and treatment of hematologic disorders</td>
<td></td>
</tr>
<tr>
<td>3. Describe the disorders and the clinical evaluation of hemostasis and thrombosis</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>6. Apply knowledge of pathologic processes, pharmacokinetics, and pharmacodynamics to guide safe and effective treatments for hematologic diseases and cancers</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
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)


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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tr>
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<td>No Division Code</td>
<td>WAMI</td>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>Energetics and Homeostasis</td>
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If a change, mark appropriate boxes:

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<th>Contact Hours</th>
<th>Repeat Status</th>
<th>Course Description</th>
<th>Cross-Listed/Stacked</th>
<th>Co-requisites</th>
<th>Registration Restrictions</th>
<th>General Education Requirement</th>
<th>Credits</th>
<th>CEUs</th>
<th>Contact Hours</th>
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9. Repeat Status No  # of Repeats  Max Credits

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12. Cross Listed with  Stacked with
N/A                  N/A  Cross-Listed Coordination Signature

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

Initiator Name (typed): Initiator Signed Initials: Initiator Signed Initials: Date: 13b. Coordination Email Date: 9/17/14
(submitted to Faculty Listserv: uaa-faculty@lists.uaa.alaska.edu)

Initiator Name (typed): Initiator Signed Initials: Date: 13c. Coordination with Library Liaison Date: 10/07/14

14. General Education Requirement

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<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
<td>Integrative Capstone</td>
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15. Course Description (suggested length 20 to 50 words)

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.

16a. Course Prerequisite(s) (list prefix and number or test code and score) NA

16b. Co-requisite(s) (concurrent enrollment required)

16c. Automatic Restriction(s)

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16d. Registration Restriction(s) (non-codable)

Admission to WWAMI MD program

17. Mark if course has fees

18. 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.

Initiator (faculty only) Date

Cindy Knall, PhD

Initiator (TYPE NAME)

Initiator (faculty only) Date

Approved  Disapproved

Dean/Director of School/College Date

Approved  Disapproved

Undergraduate/Graduate Academic Date

Approved  Disapproved

Board Chair Date

Approved  Disapproved

Provost or Designee Date

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 x 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.

<table>
<thead>
<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>2. Explain how the regulation of major biochemical energy production pathways and the synthesis/degradation of macromolecules function to maintain health</td>
</tr>
<tr>
<td>3. Apply the principles of the microbiome to the maintenance of intestinal health and disease</td>
</tr>
<tr>
<td>4. Apply knowledge of pathologic processes, pharmacokinetics, and pharmacodynamics to guide safe and effective treatments for diseases affecting nutrition and homeostasis</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>6. Select optimal drug therapy based on an understanding of pertinent research, relevant medical literature, regulatory processes, and pharmacoeconomics</td>
</tr>
<tr>
<td>7. Apply knowledge of individual variability in the use and responsiveness to pharmacological agents to selecting and monitoring therapeutic regimens and identifying adverse responses</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes, Exams, Brief essays, Problem sets, and Reflective pieces</td>
</tr>
</tbody>
</table>
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)


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.
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

Abbreviated Title for Transcript (30 character)

7. Type of Course  
☐ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development

8. Type of Action:  ☑ Add  ☐ Change  ☐ Delete

If a change, mark appropriate boxes:
☐ Prefix  ☐ Course Number  ☐ Credits  ☐ Contact Hours  ☐ Grading Basis  ☐ Title  ☐ Repeat Status  ☐ Grading Basis  ☐ Cross-Listed/Stacked  ☐ Course Description  ☐ Course Prerequisites  ☐ Test Score Prerequisites  ☐ Co-requisites  ☐ Automatic Restrictions  ☐ Registration Restrictions  ☐ Class Level  ☐ Major  ☐ College  ☐ (please specify)  ☐ Other

9. Repeat Status No  # of Repeats  Max Credits

10. Grading Basis  ☐ A-F  ☑ P/NP  ☐ NG

11. Implementation Date  
From: Fall/2016  To: /9999

12. ☐ Cross Listed with  N/A  ☐ 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.

