SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>College/School</th>
<th>CNSM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterinary Medicine</td>
<td>CNSM</td>
<td>474-1928</td>
</tr>
<tr>
<td>Arleigh Reynolds</td>
<td>Faculty Contact</td>
<td>Arleigh Reynolds, Assoc Dean Vet Med</td>
</tr>
</tbody>
</table>

Email Contact: ajreynoldes@alaska.edu

1. ACTION DESIRED (CHECK ONE):
   - Trial Course
   - New Course
   - New Course

2. COURSE IDENTIFICATION:
   - Dept: DVM
   - Course #: 3
   - No. of Credits: 1

   Justify upper/lower division status & number of credits:
   Stress and financial issues have caused the Veterinary profession to have one of the highest rates of burnout and depression in any profession. This course is being developed to assist PVM students in the management of their issues.

3. PROPOSED COURSE TITLE:
   - Strategies for Establishing and Maintaining Well-Being in the Veterinary Profession

4. To be CROSS LISTED? YES/NO
   - NO
   - If yes, Dept: 
   - Course #:

   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 #:

   How will the two course levels differ from each other? How will each be taught at the appropriate level?:
   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:
   - Fall each year (First year Veterinary Students)
   - Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants
7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)  Special topics Spring 2016 – Fall each year for first year Vet students

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)  

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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>X</td>
</tr>
</tbody>
</table>

6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)  Lecture

9. CONTACT HOURS PER WEEK:

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.

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<tbody>
<tr>
<td>1</td>
<td>LECTURE hours/weeks</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>LAB hours/week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRACTICUM hours/week</td>
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</table>

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)

DVM 777 Department of Veterinary Medicine
1 Credit Offered Fall each year (Special Topics Spring 2016)

Strategies for Establishing and Maintaining Well-being in the Veterinary Profession will investigate and demonstrate methods for maintaining well-being while managing the stress associated with membership in the Veterinary Profession. Strategies for time management, life balance, nutrition, exercise and recovery will be discussed as means of enhancing well-being and preventing professional burnout which is widespread in the profession today. This course will utilize hands on engagement as well as live and distance discussions with experts in the respective multidisciplinary fields that contribute to well-being.

Pre-requisites: Good standing in Professional Veterinary Program
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 | CREDITS |

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? 

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:** [X] **PASS/FAIL:** [ ] 

**RESTRICTIONS ON ENROLLMENT (if any)** 

14. **PREREQUISITES** 

Acceptance in Professional Veterinary Medical program or permission of instructor. 

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

15. **SPECIAL RESTRICTIONS, CONDITIONS** 

Professional Veterinary Medical Program student or permission of instructor. 

16. **PROPOSED COURSE FEES** 

$45 

Has a memo been submitted through your dean to the Provost for fee approval? **Yes** [ ] **Pending** [ ]
17. PREVIOUS HISTORY
Has the course been offered as special topics or trial course previously? Yes/No
If yes, give semester, year, course #, etc.:
Spring 2016

18. ESTIMATED IMPACT
WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.
Professional Program approved by BOR, Chancellor and Provost – No additional impact on budget, space or faculty

19. LIBRARY COLLECTIONS
Have you contacted the library collection development officer (kijensen@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 x Yes Department will keep complete library of required course materials in AHRB office

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)
Vet Med faculty at UAF and CSU

21. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.
Biology & Wildlife, Chemistry or SNRE students may request admission to course for research or professional development. This course should help DVM students manage the stress associated with their demanding professional program.

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.
It's an alarming fact that the suicide among veterinarians is nearly four times the national average – double that of doctors and dentists. Findings have revealed high rates of dissatisfaction, caused by lower pay rates, long hours, and stress. The professional organizations are addressing this by reaching out to veterinary students to assist them in dealing with stress during their education and in their professional lives.
APPROVALS: Add additional signature lines as needed.

Signature, Chair, Program/Department of: Veterinary Medicine
Date 12/14/15

Signature, Chair, College/School Curriculum Council for: CNSM
Date 2-9-16

Signature, Dean, College/School of: CNSM
Date 2/9/14

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

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

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

Signature, Chair
Date
Faculty Senate Review Committee: ___Curriculum Review ___GAAC
___Core Review ___SADAC

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

Signature, Chair,
Program/Department of:
Date

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

Signature, Dean, College/School of:
Date

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 (e.g. 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":

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.

5/21/2013
DVM 693 VETERINARY SCIENCE:

Strategies for Establishing and Maintaining Well-Being in the Veterinary Profession
SYLLABUS – FALL 2016

Department of Veterinary Medicine, University of Alaska Fairbanks

1. Course Information:
   Title: Strategies for Establishing and Maintaining Well-Being in the Veterinary Profession
   Number: DVM 693
   Credit: 1
   Prerequisites: Enrolled in Professional Veterinary Program
   Location: TBD
   Meeting time: 1-2 hours per week

2. Instructor Contact Information:
   Name: Dr. Arleigh Reynolds
   Office Location: 182 Arctic Health Research Building
   Office Hours: By appointment
   Office Phone: 474-1928
   Email: aireynolds@alaska.edu

   Telephone is the best way to reach the instructor. Please leave a message. You should receive a response to your call within 24 hours.

