

CURRICULUM COMMITTEE REPORT

The Curriculum Committee met on November 12, 2024 and is recommending the following courses to the Graduate Board for approval at its November 21st meeting.

New Courses:

BEN 605 Professional and Responsible Conduct of Research in Biomedical Science and Engineering

HTY 580 Indigenous History of North America

PSY 519 Suicide Prevention

SED 557 Partnerships with Families: Culturally Responsive Teaching & Interactions

Modifications:

NUR 503 Advanced Health Appraisal and Physical Assessment: Nurse Practitioner

SED 566 Executive Functioning in Learning

BEN - 605 - Professionalism and Responsible Conduct of Research in Biomedical Science and Engineering

Graduate New Course Proposal Form - 2024/25 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the **3rd of each month**. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus* Attached

REASON FOR NEW COURSE*

This course is identical to the currently existing course BMS 605 Responsible Conduct of Research. I am requesting approval for it as BEN 605 so that the two courses can be cross-listed in the Course Catalog

Department*

Chemical and Biomedical

New Course: * New Course Experimental (One time offering)

EFFECTIVE SEMESTER:

Semester*

Spring

Year*

2025

PROPOSED CATALOG DESCRIPTION:

Course Designator*

BEN

Proposed Course #* 605

Course Type: *

Biomedical Engineering

Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). *

Responsible Conduct Research

Long Course Title* Professionalism and Responsible Conduct of Research in Biomedical Science and Engineering

Course Description:*

The National Institutes of Health defines responsible conduct of research as the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research. Case studies will be used to explore current issues related to the responsible conduct of research, with a focus on the professional and ethical principles. Through weekly readings, didactic presentations and small group discussions and role playing, students will learn to critically examine ethical questions that arise in the practice of scientific research and identify the most responsible course of action. Topics include mentor/mentee responsibilities and relationships, collaborative research, authorship, peer review, conflicts of interest, data management, human subject protections, animal welfare, laboratory safety, research misconduct, and ethical issues in biomedical research. Application of the established norms and ethical principles will promote honesty, accuracy, rigor, and reproducibility in research while providing an inclusive and supportive scientific research environment.

Course Note: BMS 605 and BEN 605 cannot both be taken for degree credit/

Prerequisites:

None

Corequisites:

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 1-3

Can this course be repeated for credit? *

Yes

No

If YES, total number of credits allowed: 6

If YES, total number of completions allowed: 2

*Can students enroll multiple times in term? Yes No *

Instruction Mode: Distance Synchronous Learning Hybrid/Blended Hyflex In-Person
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.
 Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>. *

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

Course Components (type of course/used by Student Records for MaineStreet)* Applied Music Clinical Field Experience Independent Study
 Laboratory Lecture Recitation Research Seminar Simulation
 Studio Thesis Travel Course

When will this course typically be offered * Fall Summer Spring Alternating Variable

Text(s) Planned for Use* None

Course Instructor* Caitlin Howell

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning?* Yes No

Proposed Resources: Does the course addition or modification require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?* No. The academic unit will not request additional resources for the course Yes

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.* N/A

Course Frequency:
Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.*

N/A

BEN 605

**Professionalism and Responsible Conduct of
Research in Biomedical Science and Engineering**

Spring 2025

Designation: Required for all federally funded trainees

Catalog Description:

The National Institutes of Health defines responsible conduct of research as the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research. Case studies will be used to explore current issues related to the responsible conduct of research, with a focus on the professional and ethical principles. Through weekly readings, didactic presentations and small group discussions and role playing, students will learn to critically examine ethical questions that arise in the practice of scientific research and identify the most responsible course of action. Topics include mentor/mentee responsibilities and relationships, collaborative research, authorship, peer review, conflicts of interest, data management, human subject protections, animal welfare, laboratory safety, research misconduct, and ethical issues in biomedical research. Application of the established norms and ethical principles will promote honesty, accuracy, rigor, and reproducibility in research while providing an inclusive and supportive scientific research environment. BMS 605 and BEN 605 cannot both be taken for degree credit.

This course is based off of BMS 605 (2021) by Katherine Weatherford Darling, PhD

Credit Hours: 1-3 (P/F or Letter Grade)

Prerequisites: None

Class Schedule

Spring Semester

Lectures: 2-3:15 TTh, 341 FEEDC/synchronous Zoom and on Brightspace

Instructor: Prof. Caitlin Howell

Office: 347 EEDC

Phone: 581-2309

E-mail: caitlin.howell@maine.edu

Office hours: immediately after class or on Zoom or by appointment

Optional Additional Resources:

Resnik, D. B., & Shamoo, A. E. (2022). Responsible Conduct of Research. New York: Oxford University Press.

https://maine.primo.exlibrisgroup.com/permalink/01MAINE_INST/bp4rp/alma991014799059708681

Course Objectives

Good science depends on the responsible conduct of research (RCR). This course presents the social, legal and ethical issues that arise in the research process and builds students' skills for identifying, analyzing and responding to social and ethical issues in biomedical science and engineering. Weekly assigned course materials (text, video, audio), analysis of case studies, role playing and small group activities will support students' ability to identify and critically analyze the social, legal and ethical issues that arise in biomedical science and engineering.

NIH/NSF/DoD/USDA RCR Requirements

The course meets the National Institutes of Health and other federal agency requirement that all pre-doctoral and postdoctoral trainees receive at least 8 hours of RCR training every four years to support the public's trust in biomedical science and to promote its responsible and ethical implementation in society. <https://grants.nih.gov/grants/guide/notice-files/not-od-10-019.html>

By the end of this course, students will be able to:

- Understand the history and social context of biomedical science and engineering and the responsibilities of individual scientists and scientific communities in society
- Exhibit knowledge of the professional norms, bioethical principles and social processes relevant to fostering a culture of integrity, responsibility and accountability in biomedical science and engineering
- Analyze and critically evaluate scientific research environments and practices to ensure public trust in biomedical science, inclusive and supportive scientific communities, and knowledge that supports the public good
- Explain and apply federal regulations for the protection of human subjects and provision of animal welfare in research
- Identify scientific misconduct and potential conflicts of interest and apply the relevant ethical guidelines, federal regulations and procedures for their investigation and reporting
- Understand and analyze contemporary issues and common situations in biomedical science and engineering to identify relevant stakeholders, power dynamics, ethical principles and social or historical contexts

Topics Covered:

- Misinformation and Trust in Research
- Research Misconduct and COIs
- Collaboration and Authorship
- Mentor-Mentee Relationships
- Human and Animal Subjects Research
- Data Manipulation and Predatory Publishing
- Researchers' Responsibilities to Society
- Communication and Media Distortion
- Corporate Influence in Research

Class Structure:

This is a discussion- and inquiry-based class with a flipped classroom structure. Students will be given ample time to delve deeply into the topics covered and discuss both with their classmates and their instructor to develop competence around identifying, addressing, and working through ethical issues in biomedical science and engineering. The weekly schedule will be as follows:

Monday-Tuesday before 2:30pm: Students access the week's content on Brightspace to learn about the topic and reflect on their own knowledge, thoughts, and opinions

Tuesday 2:30-4pm: Students meeting in a pre-assigned small group to discuss their positions with their peers, guided by several discussion questions provided by the instructor.

Thursday 2:30-4pm: Students meet together with the entire class to share the results of the small group discussions. The class works together to explore the issues that were identified by the smaller groups.

Sunday 11:59pm: Due date for a final personal reflection on the content that was covered during the week, including identifying particular issues that stood out, particular lessons learned, and any questions that are still outstanding.

Participation: Interaction and in-class activities are critical to achieving the learning outcomes of this course. Therefore, the participation grade earned by the weekly activities above is worth 25% of the final grade. The instructor also reserves the right to modify the grade up or down depending on additional circumstances. Students are permitted 3 absences; any more and the student's participation grade will start to be negatively impacted.

A Note about Privacy and Confidentiality: You are strongly encouraged to express your ideas, opinions, and beliefs within the Responsible Conduct of Research discussion forums and in the discussion sessions. In order to protect your ability to express yourself authentically and honestly, we ask that the dialogue be confined to this course site. Keep this space safe for dialogue: do not share specific things said by other students outside of this course. While you may discuss general themes with others beyond this course, we ask that you protect the privacy and confidentiality of all members of this course by adhering to strict non-attribution practice. Only people officially enrolled in this course may access the course site and content.

*This statement was developed by UCSF RCR instructors.

Grade Distribution / Grading Policy

Course grades are based on the following components*:

Pre-Discussion Reflections	25%
Small Group Meeting Minutes	20%
Participation in Discussions	25%
Post-Discussion Reflections	10%
Final Quiz	20%
<i>TOTAL</i>	<i>100%</i>

Homework Assignments:

Students will be responsible for submitting their pre-discussion reflections by 2:30pm on Tuesdays before the small group meetings, small group meeting minutes by 2:30 pm on Thursday before the large group discussion, and post-discussion reflections by 11:59pm on the following Sunday.

Referencing Software/ Google Scholar/ PubMed/ IP Database/LLM/Visual Content Generator Proficiency: Each student will learn the basics of using freely available software/programs to facilitate the efficient finding, collection, and organization of scientific and technical information.

AI Tools Policy: Students will receive instruction on best practices for the use of AI tools, including Language Learning Models (LLMs) ChatGPT and Google’s Bard (i.e. prompt engineering), Scientific Article Reading software such as perplexity.ai, and image generation software such as Dall-E. **The use of all AI software must be explicitly acknowledged on student work**— students may not take credit themselves for work that was done by software. Furthermore, students are responsible for the accuracy of the content that they present in their work. To encourage good practices in the use of this technology, **any work submitted that is found to contain incorrect AI-generated information, such as false references, will automatically receive a grade of 0.**

Assignments: Unless otherwise noted, **all homework is to be submitted in .pdf format via Brightspace.** Documents in .doc or other formats will not be accepted. Late assignments will be docked 10% per calendar day overdue; assignments more than 6 days late will not be graded. Exceptions to this policy will only be granted in the case of emergencies or prior approval from the instructor.

Grading Policy

Full credit will be given for completion of entry activities, “in-class” activities, and discussions. Grading scale for individual homework assignments is as follows:

Letter	Numeric Scale	Criteria for individual problems
A	100	Graduate-level information synthesis; textbook-quality writing
A-	94	
B+	90	
B	86	Solid information synthesis; mid-level quality writing
B-	83	
C+	80	
C	70	Developing information synthesis skills; clear effort in writing
C-	64	
D+	60	
D	55	Minimal information synthesis; lack of effort clear
F	0	Missing, incomplete, or no demonstration of understanding

Electronic Learning

This course will rely on material presented through Brightspace.