Initiator Name (typed):  Cindy Knall, PhD
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:
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities  ☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

15. Course Description  
(suggested length 20 to 50 words)

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)  (list prefix and number or test code and score)  
N/A

16b. Co-requisite(s)  (concurrent enrollment required)  
N/A

16c. Automatic Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level

16d. Registration Restriction(s)  (non-codable)  
Admission to WWAMI MD program

17. ☐ Mark if course has fees

18. ☐ 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.

Initiator (faculty only)  Cindy Knall, PhD
Initiator (TYPE NAME)  _________  Date  4/1

Approved  ☑  Disapproved
Dean/Director of School/College  Date  4/1

Approved  ☑  Disapproved
Undergraduate/Graduate Academic Board Chair  Date  4/1

Approved  ☑  Disapproved
Provost or Designee  Date  4/1
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 x 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.

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<tr>
<th>Student Learning Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>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</td>
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<tr>
<td>4. Describe the common presentations of major neurological disorders and their current management</td>
</tr>
<tr>
<td>5. Apply knowledge of individual variability in the use and responsiveness to pharmacological agents to selecting and monitoring therapeutic regimens and identifying adverse responses</td>
</tr>
<tr>
<td>6. Describe etiology, pathogenesis, and approaches to treatment of acute and chronic pain</td>
</tr>
</tbody>
</table>

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)
    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

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<th>5b. Contact Hours (Lecture + Lab)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>☑ A-F</td>
<td>From: Fall/2016</td>
</tr>
<tr>
<td>☐ P/NP</td>
<td>To: /9999</td>
</tr>
<tr>
<td>☐ NG</td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs:</th>
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<tbody>
<tr>
<td>☐ N/A</td>
<td>List any programs or college requirements that require this course.</td>
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<tr>
<td>☐ Stacked with N/A</td>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
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<th>Initiator Name (typed):</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Cindy Knall, PhD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:
☐ Oral Communication
☐ Written Communication
☐ Quantitative Skills
☐ Humanities
☐ Fine Arts
☐ Social Sciences
☐ Natural Sciences
☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
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) (list prefix and number or test code and score)
NA

16b. Co-requisite(s) (concurrent enrollment required)
NA

16c. Automatic Restriction(s)
☐ College
☐ Major
☐ Class
☐ Level

16d. Registration Restriction(s) (non-codable)
Admission to WWAMI MD program

17. ☐ Mark if course has fees

18. ☐ 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.

Initiator (faculty only):
Cindy Knall, PhD
Initiator (TYPE NAME):

Approved
Disapproved

Dean/Director of School/College
Date

Undergraduate/Graduate Academic
Date

Board Chair
Date

Provost or Designee
Date
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 x 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 pharmacoconomics; 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.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe and apply knowledge of the various patterns of genetic transmission within families and implications for the health of family members</td>
<td>Quizzes, Exams, Brief essays, Problem sets, and Reflective pieces</td>
</tr>
<tr>
<td>2. Apply knowledge of pathologic processes, pharmacokinetics, and pharmacodynamics to guide safe and effective treatments for diseases of the reproductive system</td>
<td></td>
</tr>
<tr>
<td>3. Apply knowledge of optimal drug therapy based on an understanding of pertinent research, relevant medical literature, regulatory processes, and pharmacoconomics</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>5. Apply knowledge of the structure of the pelvis and reproductive system in describing its normal function</td>
<td></td>
</tr>
<tr>
<td>6. Apply knowledge of the consequences of structural variability and damage or loss of tissues and organs due to maldevelopment, trauma, and aging</td>
<td></td>
</tr>
<tr>
<td>7. Apply knowledge of the anatomy of the pelvis, histology and imaging of the male and female reproductive systems and urinary tract</td>
<td></td>
</tr>
</tbody>
</table>
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)


   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

7. Type of Course  
☒ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development

8. Type of Action:  ☒ Add  ☐ Change  ☐ Delete

9. Repeat Status No  ☐ # of Repeats  ☐ Max Credits

10. Grading Basis  
☒ A-F  ☐ P/NP  ☐ NG

11. Implementation Date  
From: Summer/2015  To: 9999

12. ☐ Cross Listed with  
Stacked with  
COHI A478  
Cross-Listed Coordination

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.

