

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**  
(Attach copy of syllabus)

**SUBMITTED BY:**

Department	Social Work	College/School	College of Liberal Arts
Prepared by	LaVerne Demientieff, LMSW	Phone	907-474-6267
	lmdemientieff@alaska.edu	Faculty Contact	LaVerne Demientieff

1. ACTION DESIRED (CHECK ONE):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:

Dept	SWK	Course #	390	No. of Credits	3
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Justify upper/lower division status & number of credits:

This course meets the required instruction time needed for a 3-credit course. This is a 300 level course in which the course material relates to and builds upon introductory courses at the Freshman level (Prerequisite: Sophomore standing or permission of Instructor). This course encourages familiarity with concepts, methods and vocabulary of the social work profession.

3. PROPOSED COURSE TITLE:

Trauma and Wellness: Historical and Contemporary Perspectives
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4. To be CROSS LISTED? YES/NO

No	If yes, Dept:	Course #
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NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?\* YES/NO

No	If yes, Dept.	Course #
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:

N/A

\* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING:

As Demand Warrants
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

This class was offered as a Social Work Elective (SWK 484) during Summer 2015 and is being offered Fall 2015, and as demand warrants from here on out with the new designator.
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**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)	This course may be taught during a summer session, distance audio, eLearning or face-to-face.					
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture					



<b>9. CONTACT HOURS PER WEEK:</b>	<b>3</b>	LECTURE hours/weeks	<b>0</b>	LAB hours /week	<b>0</b>	PRACTICUM hours /week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type) \_\_\_\_\_

**10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**

Example of a complete description:

FISH F487 W, O Fisheries Management  
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor.* Cross-listed with NRM F487. (3+0)

**SWK 390 Trauma and Wellness: Historical and Contemporary Perspectives**  
3 credits – Offered As Demand Warrants

This course explores and critically examines diverse ways of knowing about experiences related to the concepts of trauma and wellness, both individually and collectively, and builds upon wellness strategies that focus on context, culture, and lived experience across the lifespan. Prerequisite: Sophomore Standing or Permission of Instructor. (3 + 0)

**11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.** YES:  NO:  X

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6  W = Writing Intensive, Format 7  X = Baccalaureate Core

**11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.**

YES  NO  X

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO  X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  TIMES  
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS  
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

**13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.**

LETTER:  PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

These will be *required* before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**



16. PROPOSED COURSE FEES

\$ 0

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

Yes/No

Yes

If yes, give semester, year, course #, etc.:

Summer 2015; Fall 2015

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This course is an additional social work elective option that faculty can offer as demand warrants and that students can take as an additional topic of choice. Course creation has already been paid for by a federal grant. The only other impact is a social work faculty or adjunct will need to teach the course when offered. Social work electives are rotating so if offered it will take the place of another elective not add to anyone's workload.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Nothing is required from the library at this time.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)

Social Work - BASW Program

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

There are no foreseeable negative impacts. The positive impact is that it is an additional elective that is relevant and important to the field of social work and offers social work majors an opportunity to expand their learning on the topic.

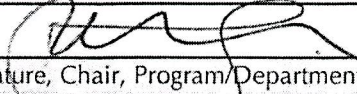
JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

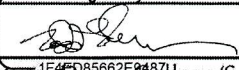
This newly proposed course would be offered as demand warrants. It will be an additional option for students wanting to learn more about the topic of trauma and wellness. The topic of trauma and wellness is emerging in the field of social work as a hot topic and in need of attention, exploration and awareness, as well as needed dialogues and ideas about effective treatment, specifically for those from diverse backgrounds. Currently the social work curriculum does not have a class that focuses fully on the topic of trauma or wellness. This course also provides students with a platform to build self-awareness and apply wellness tools to their own lives, which will serve them as they work as professionals in what can be sometimes highly stressful and traumatic work environments. This course will likely also draw students from related disciplines, such as Justice, Psychology and Human Services; as well as students from UAA and UAS. This course focuses on wellness, strengths, post-traumatic growth and healing which is highly important for work in the helping professions.