Academic Honesty: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person to fake experimental results, or to copy or reword parts of book or articles into your own papers without appropriately citing the source. **Students committing or aiding in any of these violations will be given failing grades for an assignment or possibly entire course, at the discretion of the instructor.** In addition to any academic action taken by the instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System’s

Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (*Date Issued: September 1, 2020): [https://www.maine.edu/board-of-trustees/policy-manual/section-314/Academic dishonesty also includes the use of text or ideas found online or taken from other students who previously took this course or](https://www.maine.edu/board-of-trustees/policy-manual/section-314/Academic_dishonesty_also_includes_the_use_of_text_or_ideas_found_online_or_taken_from_other_students_who_previously_took_this_course_or)

Students with Disabilities: If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581-2319, as early as possible in the term. Students who have already been approved for accommodation by SAS and have a current accommodation letter should meet with me (Prof. Howell) privately as soon as possible.

Course Schedule Disclaimer: In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events: The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination Reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, staling, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus:

Counseling Center: (207) 581-1392

Cutler Heath Center: (207) 581-4000

For confidential resources off campus:

Rape Response Services: 1-800-310-0000

Partners for Peace: 1-800-863-9909

For support services on campus:

Title IX Student Services: 207-581-1406,

Office of Community Standards: (207) 581-1409

University of Maine Police: (207) 582-4040 or 911
Or see the OSVP website for a complete list of services at:
<http://www.umaine.edu/osavp/>

HTY - 580 - Indigenous History of North America

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

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For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus* Attached

REASON FOR NEW COURSE*

The proposed seminar is the only history graduate course that is entirely devoted to Indigenous history of North America, including the method of ethnohistory, and exploring Native American perspectives from European arrival to the twentieth century.

*** OSR Note - Currently be run as a HTY 599 Topics Class Section ***

Department*

History

New Course: * New Course Experimental (One time offering)

EFFECTIVE SEMESTER:

Semester*

Spring

Year*

2025

PROPOSED CATALOG DESCRIPTION:

Course Designator*

HTY

Proposed Course #* 580

Course Type: *

History

Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). * Indigenous History

Long Course Title* Indigenous History of North America

Course Description:* Graduate students will learn the method of ethnohistory. It is the study of ethnographic cultures and Indigenous practices and worldview through a variety of sources. The course examines this innovative method to better understand Native American perspectives through time. It explores how ethnohistory and research on American Indian communities have changed across the North American continent. Students will learn the growing historiography on Native Americans from European arrival to the end of the twentieth century.

Prerequisites: Graduate student standing or permission.

Corequisites: N/A

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * Yes No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

***Can students enroll multiple times in term?** Yes No *

Instruction Mode: Distance Synchronous Learning Hybrid/Blended Hyflex In-Person
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.*

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

Course Components (type of course/used by Student Records for MaineStreet)* Applied Music Clinical Field Experience Independent Study
 Laboratory Lecture Recitation Research Seminar Simulation
 Studio Thesis Travel Course

When will this course typically be offered * Fall Summer Spring Alternating Variable

Text(s) Planned for Use*

Required readings consist of about a book per week. They are:

Banner, Stuart. *How the Indians Lost Their Land: Law and Power on the Frontier*. Cambridge, MA: Harvard University Press, 2005.

Basso, Keith H. *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. Albuquerque: University of New Mexico Press, 1996.

Bohaker, Heidi. *Doodem and Council Fire: Anishinaabe Governance through Alliance*. Toronto: University of Toronto Press, 2020.

Calloway, Colin G. *"The Chiefs Now In This City": Indians and the Urban Frontier in Early America*. New York: Oxford University Press, 2021.

Cobb, Daniel M. *Native Activism in Cold War America: The Struggle for Sovereignty*. Lawrence: University Press of Kansas, 2008.

Fixico, Donald L. *"That's What They Used to Say": Reflections on American Indian Oral Traditions*. Norman: University of Oklahoma Press, 2017.

Hill, Susan M. *The Clay We Are Made Of: Haudenosaunee Land Tenure on the Grand River*. Winnipeg: University of Manitoba Press, 2017.

Lipman, Andrew. *The Saltwater Frontier: Indians and the Contest for the American Coast*. New Haven: Yale University Press, 2015.

Peace, Thomas. *The Slow Rush of Colonization: Spaces of Power in the Maritime Peninsula, 1680-1790*. Vancouver: University of British Columbia Press, 2023.

Reid, Joshua L. *The Sea is My Country: The Maritime World of the Makahs*. New Haven, CT: Yale University Press, 2015.

Sleeper-Smith, Susan. *Indigenous Prosperity and American Conquest: Indian Women of the Ohio River Valley*. Chapel Hill: University of North Carolina Press, 2018.

Wickman, Thomas M. *Snowshoe Country: An Environmental and Cultural History of Winter in the Early American Northeast*. New York: Cambridge University Press, 2018.

Wicken, William C. *The Colonization of Mi'kmaw Memory and History, 1794-1928: The King v. Gabriel Sylliboy*. Toronto: University of Toronto Press, 2012.

Wilson, Angela (Waziyatawin). *Remember This! Dakota Decolonization and the Eli Taylor Narratives*. Lincoln: University of Nebraska Press, 2005.

For further information, please see the attached syllabus.

Course Instructor*

Professor Micah Pawling, Associate Professor of History and Native American Studies

Will instructional cost for this course proposal involve financial support from Yes No

Proposed Resources: No. The academic unit will not request additional resources for the course Yes
Does the course addition or modification require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?*

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.*

While this is a history seminar, I hope it can be cross-listed with Native American Studies. I wish it to be a promising option for graduate students in anthropology and CCI.

Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.*

The proposed graduate course does not significantly overlap at the graduate level with over University courses.

UNIVERSITY OF MAINE
Orono, Maine

HTY 580:
Indigenous History of North America
Spring 2025 (3 credits)

Professor: Micah Pawling
Class: Tuesdays, TBA, 310 Stevens Hall
Office hours: 350 Stevens Hall: TBA
and by appointment
Office phone: 581 – 1424 (on campus, 1-1424)
E-mail: micah.pawling@maine.edu

Course Description:

Graduate students will learn the method of ethnohistory. It is the study of ethnographic cultures and Indigenous practices and worldview through a variety of sources. The course examines this innovative method to better understand Native American perspectives through time. It explores how ethnohistory and research on American Indian communities have changed across the North American continent. Students will learn the growing historiography on Native Americans from European arrival to the end of the twentieth century.

Learning Objectives:

- Learn and practice the method of ethnohistory
- Know the historiography of Native American history
- Design and complete a paper project

Prerequisites: Graduate student standing or permission.

Required Texts:

Banner, Stuart. *How the Indians Lost Their Land: Law and Power on the Frontier*. Cambridge, MA: Harvard University Press, 2005.

Basso, Keith H. *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. Albuquerque: University of New Mexico Press, 1996.

Bohaker, Heidi. *Doodem and Council Fire: Anishinaabe Governance through Alliance*. Toronto: University of Toronto Press, 2020.

Calloway, Colin G. *“The Chiefs Now In This City”*: Indians and the Urban Frontier in Early America. New York: Oxford University Press, 2021.

Cobb, Daniel. M. *Native Activism in Cold War America: The Struggle for Sovereignty*. Lawrence: University Press of Kansas, 2008.

Fixico, Donald L. *“That’s What They Used to Say”*: Reflections on American Indian Oral Traditions. Norman: University of Oklahoma Press, 2017.

Hill, Susan M. *The Clay We Are Made Of: Haudenosaunee Land Tenure on the Grand River*. Winnipeg: University of Manitoba Press, 2017.

Lipman, Andrew. *The Saltwater Frontier: Indians and the Contest for the American Coast*. New Haven: Yale University Press, 2015.

Peace, Thomas. *The Slow Rush of Colonization: Spaces of Power in the Maritime Peninsula, 1680-1790*. Vancouver: University of British Columbia Press, 2023.

Reid, Joshua L. *The Sea is My Country: The Maritime World of the Makahs*. New Haven, CT: Yale University Press, 2015.

Sleeper-Smith, Susan. *Indigenous Prosperity and American Conquest: Indian Women of the Ohio River Valley*. Chapel Hill: University of North Carolina Press, 2018.

Wickman, Thomas M. *Snowshoe Country: An Environmental and Cultural History of Winter in the Early American Northeast*. New York: Cambridge University Press, 2018.

Wicken, William C. *The Colonization of Mi’kmaq Memory and History, 1794-1928: The King v. Gabriel Sylliboy*. Toronto: University of Toronto Press, 2012.

Wilson, Angela (Waziyatawin). *Remember This! Dakota Decolonization and the Eli Taylor Narratives*. Lincoln: University of Nebraska Press, 2005.

Please note: For two weeks, half the class will be reading one book, and the other half will be reading the second. Therefore, if you purchase books, please read the syllabus carefully. I am willing to be flexible, but if you switch to another book, be sure to switch with a student in class well. All of these changes must be completed by February 4, 2025.

Course Requirements and Grading:

1. Attendance, Participation, and Seminar Discussions: Most of our attention will be focused on our assigned readings that must be completed in advance of the day we discuss the topic. Students must keep up with the course readings in order to participate in seminar discussions and to benefit the most from class time. Your grade will reflect your contributions to class discussions. The attendance grade is the number of days one was present over the total number of seminars. Attendance, participation, and class discussions will count 20% of your grade.

2. Weekly Papers: Students are to write a short paper (2 pages or 500 words) about the assigned book. It should focus on contributions to the field, main arguments, evidence used. Support your opinions. Please make every word count. After putting your name and date at the top, please put the complete citation of the reading before your text. The weekly papers, which serve as a personal guide to discussion contributions, are worth 20% of your grade.

3. Project Proposal: Students are to select one of the two types of projects they wish to pursue: 1) a historiographical essay of 12 pages of text; or 2) a proposal of a different kind of project that adheres to the standards of history or a related discipline. This second option requires consultation and prior approval from me before *February 4th*. Proposals consist of a two-page description of the project and an extensive bibliography with current books and scholarly articles, some of which we may be reading together. The paper proposal, due **February 25, 2025**, is part of your student presentation grade, totaling 20% of your grade

4. Student Presentations: Students will select one week to co-lead the seminar discussion with me. This “team” assignment enhances leadership skills, sharpens teaching techniques, and demonstrates collegiality among your peers. The presentation is worth 20% of your final grade. The project proposals and the student presentations are worth 20% of your grade.