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</table>

Initiator Name (typed):  
Initiator Signed Initials:  
Date:

13b. Coordination Email  
Date: 12/1/14

submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison  
Date: 12/9/14

14. General Education Requirement  
Mark appropriate box:  
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities  
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)  
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) (list prefix and number or test code and score)  
None

16b. Co-requisite(s) (concurrent enrollment required)  
None

16c. Other Restriction(s)  
☐ College  ☐ Major  ☒ Class  ☐ Level

16d. Registration Restriction(s) (non-codable)  
Graduate standing

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action  
This course is a component of the focused efforts on interdisciplinary education between units in the College of Health.

Initiator (faculty only)  
Virginia Miller
Initiator (TYPE NAME)

Approved  ☐  Disapproved  ☒  Dean/Director of School/College  Date

Approved  ☐  Disapproved  ☒  Undergraduate/Graduate Academic  Date

Approved  ☐  Disapproved  ☒  Board Chair  Date

Approved  ☐  Disapproved  ☒  Provost or Designee  Date

Disapproved  ☒  Department Chair  Date

Disapproved  ☒  College/School Curriculum Committee Chair  Date
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:

<table>
<thead>
<tr>
<th>Outcomes and Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
</tr>
<tr>
<td>1. Synthesize the interdisciplinary theoretical perspectives that inform the identification, intervention, and prevention of domestic violence, sexual assault, substance abuse, mental health, and suicide.</td>
</tr>
</tbody>
</table>
### Outcomes and Assessment Measures

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Assess responses and interventions to domestic violence, sexual assault, intimate personal violence, substance abuse, mental health and suicide issues from various disciplinary perspectives.</td>
<td>Written assignments&lt;br&gt;Seminar discussions&lt;br&gt;Case study discussions</td>
</tr>
<tr>
<td>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.</td>
<td>Culminating research paper&lt;br&gt;Seminar discussions&lt;br&gt;Case study discussions</td>
</tr>
</tbody>
</table>

### 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)


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

Abbreviated Title for Transcript (30 character)

7. Type of Course
☑ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action:
☒ Add ☐ Change ☐ Delete

9. Repeat Status No ☐ # of Repeats ☒ Max Credits

10. Grading Basis
☒ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Summer/2015 To: 9999

12. Cross Listed with
☒ COHI A678

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.

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Initiator Name (typed): Virginia Miller
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
Date: 12/1/14
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 12/9/14

14. General Education Requirement
Mark appropriate box:
☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities
☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
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) (list prefix and number or test code and score)
None

16b. Co-requisite(s) (concurrent enrollment required)
None

16c. Other Restriction(s)
☐ College ☐ Major ☒ Class ☐ Level

16d. Registration Restriction(s) (non-codable)
Junior standing

17. ☐ Mark if course has fees
18. ☐ Mark if course is a selected topic course

19. Justification for Action
This course is a component of the focused efforts on interdisciplinary education between units in the College of Health.

Initiator (faculty only) Date
☑ Approved
☐ Disapproved

Virginia Miller
Initiator (TYPE NAME)

☑ Approved
☐ Disapproved

Dean/Director of School/College Date

☐ Approved
☐ Disapproved

Undergraduate/Graduate Academic Board Chair

☐ Approved
☐ Disapproved

Provost or Designee Date
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:

<table>
<thead>
<tr>
<th>Outcomes and Assessment Measures</th>
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</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
</tbody>
</table>
| 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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>2. Identify and compare responses and interventions to domestic violence, sexual assault, substance abuse, mental health and suicide issues from various disciplinary perspectives.</td>
<td>Written assignments</td>
</tr>
<tr>
<td></td>
<td>Seminar discussions</td>
</tr>
<tr>
<td></td>
<td>Case study discussions</td>
</tr>
<tr>
<td>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.</td>
<td>Written assignments</td>
</tr>
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<td></td>
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</table>

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
   F. 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)


**Disability Services ASAP of SafePlace.** (2003). *Tips for working with sexual abuse survivors who have disabilities*. Austin, Texas: SafePlace.