3. Course Reading/Materials:
   None required. Recommended readings, including journal articles, will be distributed prior to class sessions via on-line resources or during class periods.

4. Course Description:
   "Strategies for Establishing and Maintaining Well-Being in the Veterinary Profession" will investigate and demonstrate methods for maintaining well-being while managing the stress associated with membership in the Veterinary Profession. Strategies for time management, life balance, nutrition, exercise and recovery will be discussed as means of enhancing well-being and preventing professional burnout which is widespread in the profession today. This course will utilize hands on engagement as well as live and distance discussions with experts in the respective multidisciplinary fields that contribute to well-being.

5. Course Goals:
   Overall Course Objectives:
   - Identify life areas where veterinary students and veterinarians tend to struggle (establishing efficient study habits, time management, balancing relationships, taking time to recover, managing financial burden)
• Provide examples of and training in management techniques for each of the problems often encountered.
• Establishing behavior and management patterns that can be implemented as a student and utilized throughout a professional career.

6. Student Learning Outcomes:
   Identify common sources of stress
   Recognize warning signs in colleagues and in self
   Learn coping techniques and master them
   Learn self-assessment techniques
   Taking a proactive approach

7. Instructional Methods:
   This course includes lectures and activities constructed to engage students and help them proactively manage stresses associated with their highly demanding veterinary education program and their professional veterinary career. Lecturers include CSU, UAF and visiting faculty members and experts in the fields of counseling and social service. Faculty will be selected on the basis of their ability to communicate relevant topics, and for their enthusiastic, dynamic and engaging presentation styles.

   Expected Time Commitment: Students should expect to spend 1 hour per week in class, and an additional 2-3 hours per week on outside work. The time distribution will vary over the course of the semester, depending on the specific activity being completed.

8. Course Calendar:
   For details, refer to the section “Tentative Lecture Schedule” at the end of this syllabus.

9. Course Policies:
   • Attendance:
     Students are expected to attend all classes, as class participation is part of the grade.
   • Classroom Behavior:
     Any type of behavior in the classroom that is disruptive, distracting, or disrespectful to the instructor or to your fellow students will not be tolerated and will result in dismissal from the classroom. This includes, but is not limited to, disrespectful comments, and the use of tobacco products. All cell phones or other such devices must silenced while in the classroom. Do not browse the Internet, text message or IM while in the classroom. You can use such devices for note taking or other class related activities.
   • Plagiarism:
     Plagiarism is the overt or covert use of other people's work or ideas without acknowledgement of the source. This includes using ideas or data from a classmate or colleague without permission and acknowledgement, including sentences from journal articles in your writing without citing the author, or copying parts of a website into your essay. Plagiarism and cheating are serious offenses that violate the student code of conduct which may result in an “F” in the course and/or referral to the university disciplinary committee.

10. Evaluation/Grading:
    Class participation 20%
    Journal entry 50%
    Class discussion and presentation 30%
There are no exams in this course. Students will be evaluated on their participation in class and in learning activities and for their efforts in keeping a journal throughout the semester in which they will record their vital signs and progress relative to their individual well-being.

Grading Scale: Grades will be calculated as follows

<table>
<thead>
<tr>
<th>Grades will be calculated on 100-point scale</th>
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<tbody>
<tr>
<td>A+  96-100 %</td>
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<tr>
<td>A   92-95.9 %</td>
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<tr>
<td>A-  88-91.9 %</td>
</tr>
<tr>
<td>B+  84-87.9 %</td>
</tr>
<tr>
<td>B   80-83.9 %</td>
</tr>
<tr>
<td>B-  76-79.9 %</td>
</tr>
<tr>
<td>C+  72-75.9 %</td>
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<tr>
<td>C   68-71.9 %</td>
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<tr>
<td>C-  64-67.9 %</td>
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<tr>
<td>D   60-63.9 %</td>
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<tr>
<td>F   &lt;60 %</td>
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</tbody>
</table>

Incomplete (I) grades will be given only if a student does not complete the required journal because of illness or extenuating circumstances. Prompt communication directly with the course coordinators and/or Department of Vet Med Office is required to document any health problems or other circumstances that may prevent a student from attending class or completing the examinations or homework assignments (see below). Ranks will be assigned according to the final grade score.

11. Support Services:
If you require more assistance than can be provided in class, and office hours, you may want to contact Student Support Services [http://www.uaf.edu/sssp/] or the Department of Veterinary Medicine for assistance.