5. The First Complete Draft of your 12-page paper is due on **March 25, 2025**. It is worth 20% of your grade.

6. Final Paper/Project: The final papers or projects are due in my mailbox (270 Stevens Hall) on **Monday, May 5, 2025, by 12:00 P.M. (noon)**. You must submit your first draft along with the final copy. The final paper/project grade will reward students who do substantial re-writing of the paper. The final paper/project is worth 20% of your grade.

Papers: All papers must be submitted to me on the due date at the close of the seminar. All papers should be stapled, pages numbered, in New Times Roman (12 point font) with your name and date, double spaced, and with standard 1 inch margins. Unless prior approval, late assignments will be penalized one letter grade for each day it is late. In all papers, please credit the work and ideas of others and use Chicago style. *Please* turn off all cell phones before you enter the classroom.

Our seminar: This hybrid seminar uses “zoom” technology, meaning that most of the students will be sitting around the seminar table while a few students will be on the video screen. For

school teachers, workers, or other distance learners, our live seminar is also a WEB seminar. I suggest calling UMaine IT (581-2506) or UMaine Media Services (581-2500) to get set up or connected to 310 Stevens Hall well in advance of the first day of class. The seminar meets on Tuesdays from 4:00-5:50 P.M., and the few zoom students (in video, but not recorded) are expected to be “zoomed in” during the full length of class time, including the first day of class. Each Tuesday, zoom students need to set up and achieve connection before class time begins. All students need to be completely available during class time in the seminar, whether one is sitting in a chair around the seminar table or on the video screen. Since attendance is part of the grade, zoom students are encouraged to locate a second option or plan B if their initial zoom technology fails.

In an effort to maintain stability in the seminar that fosters a productive learning environment, students are asked to maintain their chosen mode of participation, whether it be face to face in the seminar room or synchronous over zoom. For UMaine graduate students, the face-to-face mode is strongly recommended. Zoom is often reserved for school teachers or other workers at a considerable distance. For zoom students, all assignments are due to me via e-mail before class time. Please make sure that attachment files are in Microsoft word.

Extra credit: Students who utilize the History Writing Lab (340 Stevens Hall) will receive an extra 10 points on their first draft. The History Writing Lab office hours are TBA and by appointment. The lab is staffed by TBA [email: TBA]. Zoom students are encouraged to reach out to the History Writing Lab early to make an appointment. In addition to the marked up first draft showing changes, a revised or clean copy must be submitted, demonstrating considerable reworking and improvement. Students must significantly re-work their papers for improvement, not simply make editorial changes.

To review, the grade breakdown will be as follows:

Attendance & participation & class discussion:	20%
Weekly papers:	20%
Project proposal / Class presentation:	20%
First complete draft of paper:	20%
Final paper/project:	20%

Final grades will be assigned as follows:

93-100%	A	80-82%	B-	67-69%	D+
90-92%	A-	77-79%	C+	63-66%	D
87-89%	B+	73-76%	C	60-62%	D-
83-86%	B	70-72%	C-	below 60%	F

Academic Honesty Statement: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, or generated by software or systems without the explicit approval of the instructor, to fake experimental results, or to copy

or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (***Date Issued:** September 1, 2020): <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>

Students Accessibility Services Statement: If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, um.sas@maine.edu, 581-2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me, Professor Pawling, privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events: The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination Reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to Title IX Student Services or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000**.

For *confidential resources off campus*: **Rape Response Services: 1-800-871-7741** or **Partners for Peace: 1-800-863-9909**.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Title IX Student Services: 207-581-1406**, **Office of Community Standards: 207-581-1409**, **University of Maine Police: 207-581-4040 or 911**. Or see [the Title IX Student Services website for a complete list of services \(open in a new window\)](#). Also, [Student Wellness Resource Center \(opens in a new window\)](#).

CLASS SCHEDULE

Lecture Topics and Reading Assignments (Subject to change)

Week 1 (1/21/2025): Introduction

Tuesday, January 21:

1. Familiarize yourself with the syllabus and obtain the required course readings.

Week 2 (1/28/2025): Ethnohistory

Tuesday, January 28:

1. Fogelson, Raymond D. "The Ethnohistory of Events and Nonevents," *Ethnohistory* vol. 36, no. 2 (1989): 133-147.
2. Harkin, Michael E. "Feeling and Thinking in Memory and Forgetting: Toward an Ethnohistory of the Emotions," *Ethnohistory* vol. 50, no. 2 (2003): 261-284.
3. Harkin, Michael E. "Ethnohistory's Ethnohistory: Creating a Discipline from the Ground Up," *Social Science History* 34, no. 2 (2010): 113-128. (skim)
4. DeMallie, Raymond J. "'These Have No Ears': Narrative and the Ethnohistorical Method," *Ethnohistory* vol. 40, no. 4 (1993): 515-538.
5. Brown, Jennifer S.H. "Ethnohistorians: Strange Bedfellows, Kindred Spirits," *Ethnohistory* 38, no. 2 (1991): 113-123.

Week 3 (2/4/2025): Oral Traditions & Deep History

Tuesday, February 4:

Salisbury, Neal. "The Indians' Old World: Native Americans and the Coming of Europeans," *The William and Mary Quarterly* 53, no. 3 (1996): 435-458.

1 of two books, based on last name:

Fixico, Donald L. "*That's What They Used to Say*": *Reflections on American Indian Oral Traditions*. Norman: University of Oklahoma Press, 2017, 3-64, 65-90, 91-133, 134-176, 177-212. [Student last names A-M]

-OR-

Wilson, Angela (Waziyatawin). *Remember This! Dakota Decolonization and the Eli Taylor Narratives*. Lincoln: University of Nebraska Press, 2005, 1-36, 37-67, 68-101, 102-136, 137-168, 169-203, 204-235, 236-241. [Student last names N-Z]

Week 4 (2/11/2015): Native Spaces of Power

Tuesday, February 11:

Peace, Thomas. *The Slow Rush of Colonization: Spaces of Power in the Maritime Peninsula, 1680-1790*. Vancouver: University of British Columbia Press, 2023, 1-52, 53-111, 112-147, 148-195, 196-225, 226-275, 276-307.

Week 5 (2/18/2025): Gender

Tuesday, February 18:

Sleeper-Smith, Susan. *Indigenous Prosperity and American Conquest: Indian Women of the Ohio River Valley*. Chapel Hill: University of North Carolina Press, 2018, 1-12, 13-284, 285-320.

Week 6 (2/25/2025): Significance of Place and "Place-Worlds"

Tuesday, February 25:

Basso, Keith H. *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. Albuquerque: University of New Mexico Press, 1996, xiii-xviii, 3-149, 151-152.

Paper/project proposal and bibliography due.

Week 7 (3/4/2025): Indigenous Waterscapes

Tuesday, March 4:

1 of two books, based on last name:

Reid, Joshua L. *The Sea is My Country: The Maritime World of the Makahs*. New Haven, CT: Yale University Press, 2015, xv-xvi, 1-18, 19-270, 271-281, skim 282-284. (last names N-Z)

-OR-

Lipman, Andrew. *The Saltwater Frontier: Indians and the Contest for the American Coast*. New Haven: Yale University Press, 2015, ix-xviii, 1-18, 19-84, 85-164, 165-243, 244-251. (last names A-M)

Week 8 (3/11/2025): Dispossession

Tuesday, March 11:

Banner, Stuart. *How the Indians Lost Their Land: Law and Power on the Frontier*. Cambridge, MA: Harvard University Press, 2005, 1-48, 49-111, 112-149, 150-190, 191-227, 228-256, 257-293.

Spring Break: Starts Monday, March 17, 2025. Classes resume on Monday, March 24, 2025.

Week 9 (3/25/2025): Native Environments

Tuesday, March 25:

Wickman, Thomas M. *Snowshoe Country: An Environmental and Cultural History of Winter in the Early American Northeast*. New York: Cambridge University Press, 2018, 1-19, 20-127, 128-266, 267-290.

First Complete Draft of the paper or project is due.

Week 10 (4/1/2025): New Spaces

Tuesday, April 1:

Calloway, Colin G. *"The Chiefs Now in This City": Indians and the Urban Frontier in Early America*. New York: Oxford University Press, 2021, xi-xiv, 1-18, 19-110, (PG-3 – PG-16) 111-193, 194-197.

Week 11 (4/8/2025): Indigenous Memory

Tuesday, April 8:

Wicken, William C. *The Colonization of Mi'kmaw Memory and History, 1794-1928: The King v. Gabriel Sylliboy*. Toronto: University of Toronto Press, 2012, 3-55, 56-92, 95-130, 131-153, 156-201, 202-228, 229-245.

Week 12 (4/15/2025): Animal Relations and Tribal Governance

Tuesday, April 15:

Bohaker, Heidi. *Doodem and Council Fire: Anishinaabe Governance through Alliance*. Toronto: University of Toronto Press, 2020, xv-xxxii, 3-40, 41-134, 135-198, 199-205.

Week 13 (4/22/2025): Land Tenure: Old and New

Tuesday, April 22:

Hill, Susan M. *The Clay We Are Made Of: Haudenosaunee Land Tenure on the Grand River*. Winnipeg: University of Manitoba Press, 2017, 1-11, 15-131, 132-211, 212-238, 239-248.

Week 14 (4/29/2025): New Challenges in the Twentieth Century

Tuesday, April 29:

Cobb, Daniel. M. *Native Activism in Cold War America: The Struggle for Sovereignty*. Lawrence: University Press of Kansas, 2008, 1-57, 58-124, 125-170, 171-192, 193-205.

Week 15: (Final exams week, Monday, May 5th to Friday May 9, 2025. **Final papers are due in my mailbox (270 Stevens Hall) on Monday, May 5th before 12:00 PM.** For zoom students only, please e-mail the final project to me by the same date and time.

PSY - 519 - Suicide Prevention

Graduate New Course Proposal Form - 2024/25 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the **3rd of each month**. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus* Attached

REASON FOR NEW COURSE*

Suicide prevention is a public health priority for the state of Maine - suicide deaths in the state are higher than national averages across the lifespan. While suicide prevention is relevant to multiple fields, (e.g., healthcare, education, law enforcement, emergency management), and many fields mandate some form of suicide prevention training, few programs incorporate explicit training in suicide prevention in graduate curricula. As such, this proposal represents a novel, and necessary, new course that will likely be of interest to many UMaine graduate students or professionals seeking additional training.