**APPROVALS: Add additional signature lines as needed.**

	Date	9/8/15
Signature, Chair, Program/Department of: _____		

<small>DocuSigned by:</small> Rob Duke	Date	December 9, 2015
Signature, Chair, College/School Curriculum Council for: _____		

	Date	December 10, 2015
Signature, Dean, College/School of: _____		

Offerings above the level of approved programs must be approved in advance by the Provost.

_____	Date	_____
Signature of Provost (if above level of approved programs)		

<b>ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE</b>		
_____	Date	_____
Signature, Chair Faculty Senate Review Committee: ___Curriculum Review ___GAAC ___Core Review ___SADAC		

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

_____	Date	_____
Signature, Chair, Program/Department of: _____		

_____	Date	_____
Signature, Chair, College/School Curriculum Council for: _____		

_____	Date	_____
Signature, Dean, College/School of: _____		



**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>  
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.

Supplementary readings (indicate whether  required or  recommended) and

any supplies required.

**4. Course description:**

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as

applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":  
<http://www.uaf.edu/files/uafgov/Info-to-Publicize-C-Grading-Policy-UPDATED-May-2013.pdf>

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Note: Optional Title IX syllabus statement may be used. See <http://www.uaf.edu/oeo/eoo-statement/>



# **UNIVERSITY OF ALASKA FAIRBANKS**

*Social Work Department*

<b>COURSE TITLE:</b>	<b>Trauma and Wellness: Historical and Contemporary Perspectives</b>
<b>COURSE NUMBER:</b>	<b>SWK 390</b>
<b>CREDIT HOURS:</b>	<b>3</b>
<b>PREREQUISITES:</b>	<b>Sophomore Standing or Permission of Instructor</b>
<b>CLASS MEETS:</b>	<b>Online – eLearning</b>
<b>INSTRUCTOR:</b>	<b>LaVerne M. Demientieff, LMSW</b>
<b>E-MAIL:</b>	<b>lmdemientieff@alaska.edu</b>
<b>PHONE:</b>	<b>(907) 474-6267</b>
<b>FAX:</b>	<b>(907) 474-6085</b>
<b>OFFICE HOURS:</b>	<b>By Appointment Only</b>
<b>OFFICE LOCATION:</b>	<b>Gruening 614A</b>

## **Course Description**

This course explores and critically examines diverse ways of knowing about experiences related to the concepts of trauma and wellness, both individually and collectively, and builds upon wellness strategies that focus on context, culture, and lived experience across the lifespan. *Consistent with the mission of UAF and the Social Work Program, special attention is given to differences in intervention and service provision in rural areas, particularly in rural, remote and Alaska Native communities.*

## **Philosophical and Theoretical Framework**

This course will explore trauma and wellness from a holistic, systems approach, emphasizing connections, relationships, strengths-based, resilience, post-traumatic growth and healing and wellness. Complex problems require complex solutions; there is no one size fits all approach.

## **Course Goals/Learning Outcomes**

**Student learning objectives for this course relate to the following Social Work Core Competencies and Practice Behaviors:**

- 2.1.1 Identify as a professional social workers and conduct oneself accordingly.
  - \*Recognize the importance of practitioner and organizational self-care and resilience in trauma informed social work practice.
  - \*Know how to identify and model what constitutes safety and wellness for the client, the organization, and the self.
  - \*Identify and differentiate the signs and symptoms of secondary traumatic stress/vicarious trauma, compassion fatigue, and burnout.
- 2.1.2 Apply social work ethical principles to guide professional practice.
  - \*Know the social work values, ethics, roles, and interpersonal boundaries necessary for trauma-informed practice and wellness related efforts.
  - \*Recognize the key characteristics of a trauma-informed organization.
- 2.1.3 Apply critical thinking to inform and communication professional judgements.
  - \*Know relevant theories of trauma and wellness.
  - \*Know the interplay of culture, spirituality, ethnicity, and context as they relate to the experience of trauma and wellness.



2.1.4 Engage diversity and difference in practice.

\*Know that not all individuals and communities experience, interpret, or handle trauma events and wellness/healing efforts in the same way.

\*Know that the intersection of race, class, gender, sexual orientation, religion, and national origin results in disproportionate trauma exposure, access to services, and social support resources.