12. Disability Services:
All students, including those with disabilities, are welcome in this course, and we are committed to providing equal access to this course for all students. If you have a disability (including learning disabilities) please inform us during the first week of class so that we can accommodate your specific needs. If you have not already done so, you will also need to contact UAF’s Office of Disabilities Services (474-7043). Everyone should have the opportunity to participate fully in the course and to complete assignments and exams to the best of their ability. If accommodations are needed to enable you to do so, we will gladly work with you to provide them.
<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
<th>LECTURER</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction &amp; Course Overview: Well-being in the Veterinary profession&lt;br&gt;The Science of Happiness, Instructions for journal keeping</td>
<td>Reynolds Fonken</td>
<td>Job satisfaction and burnout are serious problems in the profession today resulting in problems like depression, substance abuse, and even suicide. This course will take a proactive approach to realizing why these problems exist and how to manage them.</td>
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<tr>
<td>2</td>
<td>Time management: Memory techniques and keeping study efforts efficient</td>
<td>A. Reynolds</td>
<td>Study efficiency and efficacy will be discussed with strategies for maximizing outcomes. Journaling will be used to evaluate time management with suggestions for optimization.</td>
</tr>
<tr>
<td>3</td>
<td>Stress and inertia</td>
<td>A. Reynolds</td>
<td>Stress is inevitable. Not all stress is bad. Unmanaged stress can result in serious problems. Inertia is often associated with stress. Strategies will be suggested for breaking through inertia and managing stress.</td>
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<tr>
<td>4</td>
<td>The value of exercise</td>
<td>A. Reynolds</td>
<td>Exercise improves cognitive function, sleep patterns and attitude. The physiological and psychological impact of exercise, along with practical examples will be presented.</td>
</tr>
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<td>5</td>
<td>Exercise in Fairbanks: fun in the dark and the cold</td>
<td>A. Reynolds, S. Jerome</td>
<td>Indoor and outdoor exercise opportunities will be demonstrated. Instruction in cross country skiing will be offered for those interested.</td>
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<tr>
<td>6</td>
<td>The importance of sleep and how to maximize its benefits</td>
<td>A. Reynolds</td>
<td>Sleep deprivation leads to health and cognitive disorders. Suggestions for sleep goals, and strategies for attaining them will be presented.</td>
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<tr>
<td>7</td>
<td>Culture shock and how to manage it</td>
<td>A. Reynolds</td>
<td>Moving to a new place can be stressful. Help in establishing social and functional infrastructure will be outlined as well as management of Fairbanks related challenges such as cold, darkness and distance from loved ones will be discussed.</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Speakers</td>
<td>Notes</td>
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<td>8</td>
<td>Resilience life enrichment and recharging</td>
<td>A. Reynolds, S. Love</td>
<td>What do each of us do to recharge and strengthen ourselves on a daily basis to maintain homeostasis and resist stress? Students will be tasked to present their own enrichment activities to the class in the following meeting.</td>
</tr>
<tr>
<td>9</td>
<td>Student demos on resilience and life enrichment</td>
<td>A. Reynolds</td>
<td>Student presentations</td>
</tr>
<tr>
<td>10</td>
<td>Keeping relationships healthy</td>
<td>A. Reynolds, L. Fonken</td>
<td>What constitutes a healthy relationship? How do relationships get off track? How do you maintain a healthy respectful relationship with co-workers and colleagues and how do you repair problems when things go wrong?</td>
</tr>
<tr>
<td>11</td>
<td>Finding balance in work, play, and relationships</td>
<td>L. Fonken, A. Reynolds</td>
<td>Emotional health requires a balance between work, play, and love. How do we assess this and how do we attain balance initially and regain balance when necessary?</td>
</tr>
<tr>
<td>12</td>
<td>Self-observation, evaluation and action</td>
<td>L. Fonken, A. Reynolds</td>
<td>How do we recognize when things are out of balance? How do we re-attain balance from imbalance?</td>
</tr>
<tr>
<td>13</td>
<td>Managing debt and the associated stress</td>
<td>CSU Financial manager</td>
<td>Financial burden is one of the largest sources of stress in our profession. How do we keep this under control and maintain quality of life in the face of significant long term debt?</td>
</tr>
<tr>
<td>14</td>
<td>Well-being after Vet School: managing stress in your professional life</td>
<td>A. Reynolds, B. Cole</td>
<td>Stress does not end with graduation, it is an integral part of the profession. How does stress change with practice and how do we apply techniques discussed in this class to post graduate life?</td>
</tr>
<tr>
<td>15</td>
<td>Building and using your tool box</td>
<td>A. Reynolds, L. Fonken</td>
<td>Summary and review of all that has been presented in this course in a way that is easily accessed and utilized afterwards</td>
</tr>
</tbody>
</table>