Department*

Psychology

New Course: * New Course Experimental (One time offering)

EFFECTIVE SEMESTER:

Semester*

Year*

PROPOSED CATALOG DESCRIPTION:

Course Designator*

Proposed Course #* 519

Course Type: *

Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). * Suicide Prevention

Long Course Title* Suicide Prevention

Course Description:* The purpose of this course is to provide an introduction and overview into the field of suicidology, with an emphasis on suicide prevention. Students will learn about suicide from a multisystem perspective, including socioecological and individual factors influencing suicide risk and resilience, theories of suicide, public health approaches to suicide prevention, basic clinical communication skills, principles of suicide risk assessment, de-escalation strategies, and brief, evidence-based suicide prevention approaches. Instruction will include applied skills practice and students will learn how to integrate effective suicide prevention strategies into multiple settings, including healthcare, schools, and justice settings.

Prerequisites: Permission of the Instructor

Corequisites:

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * Yes No

If YES, total number of

If YES, total number of

IF YES, total number of credits allowed:

IF YES, total number of completions allowed:

*Can students enroll multiple times in term? Yes No

Instruction Mode: Distance Synchronous Learning Hybrid/Blended Hyflex In-Person Online (Asynchronous)

Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation.*

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

Course Components (type of course/used by Student Records for MaineStreet)* Applied Music Clinical Field Experience Independent Study Laboratory Lecture Recitation Research Seminar Simulation Studio Thesis Travel Course

When will this course typically be offered? Fall Summer Spring Alternating Variable

Text(s) Planned for Use* *Managing Suicidal Risk: A Collaborative Approach* (3rd Edition; 2023) by David Jobes

Additional readings posted on Brightspace

Course Instructor* Jennifer B. Blossom, PhD (she/her); Assistant Professor: 50% teaching

Will instructional cost for this course proposal involve financial support from the Division of Life Long learning?* Yes No

Proposed Resources: Does the course addition or modification require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?* No. The academic unit will not request additional resources for the course Yes

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any

concerns expressed?
Please explain.*

Course Frequency:
Does the content of
this course overlap
significantly with other
University courses? If
so, list the course,
explain the overlap,
and justify the need for
the proposed course.*

N/A

PSY519 Suicide Prevention
Course Format: Asynchronous Online
Spring 2025

Professor: Dr. Jennifer Blossom (she/her/hers)

Office: 376 Williams Hall

Email (Best Contact): jennifer.blossom@maine.edu

Credits: 3

Student hours: By appointment via Zoom (just email me to schedule)

Prerequisites: Permission by course instructor

Required Reading:

Managing Suicidal Risk: A Collaborative Approach (3rd Edition; 2023) by David Jobes

Additional readings posted on Brightspace

Optional: *Why People Die by Suicide* (2005) Thomas Joiner

Course description and objectives: The purpose of this course is to provide an introduction and overview into the field of suicidology, with an emphasis on suicide prevention. Students will learn about suicide from a multisystem perspective, including socioecological and individual factors influencing suicide risk and resilience, theories of suicide, public health approaches to suicide prevention, basic clinical communication skills, principles of suicide risk assessment, de-escalation strategies, and brief, evidence-based suicide prevention approaches. Instruction will include reading empirical research, brief lecture, class discussion, and applied skills practice. Students will learn how to integrate effective suicide prevention strategies into multiple settings, including healthcare, schools, and justice settings.

Student learning outcomes:

After completing this course students will:

1. Describe the public health problem of suicide
2. Compare theoretical models of suicide
3. Demonstrate compassion and understanding for individuals experiencing a suicidal crisis
4. Discuss risk and protective factors for suicide
5. Describe the necessary components of suicide risk assessment
6. Conceptualize a clinical case study describing an individual experiencing a suicidal crisis
7. Demonstrate familiarity with brief, evidence-based suicide prevention approaches
8. Display skills necessary to identify and intervene when someone is experiencing a suicidal crisis

Note: It is important to state that though this class will discuss suicide prevention, **this course is not meant to be therapy and discussion of behaviors should be academic, respectful, and appropriate for a classroom setting.** If you believe you are experiencing personal problems or believe that you might have a mental health concern that is not currently being treated, it is **important** that you seek help. Please note, the following services available on campus: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000.**

Additionally, while this course incorporates basic clinical skills practice, it is **not** designed to prepare students for independent mental health practice. Students should familiarize themselves with their scope of work, based on their current role, supervision structure, and/or associated licensure.

Class Format

Our class is an asynchronous, online course, meaning *we will not have a specified meeting times each week.* Rather, you will have checklist of activities to complete by course module (checklists will be found under Content Modules in Brightspace). Students will have activities to complete during the course period with most

assignment deadlines falling on Mon-Thurs of each week. In the interest of appropriately pacing material and ensuring students can devote adequate attention to the class material, class modules will be made available gradually (e.g., 1 week at a time). All major course due dates will be listed in Brightspace (under Assignments or Grades) at the start of the class, so that students can plan accordingly. Activities may include readings, watching video-recorded lectures, participating in discussion boards, online quizzes, case studies and applied skills practice.

I recommend that you change your Brightspace settings so that you receive an email when a Brightspace announcement is posted (as this is not the default setting). Please see the Brightspace Quick Reference Guide for additional details.

Welcome to the class!

Course requirements

Note about writing: You should use formal writing for all assignments in this course. Writing should be in complete sentences and grammatically correct. Writing in this manner will help ensure your points are clear to both me and your peers. *All writing should be in your own words*, paraphrasing relevant sources as necessary (including appropriate in-text citations; see APA-guide on Brightspace for more information).

Participation – Discussion Posts (10 points)

Your meaningful participation is necessary to create a collaborative learning community this semester. Participation includes completing class activities, posting on the discussion board, and responding to peers' posts. Your effort and thoughtfulness in these tasks will impact the quality of your learning.

- **Discussion Posts:** Throughout the week you will respond to different discussion topics based on your reading, listening, and other class activities. For each discussion topic there are **2 parts due**. **Discussion posts may either be written or recorded (i.e., audio or audio video).** *Should you opt to record your discussion posts, I recommend initially drafting a few bullet points to use as a guide as you record – this will ensure that your verbal responses integrate key content and reduce the likelihood of “filler.”*
 - **Part 1 Original post:** This is your original post in response to the topic. Initial responses should be approximately **250-300 written words or 1.5-2 recorded minutes** and clearly demonstrate that you have read the assigned readings and/or watched the assigned videos/lecture (e.g., by mentioning specific terminology or referencing specific ideas shared by the author). **Original discussion posts are due by 11:59p on Wednesdays.**
 - **Part 2 Responses:** You should read and respond to at least 2 peers original discussion posts. While there are *not specific length requirements for discussion responses*, your responses should comment on and extend what your peer has shared, rather than simply agreeing or disagreeing with what you have read. It should be clear that you have read your peers' original post, given it thoughtful consideration, and then added to the discussion. **Note:** *In order to respond to peers' posts you must first make an original post.* If you miss the original post due date, you may still write an original post so that you have the opportunity to respond to your peers' posts and possibly earn the 1 point for discussion responses (the original post would receive 0/2 for late submission). **Discussion post responses (all 2) are due by 11:59p on Fridays.**
 - **Grading:** Discussion posts are graded by topic. Across the term, there will be 3 total discussion post topics. Each topic is worth 2 points total. Original posts are graded on a 0-1 scale each. Responses are graded on a 0-1 scale (i.e., 0.5pts per response). Grading is based on effort – demonstrating your clear engagement with the material (including your familiarity with the material!) and integrating your ideas, thoughts, and reactions. Missing posts or responses, posts that do not meet the required length (e.g., much shorter than 250 words/1.5 mins, posts where it is unclear whether you have actually completed the class activities before writing, or original posts submitted after the due date) will earn a '0.' **Late/Missing policy:** *At the end of the term, I will drop your lowest discussion topic grades (i.e., out of 2 points) to accommodate any missing assignments or unforeseen circumstances. Discussion posts & responses will **not** be accepted late.*

Quizzes (50 points): For each module, students will complete a multiple choice quiz as a foundational knowledge check. Quizzes may be taken multiple times; your final quiz grade will be based on your highest grade earned before the due date.

Case Study (20pts)

After learning about suicide theories, risk and protective factors, students will have the opportunity to apply their learning to a hypothetical case vignette. Students will select 1 of 2 vignettes and complete a brief case study following the assignment prompts and rubric. After initial submission of the case assignment, students will receive feedback and be given the opportunity to resubmit a revised case assignment. See rubric for more information.

Skills Practice & Self-Evaluation (20 points)

Students will learn about and practice basic clinical skills and brief suicide risk assessment. As part of this practice, students will be asked to submit brief audio-video recordings of themselves practicing the skills with a volunteer confederate (i.e., actor, not currently experiencing crisis). Students will submit these recordings with a brief self-evaluation of their performance, including: use of clinical communication strategies, skill adherence, and success at eliciting necessary information/participation, and observations of their own experience and areas of growth.

Final Presentation (50 points)

At the start of the course, students will identify a topic of interest within the field of suicide prevention. For the course final, students will prepare a 10-15 minute presentation on that topic. Students should prepare a slide deck and plan to submit a recording of themselves giving the presentation (e.g., recording via Zoom). The presentation should integrate relevant research and evidence-based materials, including applicable course material as relevant as well as peer-reviewed research identified through a literature search. Students should prepare a presentation for a non-specialist, community audience (e.g., work colleagues who have not taken this course). See rubric for additional instructions and grading.

Students may choose their own presentation topic based on their specific interests and/or professional roles. Topics may include suicide risk within specific populations (e.g., sexual and gender diverse individuals, adolescents), in-depth analysis of specific theories of suicide, or application of suicide prevention strategies within distinct settings. Students will submit their proposed presentation topic for professor approval before they start working on their presentation.

Evaluation and Associated Policies

Letter grades will be calculated as follows, in accordance with the weighted grading scheme outlined above: A=93-100, A-=90-92, B+=87-89, B=83-86, B-=80-82, C+= 77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=below 60. Percentages will be rounded to the nearest whole number (e.g., 86.7=87; 89.3=89).

Calculating your grade example:

1. Add your points from each course requirement together:
 - a. 10 (participation) + 45 (quizzes) + 19 (case study) + 18 (skills practice) + 45 (final presentation) = 137
2. Divide your total points by the total possible points (i.e., 150): $137/150=91\%$; Final grade = A-

Electronic Work

Server Problems: Brightspace administrators will post if there is anticipated downtime or disruptions to the Brightspace server.