2.1.5 Advance human rights and social and economic justice.

\*Understand historical and structural oppression and the interconnections of local, national, and global factors, and their role in creating traumatic conditions.

\*Promote the application of trauma informed practice and wellness/healing strategies both individually and collectively for those impacted by trauma.

**Course Readings/Materials**

No textbooks are required for this course. Articles, videos & other materials are located in the UAF Blackboard website under the week in which they are required reading.

**Instructional Methods**

Most class sessions will devote part of the time to lecture/discussion and part of the time to collaborative discussion and learning activities. Students get the most out of participation when materials have been downloaded and read before class. Students will be expected to complete online assignments to add the learning in the course. Assigned readings should be done by the date scheduled. Students will be expected to participate in both classroom and collaborative group discussions.

**Course Schedule**

**Lessons will be completed each week with assignments due by midnight each Sunday.**

Whenever possible, grades will be posted by the following Saturday by noon. Each lesson is provided with specific instructions within Blackboard under Assignments.

**Schedule: Subject to Change at Instructor’s Discretion.**

<b>Date</b>	<b>Lesson Topics</b>	<b>Assignments</b>	<b>Due Date</b>	<b>Points</b>
<b>09/03/15</b>	Getting Started - Introductions & Course Overview	Activity #1: VoiceThread Introduction – 15 pts Scavenger Hunt - 10 pts	<b>09/06/15</b>	<b>25 pts</b>
<b>09/07/15</b>	Lesson 1: Ways of Knowing About Impacts of Trauma and Trauma Informed Care	Readings/Videos: Located on Blackboard Wellness Tool- Journal Entry Assignment #1 – <i>Just Breathe</i> – 10 pts  Blog for Article Review #1: Trauma Informed Strategy – 10 pts	<b>09/13/15</b>	<b>20 pts</b>
<b>09/14/15</b>	Lesson 2: Ways of Knowing Wellness and Healing	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #2 – <i>Just Breathe</i> -10 pts  Blog for Article Review #2: Trauma Informed	<b>09/20/15</b>	<b>20 pts</b>



		Strategy – 10 pts		
<b>09/21/15</b>	Lesson 3: Being Mindful – Healthy Helpers	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #3 – <i>Mindfulness (Noticing or Being Present)</i> – 10 pts  Blog for Article Review #3: Trauma Informed Strategy – 10 pts  Inspired Interview #1 – 25 pts	<b>09/27/15</b>	<b>45 pts</b>
<b>09/28/15</b>	Lesson 4: Being Self-Aware and Compassionate – Healthy Helpers	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #4- <i>Meditation</i> - 10 pts  Blog for Article Review #4: Trauma Informed Strategy – 10 pts  Activity #2: VoiceThread Sharing on Inspired Interview #1 and reflections on class thus far – 15 pts	<b>10/04/15</b>	<b>35 pts</b>
<b>10/05/15</b>	Lesson 5: ACES (Adverse Childhood Experiences Study) Introduction	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #5- <i>Metacognition (thinking about thinking) and Affirmations</i> – 10 pts  Blog for Article Review #5: Trauma Informed Strategy – 10 pts	<b>10/11/15</b>	<b>20 pts</b>
<b>10/12/15</b>	Lesson 6: ACES, Epigenetics and Social Work	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #6 – <i>Mind Mapping</i> - 10 pts  Blog for Article Review #6: Trauma Informed Strategy – 10 pts  Activity #3: VoiceThread Share affirmation and mindmap– 15 pts	<b>10/18/15</b>	<b>35 pts</b>
<b>10/19/15</b>	Lesson 7: Historical Trauma – Historical Wellness	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #7 – <i>Cultural/Traditional Wellness Practices</i> – 10 pts  Blog for Article Review #7: Trauma Informed Strategy – 10 pts	<b>10/25/15</b>	<b>45 pts</b>



