

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Rural Human Services Certificate Program
 College of Indigenous Studies
 Date: October 25, 2025

MISSION STATEMENT:

The Rural Human Services Program (RHS) empowers students primarily from Alaska Native and rural communities to become effective, culturally grounded human service workers who promote healing, wellness, and self-determination. The program values Indigenous ways of knowing, community connection, and experiential learning that fosters both professional and personal growth.

SLO / Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
# 1. Cultural Competence & Indigenous Knowledge: Students will demonstrate an understanding and application of Alaska Native values, cultural traditions, and Indigenous knowledge in human service practice.	Students will use a cultural lens in journal reflections and when applying course material in out of class assignments. As evidenced in student verbal and written reflections. Demonstration of cultural acuity in community activities related to the RHS Practicum	What: Journal questions and final assignments will ask the student to relate these thoughts and ideas to cultural applications. When: Journal writing during cohort sessions, course final assignments and practicum weekly, monthly and final reports.* *See course curriculum map below
# 2. Communication Skills: Use effective, compassionate, and culturally appropriate communication skills in individual and group settings as well as present ideas and healing strategies in a group/community setting.	Students will demonstrate use of effective listening and communication skills in class roleplay practices as well as report us of skills other times. Students will present ideas with fellow class mates when they share ideas discussed in small group break out sessions.	What: Students will roleplay the use of basic counseling and listening skills in class sessions When: RHS counseling classes (RHS 150 and RHS 250) What: Students will verbally summarize findings and ideas back to the full class after structured small group breakout sessions integrating class material When: Embedded throughout classes *
# 3. Support Interventions & Case Management: Students will demonstrate practical skills in counseling, assessment, documentation, goal setting, and referral within human service delivery systems related to Human Service treatments areas. .	Students will use basic counseling skills in the development of client assessments and support/treatment plans. Students will incorporate the understanding and use of best practice interventions when determining the support needs of people with special needs in their community.	What: students will practice assessment and intervention planning as part of in-sessions and out of class assignments. When: RHS 285 Case Management, reinforced in other classes Students will participate in Recognized Best Practice (RBP) trainings included in class curriculum and identified in the curriculum map. *
# 4. Personal Growth and Self-Awareness:	Students will define and articulate the importance of self reflection and self care	What: Students will use their own experiences and knowledge as a foundation for their own growth both personally and

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Students will reflect on personal experiences, values, and growth as a foundation for helping others and maintaining well-being in professional practice.	and a means of personal and professional growth. Student will practice continual self reflection and personal connection to course material through journal writing and other reflective assignments	professionally when providing written reflections in their class journal, course final assignments and in their progress reports for their practicum. *
# 5. Community and Leadership Engagement: Participate in community-based learning and leadership activities that contribute to local wellness and capacity building.	Students will identify how ideas and skills learned in class can be applied/used in their home community. Students will learn to identify community needs and readiness by practicing the use of various community needs assessment tools Students will present ideas and facilitate discussions with community members in a formal presentation setting.	What: In course journals and final assignments student will identify how they will use what they learn in class in a community setting. Student will learn and practice doing a community needs assessment (RHS 130 and RHS 287) and will engage in community interventions (RHS 287 Practicum) *

RHS Curriculum Map

SLOs and Use of Best Practices

Courses / Learning Experiences	SLO1	SLO 2	SLO 3	SLO 4	SLO 5	RBP*
RHS F110 – Cross cultural Bridging	I	R	R	R		
RHS F115 – Issues of Personal Development	R	R	R	I		
RHS F120 – Family Systems	I	R	R	R	R	1.
RHS F150 – Introduction to Rural Counseling	R	I	I	R		
RHS F130 – Processes of Community Change	R	R	R	R	I	2.
RHS F140 – Alaska Native Principles and Values	I	R	R	R	R	3.
RHS F220 – Family Systems II	M	R	R	R	R	4.
RHS F250 – Rural Counseling II	R	M	M	R		5.
RHS F260 – Addictions	R	R	I	R	R	6.
RHS F265 – Interpersonal Violence	R	R	I	R	R	
RHS F275 – Intro. to Mental Illness & Recovery	R	R	R	R	R	7
RHS F285 – Case Management	R	R	M	R		
RHS F290 – Grief and Healing	M	R	I	R	R	
RHS F287 – RHS Practicum	M	M	M	M	M	8.

MAP KEY:

- **I = Introduced / taught** – Course curriculum includes teaching and demonstrating the SLO as part of the course objectives including skills for working with specialty populations.
- **R = Reinforced and embedded** – The curriculum incorporates elements of the SLO including such things as daily journal reflections, elder instructor wisdom, student presentations, talking circles, group presentations.
- **M = Mastered / Demonstrated** – The curriculum includes students demonstration and or mastery of the SLO such as in class Roles plays, presentations, direct implementation in a community setting.

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- **RBP*= Recognized Best Practice** - The course includes curriculum that is recognized as a best practice statewide, nationally and/or internationally
 1. [Callicaraq – Indigenous Health and Wellbeing](#) – Yukon Kuskokwim Health Corp
 2. [Community Readiness Assessment](#) – Tri-Ethnic Center for Prevention Research at Colorado State University
 3. [The Alaska Blanket Exercise](#) Alaska Native Tribal Health Consortium
 4. [Positive Indian Parenting](#) - National Indian Child Welfare Association and [Healthy Families program with AVCP](#) (Association of Village Council Presidents)
 5. [Applied Suicide Intervention Skills Training \(ASIST\)](#)- Livingworks Inc - World Health Organization Endorsement
 6. [Motivational Interviewing](#) - NIH Best practice
 7. [Mental Health First Aid](#) – National Council for Mental Wellbeing and [Hearing Voices that are Distressing](#) – National Empowerment Center / Pat Deegan PhD and associates
 8. [PCCARES](#): Promoting Community Conversations About Research for Effective Solutions, SAMHSA NIH listed as best practices in community based suicide prevention