Computer Issues/Lost/Corrupt/Disappeared Files: It is your responsibility to back-up your electronic work. You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of electronic failure (e.g., Brightspace server crash) I will request you to resubmit the file(s). In other words, if you submit a document to me, and I either do not receive it (lost in cyberspace) or it is corrupted when I open it, it is expected that you will resend it to me, corrected, with little or no “downtime” in regard to the timeline for submission. Please review policies on late or missing assignments.

Course Information, Policies, & UMaine Policies

Class Sessions:

There are no scheduled course meetings for this asynchronous course. Students will independently login to Brightspace and complete weekly course activities.

Communication:

The best way to contact me is via email (jennifer.blossom@maine.edu). When sending emails please ensure the subject line includes the course number and name. Please include your full name and email address in the body of the email. E-mails with questions that could be answered by reading the syllabus or Brightspace will be directed to those resources. If you would like to meet with me, please e-mail me to schedule an appointment.

Emails: Please note, I make a conscious effort to stay up-to-date on my email and respond in a timely manner. You should **expect that it will take 24-48 hours (M-F) for me to respond to your email so please plan accordingly**. Responses to emails sent outside typical business hours (e.g., 11p Friday) or right before a scheduled break (e.g., Friday before a long-weekend) may be delayed further.

Brightspace: Announcements, assignments, class materials, and grades will be posted on Brightspace. Please check Brightspace regularly for important announcements. It is recommended that you change your Brightspace settings so that you receive an email when announcements are made (please note, this is not the default setting). Students are expected to check their UMaine e-mail account at least once per day. Demonstrate professionalism when using Brightspace and e-mail. This includes writing clear, concise e-mails (that include the requested information above), engaging in respectful and inclusive behavior when interacting with peers or instructors, and following copyright laws (i.e. do not plagiarize others' material).

Learning Environment:

I strive to create an inclusive, respectful, and collaborative learning environment in each class. Creating such an environment requires that both students and instructors strive to treat each other with respect. Given the nature of this course, we will be discussing a number of potentially sensitive topics. *As students in this course, I ask that you approach our course material and class discussions from the perspective of an early-career mental health professional.* It is of the utmost importance that we approach course material and discussions in a respectful and compassionate manner – this is true across all course material (assignments, discussion posts). We should expect that there may be missteps and in the spirit of an inclusive and collaborative learning environment, we each must be open to receiving and providing feedback (assuming it is provided in a respectful manner).

Multiculturalism and Diversity:

A hallmark of understanding human behavior is an awareness of and ability to assess and understand the ecological context of the individual, including both micro and macro environmental factors.

Accordingly, the central role of context, including (but not limited to) factors such as developmental and chronological age, race, ethnicity, gender identity, sexual orientation, cultural factors, socioeconomic status, neighborhood context, country of origin, preferred language, and spirituality/religiosity, should not be limited to a single class or assignment, but instead should be woven throughout lectures, activities, and class discussions.

As such, students should not simply rely on the instructor to discuss contextual relevance, but rather students should also engage in an exchange around these issues as well in assignments, activities, and class discussions.

Artificial Intelligence (AI) course policy: You may use generative AI programs, e.g. ChatGPT, to help *generate ideas and brainstorm*. You should note, however, that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. Beware that *use may also stifle your own independent thinking and creativity*. Generative AI derives its output from previously created texts from other sources that the models were trained on, yet doesn't cite sources. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). When/if you use Artificial Intelligence (AI) platforms in your assignments, please note that it was a resource used, and how it was used. Notably, you should not include large sections of text that are AI-generated (just as you wouldn't include a large direct quote from a single resource). Rather, you may find AI helpful for outlining your paper and with organization. **If I suspect you used AI to generate text, without proper citation, I will use AI detection software to check it and confirm.**

From APA:

Quoting or reproducing the text created by ChatGPT in your project:

If you've used ChatGPT or other AI tools in your research, describe how you used the tool in your Method section or in a comparable section of your paper. For literature reviews or other types of essays or response or reaction papers, you might describe how you used the tool in your introduction. In your text, provide the prompt you used and then any portion of the relevant text that was generated in response.

Quoting ChatGPT's text from a chat session is like sharing an algorithm's output; thus, credit the author of the algorithm with a reference list entry and the corresponding in-text citation.

Example:

When prompted with "Is the left brain right brain divide real or a metaphor?" the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, "the notation that people can be characterized as 'left-brained' or 'right-brained' is considered to be an oversimplification and a popular myth" (OpenAI, 2023).

Reference

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

Observance of Religious Holidays/Events:

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Accessibility:

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, located at the Center for Accessibility and Volunteer Engagement at the UCU, 139 Rangeley Rd, um.sas@maine.edu, 207.581.2319, as early as possible in the term. Students may begin the

accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplicity.com/public_accommodation/. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to Dr. Blossom. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (Dr. Blossom) privately as soon as possible.

Academic Integrity:

Academic Honesty Statement: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, or generated by software or systems without the explicit approval of the instructor, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (*Date Issued: September 1, 2020):

<https://www.maine.edu/board-of-trustees/policy-manual/section-314/>

Brightspace:

All course materials will be posted on Brightspace. Grades will be posted on Brightspace as well.

Use of Student Materials: I may ask for permission to use materials you have submitted as examples in future classes or for submission as part of my teaching portfolio. Use of submitted, written materials would only occur with your explicit permission. Materials would be deidentified before being shared with others. Submission of discussion questions are for use in class discussions and therefore may be shared with the class or used in future classes. Discussion questions will be deidentified before being shared.

Sexual Discrimination Reporting:

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell any of your teachers about sexual discrimination involving members of the campus, **your teacher is required to report** this information to Title IX Student Services or the Office of Equal Opportunity.

Behaviors that can be "sexual discrimination" include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination?

The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one victim reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports?

An employee from Title IX Student Services or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution's obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution's ability to meaningfully

investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution's response

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392** or **Northern Light Primary Care, University of Maine: at 207-581-4000**. *Confidential Resource Advisor: 207-571-5372 (call or text)*. Or see the [Confidential Resource Advisor website](#) for a complete list of services and resources (open in a new window).

For *confidential resources off campus*: **Rape Response Services: 1-800-871-7741** or **Partners for Peace: 1-800-863-9909**.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Title IX Student Services: 207-581-1406**, **Office of Community Standards: 207-581-1409**, **University of Maine Police: 207-581-4040 or 911**. Or [see the Title IX Student Services website for a complete list of services \(opens in a new window\)](#). Also, [Student Wellness Resource Center \(opens in a new window\)](#).

Class schedule:

Our course schedule will be organized by Modules within Brightspace. For each module there will be a checklist of activities to complete. The schedule outlines the specific topics we will cover in the course - *all course materials and due dates will be posted in Brightspace.*

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

SCHEDULE

Module	Topic	Assignments:
1	Overview of Suicidology & Theories of Suicide	Final presentation Topic; Quiz 1
2	Understanding the suicidal mindset; Clinical communication basics	Skills Practice; Quiz 2
3	Suicide Risk & Protective Factors & Suicide Risk Assessment	Case Study; Quiz 3
4	Suicide Prevention Key Skills: Part 1	Skills Practice; Quiz 4
5	Suicide Prevention Key Skills: Part 2	Revised case study; Quiz 5
6	Suicide Prevention across diverse populations & service sectors; Ethical & legal issues relevant to suicide prevention	Quiz 6; Final presentation

*Please note that I may need to make changes to this syllabus during the semester and that you will be notified of any changes to the schedule.

** Readings and assignments have been made available for educational purposes in accordance with Fair Use copyright law (Title 17, United States Code).

SED - 557 - Partnerships with Families: Culturally Responsive Teaching & Interactions

Graduate New Course Proposal Form - 2023/24 AY

General Catalog Information

Graduate New Course Proposal Form

****Read before you begin****

FILL IN all fields required marked with an *.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

Requested Action: Note: A complete syllabus is required for all new courses.

Please be sure that all elements required for a syllabus at the University of Maine are present. We recommend you work closely with the syllabus guidelines found at www.umaine.edu/citl.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

Please attach any required files by navigating to the right side menu and clicking "Files".

Graduate course proposals, modifications, or eliminations must be submitted to the Graduate School no later than the 3rd of each month. Please refer to the Graduate School website for the Curriculum Committee meetings schedule as well as instructions on completing this form. [<https://umaine.edu/graduate/facultystaff-resources/curriculum-committee/>]

Syllabus* Attached

REASON FOR NEW COURSE* Course required to align program coursework to the Maine DOE 282 certification requirements that were updated in Summer 2022.

Department*

New Course: * New Course Experimental

EFFECTIVE SEMESTER:

Semester*

Spring

Year*

2025

PROPOSED CATALOG DESCRIPTION:

Course Designator*

SED

Proposed Course #* 557

Course Type: *

Special Education

Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max Length is 30 characters). * Partnerships with Families

Long Course Title* Partnerships with Families: Culturally Responsive Teaching & Interactions

Course Description:* *This course is designed to help students gain knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. Students apply family capacity-building practices as they support families to make informed decisions and advocate for their young children with disabilities. Students will engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning. 3 Credits.*

Prerequisites: Graduate standing or permission.

Corequisites:

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Credit Hours: * 3

Can this course be repeated for credit? * Yes No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

***Can students enroll multiple times in term? *** Yes No

Instruction Mode: Distance Synchronous Learning Hybrid/Blended Hyflex In-Person
 Online (Asynchronous)

Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.*

(For information on Course Components Definitions please see: [UMS Data Governance Course Components Definitions](#).)

Course Components (type of course/used by Student Records for MaineStreet)* Applied Music Clinical Field Experience Independent Study
 Laboratory Lecture Recitation Research Seminar Simulation
 Studio Thesis Travel Course

When will this course typically be offered * Fall Summer Spring Alternating Variable

Text(s) Planned for Use* *Required Text: Students are provided with course-related readings, no textbooks are required.*

Course Instructor* SED Faculty

Proposed Resources: Does the course addition or modification require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?* No. The academic unit will not request additional resources for the course Yes

Units Affected: What other academic units are affected (e.g. course overlap, prerequisites)? Have the affected units been consulted? Any concerns expressed? Please explain.* None

Course Frequency: Does the content of this course overlap significantly with other University courses? If so, list the course, explain the overlap, and justify the need for the proposed course.* No



Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

SED 557
Partnerships with Families: Culturally Responsive Teaching & Interactions
Spring 2025

<p>Instructor: Faculty Staff Office: 306 Shibles Email: Phone:</p>	<p>Primary Delivery Format: online Class Location: Brightspace Office hours: By appointment, schedule via email Open office via Zoom: TBD</p>
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Students are encouraged to first contact me via email. Emails will be responded to as convenient around other commitments on weekdays. Weekends and university holidays availability will vary but contact will resume on Monday or the next day after a University Holiday or Break. Students may also to request to meet by appointment via phone or Zoom.