		Inspired Interview #2- 25 pts		
<b>10/26/15</b>	Lesson 8: Historical Trauma - Historical Wellness (continued)	<p>Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #8- <i>Cultural/Traditional Wellness Practices</i> – 10 pts</p> <p>Blog for Article Review #8: Trauma Informed <i>Strategy</i> – 10 pts</p> <p>Activity #4: VoiceThread Share on inspired interview #2 and reflections on Cultural/Traditional Wellness Practices– 15 pts</p>	<b>11/01/15</b>	<b>35 pts</b>
<b>11/02/15</b>	Lesson 9: Conversations About Race & Trauma	<p>Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #9 – <i>Movement (play/yoga)</i> – 10 pts</p> <p>Blog for Article Review #9: Trauma Informed <i>Strategy</i> – 10 pts</p>	<b>11/08/15</b>	<b>20 pts</b>
<b>11/09/15</b>	Lesson 10: Diverse Voices: Varied Experiences of Trauma & Wellness (Systems Thinking)	<p>Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #10 – <i>Sleeping the Night Away</i> – 10 pts</p> <p>Blog for Article Review #10: Trauma Informed <i>Strategy</i> – 10 pts</p>	<b>11/15/15</b>	<b>20 pts</b>
<b>11/16/15</b>	Lesson 11: Trauma and the Changing Climate	<p>Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #11 – <i>Nature</i> – 10 pts</p> <p>Blog for Article Review #11: Trauma Informed <i>Strategy</i> – 10 pts</p> <p>Wellness Story Paper Assignment – 50 pts</p>	<b>11/22/15</b>	<b>70 pts</b>
<b>11/23/15</b>	Lesson 12: The Wellness Journey...Strengths, Resilience & Post-Traumatic Growth	<p>Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #12 – <i>Random Acts of Kindness/Self-Compassion</i> - 10 pts</p> <p>Blog for Article Review #12: Trauma Informed <i>Strategy</i> – 10 pts</p> <p>Activity #5 – VoiceThread Share Wellness</p>	<b>11/29/15</b>	<b>35 pts</b>



		Story and Get Feedback– 15 points		
11/30/15	Lesson 13: The Wellness Journey...Inspiring Others and Instilling Hope	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #13 - <i>Music</i> – 10 pts  Blog for Article Review #13: Trauma Informed Strategy – 10 pts	12/06/15	20 pts
12/07/15	Lesson 14: Linking Theory to Practice – Trauma Informed Care	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #14- <i>Connection/Spirit</i> – 10 pts  Blog for Article Review #14: Trauma Informed Strategy – 10 pts	12/13/15	20 pts
12/14/15	Lesson 15: Linking Theory to Practice – Moving Forward With New Insights	Readings/Videos: Located on Blackboard Wellness Tool – Journal Entry Assignment #15- <i>Students Share Tools (Giving Back)</i> – 10 pts  Blog for Article Review #15: Trauma Informed Strategy – 10 pts  Activity # 6: VoiceThread Share 6 Word Memoir on Wellness Journey and Course Reflection - 15 pts	12/20/15	35 pts

### Course Policies

**Social work majors must receive a grade of "C" or better in this course.**

#### Plagiarism:

As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author's words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of "F." For more information go to Student Code of Conduct. ([http://www.uaf.edu/catalog/catalog\\_08-09/academics/regs3.html#Student\\_Conduct](http://www.uaf.edu/catalog/catalog_08-09/academics/regs3.html#Student_Conduct))

#### No Basis:

If the student is unable to complete the work for the course and does not withdraw by the date determined in this year's University Calendar, there are two possible outcomes. If the student has not attended more than 75% of classes AND submitted 75% of the course work the student will earn a No Basis (NB) grade. A grade of NB does not affect the student's GPA, but the student must retake the course to earn course credit.



**Incompletes:**

A student who has completed more than 75% of the coursework and attended more than 75% of class sessions may receive a grade of incomplete (I). A student desiring an I must submit a plan for completion that includes a timeline and have this pre-approved by the instructor prior to the end of the semester. Allowing incompletes is entirely at the discretion of the instructor. If the student does not complete work required for the course within the agreed time frame (maximum 1 year), the grade of I automatically becomes an F. **Allowing an incomplete is entirely at the discretion of the instructor.**

**Withdrawals:**

Deadline for student initiated and faculty initiated withdrawals (W grade appears on academic transcript) is **Friday, October 30, 2015.**

**Late Papers and Missing Deadlines:**

If a student is not able to turn an assignment in on time the student must contact the instructor BEFORE the deadline and discuss and receive approval for an alternate timeline. If approval is not received, assignments submitted late will be lose points every day that it is late.

**Evaluation****ASSIGNMENTS:****1. Wellness Story.**

What is a story? A tale, a memory, a vision... We all tell stories. What does telling a story do for the storyteller? What about for the listener? Depending on who you are and where you come from the answers to these questions will vary. Some things known about stories are that they have the potential to teach, inspire, heal, connect, create fear, and open up unseen possibilities, potential, and opportunities. We all have stories....multiple, connecting, public, private, sad, triumphant, funny....Do you tell your stories? Why? What purpose does it serve you the storyteller? What do you want your story to do for the listener? This assignment is to reflect on and become mindful about the types of stories you tell. In this assignment I am not looking for the perfect story, the funniest story, or the most outrageous story you can think of...I am looking for stories that have meaning to you....a story that highlights wellness (healing, inspiration, joy, health, balance, etc) in your life. Once you have reflected on the numerous stories you tell I want you to choose one that highlights wellness and the assignment is to write it down and share your wellness story with the class. I am not grading on grammar or spelling or how good I think the story is or not, this assignment is about what has meaning for you. You will be asked to turn in your story (3-4 pages) to me and then read your story to the class (using Voicethread) and share what your story means for you and why you tell it. You will also get feedback from the class about what your story meant for them. Please think about what you want to share, make sure you feel comfortable and safe in what you are sharing and omit or leave out what you do not want to share. Enjoy!

**2. Inspired Interviews (2).**

I always find myself inspired by people's strength, determination, instincts, motivation, and resilience in the face of trauma or life's challenges. Human beings are so fascinating and we learn so much from listening to the stories and experiences of others, especially Elders. The wisdom of Elders stories can be taken in so many ways. I might have my own interpretation of what was said and someone else might have a different interpretation, which is also true. That is the beauty of listening to Elders... you take away a message that is meant just for you. In this assignment students will be asked to conduct two separate interviews with two different Elders. This is an opportunity to sit down and listen for 30 minutes over a cup of coffee or tea, and learn about someone's experiences. Create 5-7 main questions you will want to ask (list of example



questions is located in Blackboard), however, if you are already having a great conversation and you don't need to use your questions that is fine, but keep them handy just in case. Listen...listen for strength and resilience. Turn in a 2-3 page reflection about what you learned, not necessarily a summary of what was said, but what you learned and took away from that conversation. It is okay to add their words and thoughts but I also want to hear about your experience. Sometimes you have to sit with your thoughts and reflections about the conversation before they come to you. Sometimes an interview does not go as planned...if this is the case for you...write up your struggle...reflect on what happened and why you think that happened...every experience is a potential learning assignment. Do this for each interviewee. Students will share a few of their insights with the class using Voicethread.

### **3. Review of Trauma Informed Strategies (6 Blogs).**

Being trauma informed is about becoming knowledgeable about the impact of trauma for ourselves, our families, our friends, and for the people we work on behalf of in the helping professions. It is about providing flexible and adaptable support that focuses on safety and hope, and it is about doing our best, with the knowledge we have, to not re-traumatize the individual through our efforts to help them. For this assignment each student will answer a set of questions, weekly, regarding a posted article/case-study/report highlighting a current trauma informed care strategy being used in various settings across the nation. Students will be asked to read about the strategy and answer questions in a blog format, as well as respond to a minimum of 2 other student's posts. Each article will be posted on blackboard. Through this process we will all get to hear some great examples of what is happening in the area of trauma informed care around the nation. Points will be lost for not answering all the questions and/or for not responding to 2 other posts. Thanks. Questions posed each week are located on Blackboard.