Course Description

This course is designed to help students gain knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. Students apply family capacity-building practices as they support families to make informed decisions and advocate for their young children with disabilities. Students will engage families in opportunities that build on their existing strengths, reflect current goals and foster family competence and confidence to support their children's development and learning. **3 Credits. Prerequisite: Graduate standing or permission.**

Course Delivery Method

Teaching Methods

The course will contain a combination of online modules, online seminars, practical assignments, and possible online meetings. A schedule of required dates are provided below.

Mode of Instruction

Students in this course participate through online activities. There may be distance synchronous meetings scheduled weekly or on select days/times. Asynchronous activities are available weekly through modules within the learning management system (LMS) which students

SED 557 Partnerships with Families: Culturally Responsive Teaching & Interactions

are required to complete independently on their own time. These activities include objectives and introduction to the module topic, assigned readings, learning activities including the use of widely available Internet modules and a review of assignments.

Digital Services Required

- Learning Management System: Brightspace
- Web Conferencing Service: Zoom
- Video recording/sharing service: Kaltura
- Collaboration and Communication: Students will work together in teams and are encouraged to reach out to your teams for support.
- Library: <https://library.umaine.edu/>
- Computer requirements: Access to a computer with high speed internet
- Other:
 - Adobe Acrobat Reader or compatible program (ex. Preview on a Mac computer)
 - Microsoft Office for completing assignments or compatible software; downloaded for free from the University of Maine Information Technology Software website
 - APA Style website or APA manual (7th edition)
 - Access to My Campus portal for all things related to the University system, including UMaine email: <https://umaine.edu/portal/>
 - All communication announcements are sent to your **maine.edu** email address
 - *Webcam, microphone, and Microsoft Word software (optional and recommended)*

Technical Assistance

If you need assistance with technology, please contact the UMaine IT Help Desk: <https://umaine.edu/it/>, 800-696-4357, or help@maine.edu

Quick Contact Information for UMaine Online Students (Brightspace, Kaltura, Zoom)

Phone: 1-877-947-4357

Email: dlltechhelp@maine.edu

- Fall and Spring semesters: 8 am to 5 pm (Monday-Friday)
- Summer, Winter, and Breaks: 8 am to 4:30 pm (Monday-Friday)
- Limited email support nights, weekends, school breaks, and holidays

For Software, Hardware, and UMS Account Support, contact IT Support Services

Phone: 207-581-2506 or 800-696-4357

Email: techsupport@maine.edu

- Academic year support hours: 7:30 am to 7 pm (Monday-Thursday), 7:30 am to 5 pm (Friday), and 2 pm to 8 pm (Sunday)

Course Information

Required Text: Students are provided with course-related readings, no textbooks are required.

Course Goals and Objectives

Course Goals

SED 557 Partnerships with Families: Culturally Responsive Teaching & Interactions

Course activities will focus on strategies in developing positive and supportive relationships with families of children with developmental delays, high-intensity needs and disabilities, including the

legal and philosophical basis for family participation; family-centered services; and strategies for working with socially, culturally, and linguistically diverse families.

Student Learning Outcomes

As a result of active participation and successful completion of course requirements, students will be able to:

- Demonstrate application of their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in family’s lives to develop trusting, respectful, culturally responsive, and affirming partnerships with all families that allow for the mutual exchange of knowledge and information.
- Observe and practice communication of clear, comprehensive, objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.
- Identify and practice strategies to engage families in identifying their strengths, priorities and concerns, support families to achieve the goals they have for their family and their young child’s development and learning, and promote families’ competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.

EI/ECSE Standards, Components and Recommended Practices Addressed in this Course

<u><i>EI/ECSE Standards (2020)</i></u>	<u><i>ECE Standards (2020)</i></u>	<u><i>DEC Recommended Practices (2014)</i></u>	<u><i>Cross Disciplinary Competency Areas (2019)</i></u>
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<p>Standard 2: Partnering with Families</p> <p>Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect</p>	<p>Standard 2: Family-Teacher Partnerships and Community Connections</p> <p>Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful,</p>	<p><i>Use this link for examples of the RPs:</i> <u>Family Examples</u></p>	
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SED 557 Partnerships with Families: Culturally Responsive Teaching & Interactions

<u><i>EI/ECSE Standards (2020)</i></u>	<u><i>ECE Standards (2020)</i></u>	<u><i>DEC Recommended Practices (2014)</i></u>	<u><i>Cross Disciplinary Competency Areas (2019)</i></u>
<p>current goals and foster family competence and confidence to support their children’s development and learning.</p>	<p>responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.</p>		

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<p>2.1 Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in family’s lives to develop trusting, respectful, culturally responsive and affirming partnerships with all families that allow for the mutual exchange of knowledge and information.</p>	<p>2a Know about, understand, and value the diversity of families.</p>	<p>F1 Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.</p> <p>F3 Practitioners are responsive to the family’s concerns, priorities, and changing life circumstances.</p> <p>F5 Practitioners support family functioning promote family confidence and competence and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.</p>	<p>Family Centered Practice (FCP) Develops a partnership with each child's caregiving family to support their participation in their child's intervention and learning.</p> <p>FCP Supports families in their caregiving role of their child.</p>
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<u><i>EI/ECSE Standards (2020)</i></u>	<u><i>ECE Standards (2020)</i></u>	<u><i>DEC Recommended Practices (2014)</i></u>	<u><i>Cross Disciplinary Competency Areas (2019)</i></u>
<p>2.2 Candidates communicate clear, comprehensive, objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.</p>	<p>2c Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.</p>	<p>F2 Practitioners provide the family with up-to-date, comprehensive, and unbiased information in a way that the family can understand and use to make informed choices and decisions.</p> <p>F7 Practitioners work with the family to identify, access, and use formal and informal resources and supports to achieve family-identified outcomes for goals.</p> <p>F8 Practitioners provide the family of a young child who has or is at risk for developmental delay/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child’s growth and development.</p> <p>F9 Practitioners help families know and understand their rights.</p>	<p>FCP Uses effective communication (listening, speaking, writing) skills with all families across cultural, linguistic and socioeconomic backgrounds.</p> <p>FCP Provides information, guidance and education to families about child development and their child’s health and safety needs.</p> <p>FCP Provides information, guidance and education to families about regulations, policies, and procedures for eligibility, intervention, and transition under IDEA and other early childhood programs.</p> <p>FCP Provides information, guidance and education to families about early childhood intervention and inclusive service-delivery models.</p> <p>FCP Refers families to resources and services to help them</p>

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<u><i>EI/ECSE Standards (2020)</i></u>	<u><i>ECE Standards (2020)</i></u>	<u><i>DEC Recommended Practices (2014)</i></u>	<u><i>Cross Disciplinary Competency Areas (2019)</i></u>
		<p>F10 Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.</p>	<p>meet the needs of their child, their family and themselves.</p> <p>FCP Provides information to the family about parental rights and safeguards and how to advocate for themselves, their family, and their child.</p>

<p>2.3 Candidates engage families in identifying their strengths, priorities and concerns; support families to achieve the goals they have for their family and their young child’s development and learning; and promote families’ competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.</p>		<p>A1 Practitioners work with the family to identify family preferences for assessment processes.</p> <p>F3 Practitioners are responsive to the family’s concerns, priorities, and changing life circumstances.</p> <p>F4 Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family’s priorities and concerns and the child’s strengths and needs.</p> <p>F5 Practitioners support family functioning promote family confidence and competence and</p>	<p>FCP Includes the family in all components of the early childhood intervention service delivery process.</p> <p>FCP Collaborates with the family to identify the family's strengths, needs, concerns, and priorities.</p>
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<u><i>EI/ECSE Standards (2020)</i></u>	<u><i>ECE Standards (2020)</i></u>	<u><i>DEC Recommended Practices (2014)</i></u>	<u><i>Cross Disciplinary Competency Areas (2019)</i></u>
		<p>strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.</p> <p>F6 Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family’s preferences.</p> <p>TR2 Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.</p>	

Grading and Course Expectations

Course Guidelines

	Before Class Sessions	During Class	Assignments
Be Respectful	Be prepared to engage in discussions and activities.	Use appropriate and professional language. Honor diverse opinions and perspectives. Use “person-first” language when addressing someone with a disability. Ex. “A person with autism”	Obtain instructor permission <i>prior</i> to due dates if more time is needed.
Be Responsible	Read and/or view expected context <i>before</i> class sessions. Contact instructor if you are unable to attend class.	Attend class sessions and actively participate in discussions and activities. Maintain personal, student and school confidentiality. Ensure technology is turned off to eliminate distractions for yourself and others.	Submit original work. Maintain academic integrity. Submit assignments on time. Submit electronically via Blackboard
Be Informed	Follow syllabus, guided notes and class presentations regarding content to be read or viewed.	Sign up for course notifications. Check your email regularly. Be alert to cancellations due to weather, instructor emergency, etc.	Identify assignment due dates on the class calendar, guided notes, class presentations and syllabus. Ask questions about assignments in class, through email or during office hours. Assignments can be revised with instructor permission.

Course Assignments

Carefully read the assignment descriptions to ensure each component of an assignment is addressed. Rubrics and additional information about each assignment will be posted on the Brightspace site. Assignments may be submitted before the due date but will not be graded and returned until after the due date.

General Guidelines:

- All assignments should reflect professionalism in writing.
- Headings and page numbers should be used to organize the assignments.
- Follow all assignment-specific guidelines (e.g., specific headers, requirements)
- Include your name, project title, and date at the top of your assignment. Assignments without this information will be returned and will not be assessed.
- All assignments requiring references are to be cited and referenced in American Psychological Association (APA) style.
- Assignments should be your original work and not plagiarized. You may not work with another classmate on an assignment unless otherwise noted.
- Assignments should be submitted as a pdf or Word .doc or .docx unless otherwise noted or by permission of the instructor. Pages documents will not be accepted.
- Retain a personal copy of all assignments.

Specific Requirements for Course Completion

Weekly Session Content: Each week, session content will be released [enter day and time]. You will have until the following [enter day] (midnight) to complete the activities and thoroughly read the session content. It is critical to keep up with weekly sessions. Content has been thoughtfully structured across the various topics. The content is meant to be processed, activities are meant to be reflective and utilize information to prepare you for completion of competency work. Sessions are not meant to be completed back to back in one sitting, but rather spread across the semester to ensure you have adequate time to truly learn the information.