### **4. Wellness Tools-Journals (6 Journal Entries).**

The wellness tools/journal assignments were added because Elders have taught me that when we take the time to do or work on something in life it should be useful or have some practical application that works in our respective context, environment and culture. I am also reminded of what an Elder in Bethel, named Esther Green, has shared with students in the past. "Learning is Healing. When we grow and change we also heal". She also says when we focus on something, focus on it really, really hard, it becomes a part of us. So hopefully some of what is shared and learned will become a part of you and be useful for you all in some way. For this assignment, each week a student will be introduced to a "wellness tool" through readings and videos. Students will then be asked to practice that wellness tool for the week and reflect on their experience in a journal. The journal will include reflections from the week, **to include**, the wellness tool practice experience, readings, videos, and anything else of interest from the week. Please make sure all readings, videos and tools are touched on in your journal, otherwise points will be lost. Journals are a free write. I am not requiring that it be in any format, but do your best to use good grammar and check your spelling. A minimum of 4 paragraphs is required and more is encouraged. A paragraph is 4-5 sentences long. This is an opportunity to explore your thoughts, questions, aha moments, excitement, confusion, and make sense of what you are learning. The last week of the semester students will be asked to share their own wellness tool with the class and post a description and resource regarding that wellness tool on blackboard. This is an opportunity for you, the student, to give back to your classmates and instructor. ☺

### **5. Activities on Voicethread.**

Students will be asked to complete 6 activities using Voicethread. Guidelines on Blackboard.

### **6. Scavenger Hunt.**

Students will conduct a scavenger hunt on Blackboard the first week of class.



### Assignment Points Summary

Assignment	Points
Activities (6 at 15 pts each) on Voicethread	90
Wellness Tools/Journals (15 at 10 points each)	150
Wellness Story	50
Inspired Interviews (2 at 25 pts each)	50
Blogs: Review of Trauma Informed Strategies (15 at 10 points each)	150
Scavenger Hunt	10
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TOTAL POINTS	500

Grading Scale: A=450-500

B=400-449

C=350-399

D=300-349

F=299 and below

### Student Support Services (SSS)

For students with disabilities or who whose parents did not attend college and do not have incomes above \$28,000, the Student Support Services offers a range of types of assistance. These include:

- Free tutorial services
- Small study groups
- Academic advising, mentoring and personal support
- Direct financial assistance to qualified Pell Grant recipients
- Use of laptop computers, labs, and other technology resources
- Cultural and social engagement

The Student Support Services tutoring center is **510A Gruening**.  
**Call 474-6844 for tutoring schedules and appointments.**

### Writing Center

If you need help with writing skills, the UAF Writing Center is equipped to assist students on campus and at a distance. The Center is located 801 Gruening Bldg. The contact number is 1-907-474-5314, or fax 1-800-478-5246. Distance students are able to fax their papers to the writing center, and then make an appointment to meet via phone with a writing center staff member.

### Library Access

Students may access the book, journal, and electronic database holdings of the Rasmuson Library on-campus or through distance technology. All students are given a student ID and password that enables them to access full-text and journal articles and other resources online. Access to the library is available at [www.uaf.edu/academics/libraries.html](http://www.uaf.edu/academics/libraries.html), or call 1-907-474-7481 for assistance from a librarian.

**The Distance Librarian.** The UAF library staffs a full time librarian to assist students outside of the Fairbanks area. The distance librarian is available to research specific items, to assist students

in the research process, and is available to assist with interlibrary loans. Students can contact the distance librarian by emailing [fyddl@uaf.edu](mailto:fyddl@uaf.edu) or by phoning 1-800-478-5348.

### **UAF Help Desk (OIT)**

Click here (<http://www.alaska.edu/oit/>) to see about current network outages and news.

Reach the Help Desk at:

\*e-mail at [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu)

\*fax at (907)-450-8312

\*phone in the Fairbanks area is 450-8300 and outside of Fairbanks is 1-800-478-8226

### **Computer Labs**

For students who need access to computers on-campus, there are student access computer labs available in Gruening 801, Bunnell 319, the MBS Complex 110, and Rasmuson Library, room 404. The latter two labs are open 24 hours a day.

### **Disabilities Services**

The **UAF Office of Disability Services** operates in conjunction with CDE. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit their web site (<http://www.uaf.edu/apache/disability/>) or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus by phone, 907-474-7043, or by e-mail ([fydso@uaf.edu](mailto:fydso@uaf.edu)).