Weekly Discussion Board: The discussion board is used to have virtual class discussions during this asynchronous course and for you to have an opportunity to ask questions and reflect on weekly content. This forum provides an opportunity for thoughtful written responses with your peers. You are required to participate in the discussion board, just as you are required to participate in any aspect of the course content.

You should post one initial reaction to each weekly question as well as respond to at least one classmate's reaction to engage in the content. Discussion boards will be monitored each week. To keep this forum a positive learning experience there are similar expectations as our course guidelines listed in the table above:

- When discussing persons with disabilities, use **"person first language"**. That is, mention the person before considering or describing any other features of their abilities (i.e. "child with autism" or "child identified as having a developmental delay" and NOT "autistic child"). This language communicates respect and

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acknowledgment that ability is one of many characteristics of a human being. There are many viewpoints on person first language by individuals with disabilities. Explore these perspectives and acknowledge them; however, as a professional in the field it is still preferred to use person first language.

- Be sure to **maintain confidentiality**. It is going to be essential to draw upon your hands-on experience working with children and families to connect with the content of the course. When discussing or making these connections, please make sure to change any names.
- Use **respectful language** toward the comments and postings of others. We all have unique perspectives and backgrounds, and we may not always agree. Students should feel free to voice their opinion and receive comments and feedback in a professional and respectful manner.
- Many people may think faster than they can type. Please be sure to **check your grammar, spelling, and punctuation** before posting your comments and ideas. We want to make sure we have a clear understanding of your point of view, so it is important to write professionally.
- Please **spell out any acronyms**. The field of education, and early childhood intervention, is full of acronyms. It is helpful for your peers to know exactly what you mean and to what you are referring in your posts.
- **Make sure you are posting on the current topic threads each week**. Please do not jump ahead or make posts on previous weeks once we have moved on to the next topic. We want to maintain an active discussion and we should all be focused on the same discussion.

Competencies/Student Learning Outcomes: Program competencies (student learning outcomes) are activities that are an everyday part of an educator's work. They are either a specific practice or applied knowledge. While the competencies are responsibilities that you may already do, by participating in this course the expectation is that you will enhance your work by completing them. As an essential component of the learning process, competencies demonstrate your application of the content to the field. You need access to families to complete the competencies.

If you are enrolled in multiple courses, you are encouraged to synthesize across the content – this can include your assignments. If an assignment in one course can be overlapped with an assignment in this course, then talk with me about how you might do this. My goal is to help you work smarter, not harder.

Course Assignments

1. Presentation/Training (Component 2.1)

Develop a presentation and/or training materials on an issue related to implementing family-centered practice. Create one of the following: (1) A 15-20 slide PowerPoint presentation that you might present in the future, or (2) training materials (e.g., pamphlet, insert to IFSP/IEP manual, handouts, portfolio materials). Include resources or website links where individuals can obtain more information and be sure to include references for information you obtain from websites or articles. Write a two page reflection on why you chose the topic and how you will use the presentation/materials you created. If you so choose, you may complete this assignment in a small group.

2. Book Review and Book Talk (Component 2.3)

This assignment involves reading one book authored by a family/parent. As our perspective expands, our new thinking may help us develop a broader and deeper understanding about families who have children with disabilities. Select a book from the supplemental list

SED 557 Partnerships with Families: Culturally Responsive Teaching & Interactions
provided in class.

Write a three-to-five-page paper reflecting on the book's impact on you as an educator, as a parent, or as a member of a family. Include your reflections on the questions listed below:

- What is the experience of the parents? How is it presented?
- How is this a universal experience?
- How does the child's disability impact the child's experience within the education system?
- What is the parents' experience with the educational system? What is the child's experience?
- How do the experiences of the child or the parent impact you as an educator?
- Other thoughts?

You will record a "book talk" as part of this assignment, with planned activities as if you were providing the book talk live or through Zoom. Through the activities you plan, it should be evident that you are applying your knowledge learned in this course, and that you have an understanding of the perspectives presented in the book including the impact of disability on the family system. Additionally, provide two to three excerpts from the book prior to your talk to assist us with the discussion and activities.

3. Resource Guide (Component 2.1)

Create a local resource guide to address family concerns and to help them attain their goals. The resource guide should include materials related to accessing services outside of special education such as Social Security benefits, health insurance, transportation, higher education, case management, social services, and informal family supports. The guide must be organized in a way that facilitates the family's learning of how to access resources outside special education. If you so choose, you may complete this assignment in a small group.

4. Article Summary (Component 2.1, 2.2, 2.3)

You will be assigned two articles related to working with young children with communication needs. For this activity, you will summarize the article(s) using the article summary form. Then you will use the Fogler Library online system to search for additional articles – at least two articles that support the findings in your assigned article and at least one article that is not supportive. Articles must have a publication date between 2015-2021.

5. Cross-Disciplinary Case Study (2.1, 2.2, 2.3)

Read the case study. No need to complete the activities throughout the case. Instead you will respond to the final three questions at the end of the case. Be thorough in your response and make connections to the DEC Recommended Practices for Families.

6. Good/Bad Example Videos (2.1, 2.2, 2.3)

For this assignment, you will choose a family-centered practice (see your syllabus for the DEC Recommended Practices or Course Content) and create a short video demonstrating the practice as a good example (e.g., it should be implemented THIS way with families). Next, you will create a 2nd short video demonstrating the practice as a bad example (e.g., it should NOT be implemented THIS way with families).

7. Final summary (Component 2.1, 2.2, 2.3)

Using your professional perspective, answer the following question: What should (insert discipline EI/ECSE/ECE/Related Service Provider/K-12) know about family-centered practices (including implementation of these practices).

Tentative Semester Course Outline

Note: Each Brightspace Module is a 2-week module, reflected below on the course calendar.

Week	EI/ECSE Standard 2 Components	Topic and Readings (additional readings will be posted weekly in Brightspace)	Assignments
Intro and Weeks 1 and 2 [enter start and end dates]	2.1	Family-systems perspective: family characteristics, family interactions and implications for families who have a child with a disability Turnbull et al., Ch. 1 and Ch. 2 Role of families as partners Turnbull et al., Ch. 5 Historical and legal foundations for family advocacy Turnbull et al., Ch. 6 Family rights and responsibilities under federal and state policies Turnbull et al., Ch. 7	Complete: CONNECT Modules (Module 3) A module about effective communication practices to support collaboration.
Week 3 and 4 [enter start and end dates]		Diversity in families Families experiencing vulnerable circumstances Communication with families Helping families make informed decisions	Complete CONNECT Modules (Module 4) o A module to learn about building family-professional partnership practices.
Week 3 [enter start and end dates]		Helping families advocate for access, participation, and equity in natural and inclusive environments Engage families in identifying their strengths, priorities and concerns Support families to achieve the goals they have for their family and child’s development and learning	Article summary #1

SED 557 Partnerships with Families: Culturally Responsive Teaching & Interactions

Week 4 [enter start and end dates]	2.1	Promote families' competence and confidence during: <ul style="list-style-type: none">• Assessment• Individualized planning, intervention and instruction• Transition processes	Book talk – For this assignment, you will identify potential joys, challenges, stressors and adjustments experienced by families of exceptional children and discuss how personal values
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SED 557 Partnerships with Families: Culturally Responsive Teaching & Interactions

			may influence working with families. Provide excerpts of the chosen book for classmates to read prior to the Book Talk to assist in the activities you have planned to engage us through video.
Week 5 [enter start and end dates]	2.1	Principles of Partnerships	Article Summary #2
Week 6 [enter start and end dates]	2.3	Research and Families	Peer review of assigned Book Talk
Week 7 [enter start and end dates]	2.1, 2.2, 2.3	Research on Families	Good Example/Not Good Example videos of family-centered practices
Week 8 [enter start and end dates]	2.1, 2.2, 2.3	Interdisciplinary partnerships and collaboration	Interdisciplinary Case Study Final summary (see syllabus)

Evaluation

Each of the components will be weighted as follows to determine the final grade in the course.

Assignment	Points Possible
Presentation and/or training materials	20
Book Review and Book Talk	10
Resource Guide	10
Article Summary (2)	10X2=20
Cross-Disciplinary Case Study	10
Good/Bad Example Videos	10
Final summary	10
Weekly Discussion Board	10
Total Points:	100

Grading Scale:

A = 95 – 100%	B+ = 86 – 89%	C+ = 76 – 79	D+ = 66 – 69%	F = Below 59%
A- = 90 – 94%	B = 83 – 85%	C = 73 – 75%	D = 63 – 65%	
	B- = 80 – 82%	C- = 70 – 72%	D- = 60 – 62%	

Resources

Resources to supplement student learning in this course:

- CEC Initial Practice-Based Professional Preparation Standards for EI/ECSE (2020) ○ Link to the standards and supporting resources.
- Center for Parent Information and Resources
 - Link to family-friendly materials and resources.
- CONNECT Modules (Module 3)
 - A module about effective communication practices to support collaboration.
- CONNECT Modules (Module 4)
 - A module to learn about building family-professional partnership practices.
- Early Childhood Recommended Practices Modules (Module 5)
 - A module to learn about effective family-professional partnership practices.
- ECPC Cross-Disciplinary Competencies
 - Core cross-disciplinary competence areas for use by ECI professionals.
- Professional Standards and Competencies for Early Childhood Educators
 - Link to the standards of the National Association for the Education of Young Children (NAEYC).

Journals in EI/ECSE

Below are examples of journals that publish topics about EI/ECSE. Use these to support your knowledge and understanding of current evidence-based practices.

- *Exceptional Parent Magazine*
- *Infants and Young Children*
- *International Journal of Early Childhood Special Education*
- *Intervention in School and Clinic*
- *Journal of Early Hearing Detection and Intervention*
- *Journal of Early Intervention*
- *Journal of Special Education Technology*
- *Rural Special Education Quarterly*
- *Teaching Exceptional Children*
- *Topics in Early Childhood Special Education*
- *Young Children*
- *Young Exceptional Children*

Course Policies

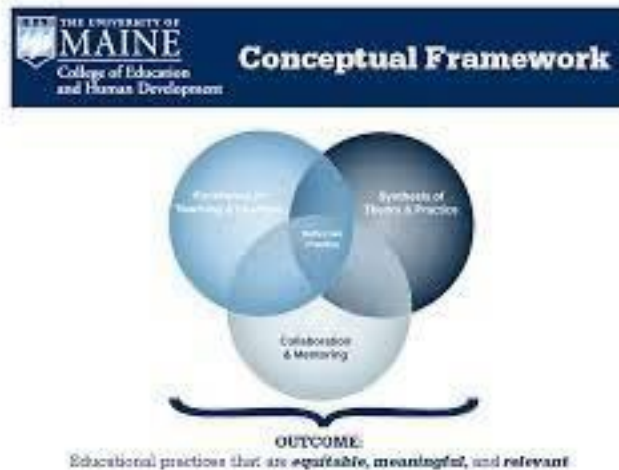
Attendance and Participation

This is a fast-paced and interactive on-line class. Students “attend” class by accessing learning materials and completing activities posted on the course website, and by participating actively in the online discussion board. Participation in the teamwork is a graded requirement of the class and missed deadlines without prior permission or without a valid excuse will result in a reduced grade for that week’s class. **Missing deadlines on more than one occasion without prior permission or a valid excuse will result in a discussion with the instructor about the student’s ability to continue with the class. Two points are deducted for late submission of assignments.**

Special Education Policy on Incompletes in Graduate Classes

I, for “Incomplete:” This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the “I” grade only when they are persuaded that events beyond the student’s control prevented the completion of assigned work on time and when the student has successfully participated in more than 50% of the class, with a grade of B or above. A contingency contract will be created by the instructor outlining the work to be completed and the due dates. The student, advisor and/or program coordinator, and instructor will sign this contract. If the incomplete work is not submitted within the time allotted by the faculty member, the incomplete work will earn a grade of “0” and the overall grade for the course will be recorded as the final grade. A student may not carry a combination of more than three “I” or “L” grades in all enrolled degree programs without the permission of the graduate program coordinator and the Graduate School.

Conceptual Framework for College of Education and Human Development



- Research, Innovation, Collaboration, and Engagement are four themes that guide the work of the faculty in the College of Education and Human Development at the University of Maine.
- Research is important because decisions should be made based on systematic collection and analysis of evidence. This can take many forms, including quantitative studies, qualitative studies, and action research projects. Without evidence, educators may slide into making decisions based on unexamined assumptions, pre-conceived ideas, and even stereotypes of learners.
- Innovation is important because we live in a world characterized by both continuities and changes. We need to recognize what is of value based on past experience, while at the same time being attune to changes in such areas as technology, the economy, the natural world, and human populations.
- Collaboration is critical because people with different experiences and perspectives, and from different backgrounds, have much to offer to an understanding of educational issues in relation to the larger society in which educational institutions and practices are embedded. Prek-12 educators, educators in higher education institutions, parents, members of community organizations, and other community leaders all have important perspectives on learners and learning.
- Engagement is essential to both teaching and learning. In order to be successful, learners must be motivated to pursue knowledge and understanding, recognizing that learning is relevant and meaningful to their lives in both present and future. Educators likewise must be engaged in discovering what educational practices are most likely to motivate students. Both must become intrinsic, lifelong learners.
- Cutting across these themes is the belief that leadership in addressing contemporary and future issues and needs is a reflective process that requires thoughtful and evaluative analysis of the many forces and factors that affect teaching, learning, and schooling. The ultimate outcome of reflective practice and leadership is to be proactive in implementing educational practices that are equitable, meaningful, and relevant for student and societal welfare. Developing your capacity for reflective thought and action is a core outcome of this course.

Campus Policies

Academic Honesty Statement: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, or generated by software or systems without the explicit approval of the instructor, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Please see the University of Maine System's Academic Integrity Policy listed in the Board Policy Manual as Policy 314 (***Date Issued:** September 1, 2020): <https://www.maine.edu/board-of-trustees/policy-manual/section-314/>

Students Accessibility Services Statement If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, um.sas@maine.edu, 581.2319, as early as possible in the term. Students may begin the accommodation process by submitting an accommodation request form online and uploading documentation at https://umaine-accommodate.symplcity.com/public_accommodation/. Once students meet with SAS and eligibility has been determined, students submit an online request with SAS each semester to activate their approved accommodations. SAS creates an accessibility letter each semester which informs faculty of potential course access and approved reasonable accommodations; the letter is sent directly to the course instructor. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

Course Schedule Disclaimer (Disruption Clause): In the event of an extended disruption of normal classroom activities (due to COVID-19 or other long-term disruptions), the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Observance of Religious Holidays/Events: The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other assignments. If they provide adequate notice (at least one week and longer if possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

Sexual Discrimination Reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to Title IX Student Services or the

Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

- For *confidential resources on campus*: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
- For *confidential resources off campus*: Rape Response Services: 1-800-871-7741 or Partners for Peace: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: Title IX Student Services: 207-581- 1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or [see the Title IX Student Services website for a complete list of services \(open in a new window\)](#). Also, [Student Wellness Resource Center \(opens in a new window\)](#).

Diversity: Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies diversity as two groups: one being individual differences (e.g., personality, interests, learning modalities, and life experiences), and the other being group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic backgrounds) and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are not limited to, age, community, family status, institutional affiliations. Schooling, especially public schooling, continues to have a central role in educating our nation’s citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

NUR - 503 - Advanced Health Appraisal and Physical Assessment: Nurse Practitioner

Graduate Course Modification Form - 2023/24 AY

General Catalog Information

Graduate Course Modification Form

****Read before you begin****

FILL IN all fields required marked with an * after importing data.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

*Faculty who are converting a course for online delivery, or making substantive changes to an existing course delivered online, are strongly encouraged to work with the Center for Innovation in Teaching and Learning (CITL) on those modifications: <https://umaine.edu/citl/instructional-design-2/>

REASON FOR COURSE MODIFICATION:* Title change to be inclusive to students in all MSN/Grad Nursing tracks

MODIFICATION:* Designator Change Credit Change Cross Listing Number Change
 Title Change Description Change Prerequisite Change
 Addition of Electronic Learning Component*
 Conversion of an existing on-site Course to an online Course*

Department*

School of Nursing

EFFECTIVE SEMESTER:

Semester*

Summer

Year*

2025

CATALOG DESCRIPTION:

Current Course Designator*

NUR

Current Course #* 503

Proposed Course Designator

Proposed Course #

Current Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters).* Adv Hlth App/Phys Assess:NP

Proposed New Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters) Adv Hlth App/Phys Assess

Current Long Course Title* Advanced Health Appraisal and Physical Assessment: Nurse Practitioner

Proposed Long Course Title

Advanced Health Appraisal and Physical Assessment

Current Course Description*

The learner will develop knowledge and skill necessary to conduct a comprehensive health assessment of individuals throughout the lifespan. Strong emphasis will be places on complete and detailed history-taking, physical examination techniques, and complete documentation of findings. Holistic and comprehensive approach is emphasized with attention to identifying health promotion, disease prevention needs, as well as the evaluation of common sign and symptoms that present in the primary care setting. The diagnostic reasoning skills needed in the advanced practice role are introduced and practiced.

Proposed Course Description

NO CHANGE

Current Prerequisite(s)

Proposed Prerequisite(s)

Current Corequisite(s)

Proposed Corequisite(s)

If the Course will be cross listed, please identify below what the course listed courses are:

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Current Credit Hours:* 3

Proposed Credit Change

If the course designator or course number is being changed, please list any courses for which this course is a prerequisite:

When will this course typically be offered Fall Summer Spring Alternating Variable

Can this course be repeated for credit? Yes No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

*Can students enroll multiple times in term? Yes No *

Instruction Mode: Distance Synchronous Learning Hybrid/Blended Hyflex In-Person
 Online (Asynchronous)
Select the mode of instruction for this course. Review the instruction modes documentation provided by UMS.

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.

COURSE RESOURCES

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources? Yes No

If additional resources are needed, outline them below:

**Will instructional cost
for this course
proposal involve
financial support from
the Division of Life
Long learning?***

Yes

No

SED - 566 - Executive Functioning in Learning

Graduate Course Modification Form - 2023/24 AY

General Catalog Information

Graduate Course Modification Form

****Read before you begin****

FILL IN all fields required marked with an * after importing data.

ATTACH supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move the proposal forward in the workflow.

For assistance in completing this form or if you have any questions, email um.catalog@maine.edu.

*Faculty who are converting a course for online delivery, or making substantive changes to an existing course delivered online, are strongly encouraged to work with the Center for Innovation in Teaching and Learning (CITL) on those modifications: <https://umaine.edu/citl/instructional-design-2/>

REASON FOR COURSE MODIFICATION:* Course title is required to comply with Maine Dept. of Education teaching certification regulations.

MODIFICATION:* Designator Change Credit Change Cross Listing Number Change
 Title Change Description Change Prerequisite Change
 Addition of Electronic Learning Component*
 Conversion of an existing on-site Course to an online Course*

Department*

School of Learning and Teaching

EFFECTIVE SEMESTER:

Semester*

Summer

Year*

2025

CATALOG DESCRIPTION:

Current Course Designator*

SED

Current Course #* 566

Proposed Course Designator no change

Proposed Course # no change

Current Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters).* Executive Functioning

Proposed New Short Course Title (The short course title will reflect on the Class Section in MaineStreet and on the student's transcript. Max 30 characters) Specially Designed Instr.: EF

Current Long Course Title* Executive Functioning in Learning

Proposed Long Course Title Specially Designed Instruction to Support Students' Executive Functioning

Current Course Description*

Executive function development may be delayed in student with learning difficulties and development disabilities. Supporting development of goal setting, organization, cognitive flexibility, working memory, and self monitoring are key in advancing the skills of all students. Clear links between executive function development and academic performance are seen in reading, writing, and math as well as study skills. This course will look at theory and application of support.

Proposed Course Description no change

Current Prerequisite(s) None

Proposed Prerequisite(s) None

Current Corequisite(s) NA

Proposed Corequisite(s) NA

If the Course will be cross listed, please identify below what the course listed courses are: NA

Definition of Credit Hours: Go to <https://umaine.edu/graduate/students/progress/enroll/#define-credit-hour> for the definition of a credit hour at UMaine.

Current Credit Hours:* 3

Proposed Credit Change NA

If the course designator or course number is being changed, please list any courses for which this course is a prerequisite: NA

When will this course typically be offered Fall Summer Spring Alternating Variable

Can this course be repeated for credit? Yes No

If YES, total number of credits allowed:

If YES, total number of completions allowed:

*Can students enroll multiple times in term? Yes No *

Instruction Mode: Distance Synchronous Learning Hybrid/Blended Hyflex In-Person Online (Asynchronous)

<https://gojira.its.maine.edu/confluence/display/DARTS/Instruction+Modes+Documentation>.

COURSE RESOURCES

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources? Yes No

If additional resources are needed, outline them below:

**Will instructional cost
for this course
proposal involve
financial support from
the Division of Life
Long learning?***

Yes

No