

## **CURRICULUM COMMITTEE REPORT**

**The Curriculum Committee recommends the following courses to the Graduate Board for approval at its April 27th, 2017 meeting.**

### *New Courses:*

CIE 551 Water Wave Mechanics

NUR 644 Healthcare Leadership and Management

PSY 602 Clinical Research Forum

PSY 621 Affective Science of Emotion Regulation and Psychopathology

April 26, 2017

To: Curriculum Committee:  
Scott Delcourt  
Ali Abedi  
Pat Burnes  
Deborah Rooks-Ellis  
Grant Miles  
Xuan Chen  
Deborah Rollins  
Jack Campbell

The following courses will be presented on **Tuesday, April 11th at 2 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 2:10-2:20 PSY 602

Emily Haigh

2. 2:20-2:30 PSY 621

Michael Robbins

3. 2:30-2:40 CIE 551

Lauren Ross

4. 2:40-2:50 NUR 644

Lisa Caruso



RECEIVED  
APR 05 2017  
GRADUATE SCHOOL

## NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Civil and Environmental Engineering  
COURSE DESIGNATOR CIE COURSE NUMBER 551 EFFECTIVE SEMESTER Fall 2017  
COURSE TITLE Water Wave Mechanics

### REQUESTED ACTION

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- ☒ New Course  
☐ New Course with Electronic Learning  
☐ Experimental

**MODIFICATION** (Check all that apply and complete Section 2):

- ☐ Designator Change ☐ Description Change ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change ☐ Prerequisite Change ☐ Other (specify) \_\_\_\_\_  
☐ Title Change ☐ Credit Change

### ELIMINATION:

- ☐ Course Elimination

### ENDORSEMENTS

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

**William G Davids**

Digitally signed by William G Davids  
DN: cn=William G Davids, o=University of Maine, ou=Civil  
and Environmental Engineering,  
email=william.davids@maine.edu, c=US  
Date: 2017.04.03 10:50:56 -04'00'

College(s) Curriculum Committee Chair(s) (if applicable)

College Dean(s)

Musavi

4-3-17

4/4/17

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

## SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

CIE 551 Water Wave Mechanics

Mechanics of coastal and ocean waves, small-amplitude water wave boundary value problem formulation and solution, wave particle kinematics, wave superposition, geostrophic and frictional affects experienced by long waves in engineered and natural systems and wave propagation over real seabeds.

Prerequisites: MAT 258 or MAT 259, CIE 350, or permission of the instructor

Credit hours: 3

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical                   | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Water wave mechanics for engineers and scientists  
by Robert G. Dean and Robert A. Dalrymple  
Advanced Series on Ocean Engineering - Volume 2  
World Scientific Publishing Co, River Edge, NJ, 1991

Course Instructor (include name, position, teaching load):

Lauren Ross, Assistant Professor of Hydraulics/Water Resources Engineering, teaching load is 1 course per semester and will increase to no more than 2 courses per semester.

Reason for new course:

Two new faculty members have recently been hired by Civil Engineering in the area of Ocean and Coastal Engineering, and are building their graduate program. This course will support the education of the graduate students in Water Resources and Coastal Engineering as well as the developing research program in this area.

Does the course addition 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 department will not request additional resources for this course.
- ☐ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No other departments/programs are affected by this new course. The course may be of interest to student in the School of Marine Sciences.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered once every two years. The addition of this course will not result in any overload salary payments.

## SYLLABUS

CLASS MEETINGS: T Th 2:00 p.m. – 3:15 p.m. Boardman Hall Room #216

### INSTRUCTOR INFORMATION:

Dr. Lauren Ross: Department of Civil and Environmental Engineering  
Office: 308 Boardman Hall  
Office Hours: come by my office anytime or schedule an appointment  
Phone: (207) 581 – 2088  
E-Mail: lauren.ross1@maine.edu

COURSE GOALS AND OBJECTIVES: The goal of this course is to introduce students to wave theory and applications as well as data analysis and programming. By the end of the course:

1. The student will be exposed to and master basic concepts, principles and laws of linear wave theory.
2. The student will acquire the knowledge to solve problems involving waves (standing waves, progressive waves, deep and shallow water waves, tides, etc.) in engineered and natural systems.
3. The student will understand how long waves propagate into coastal and estuarine systems and subsequently affect the salinity and sediment fluxes in these systems.

### TEXTBOOK:

Water Wave Mechanics for Engineers and Scientists by Dean and Dalrymple, Volume 2, World Scientific Publishing Co, River Edge, New Jersey, 1991.

PREREQUISITES: CIE 350/351 (Hydraulics/Hydraulics Lab) MAT 258 or MAT 259 (Differential Equations) or permission from the instructor. Knowledge of MATLAB computing software. Not to be afraid of some math: basic differential and integral calculus, some vector calculus, a lot of differential equations, and a teensy-weensy bit of partial differential equations.

ATTENDANCE: Attendance will not be taken, but of course you are encouraged to attend class. If you choose not to attend class, it will difficult for you to succeed in the course.

MAKE-UP POLICY: Make-up assignments will be provided only in the case of a documented illness, emergency or other extraordinary situation.

CLASSROOM RULES: Be respectful. No use of cell phones or any similar device (no texting or calling) allowed during class.

## GRADING:

Homework	60%
Final Project	<u>40%</u> (Oral Report: 40%; Written Report: 60%)
	100%

**HOMEWORK PROCEDURES:** A series of homework assignments will be given throughout the semester. I will not accept late homework. These assignments are integral to your understanding and retention of the information presented in this class. Take the homework assignments seriously.

**FINAL PROJECT:** Each student will choose a final project topic and will prepare both an oral presentation (12-15 minutes) and a written report (7-11 pages) on this topic. Possible topics will be given within the first few weeks of the class. The student's progress on the project will be monitored throughout the semester. Some important dates regarding the progress of the final project are below:

**02/16/17** – Final Project Topics Decided: Submit title of project and brief reasoning for choosing this project. Provide at least 3 references that helped you to choose this topic and will be part of your literature review.

**03/02/17** – Submit the research question that will be answered, the hypotheses, and the materials and methods that will be used address the research question. The materials and methods should be 1-2 pages in length. Also, provide an updated list of references.

**03/30/17** – Submit initial results (e.g., figures, derivations) with written explanation of each result.

**04/13/17** – Submit full outline of the research paper. The following sections are required: 1. Abstract, 2. Introduction, 3. Methods, 4. Results, 5. Discussion, 6. Conclusion. At this stage the methodology section should be fully complete and not just an outline. This outline should be detailed with full sentence explanations with each section. I don't want to see any one word bullets unless it is a major section header.

**04/25/17** – Submit rough draft of research paper. Include all sections. The length of the sections should be as follows: 1. Abstract (approximately 1 paragraph), 2. Introduction (2-3 pages), 3. Methods (1-2 pages), 4. Results (2-3 pages), 5. Discussion (1-2 pages), 6. Conclusion (approximately 1 page).

**05/02/17 and 05/04/17**– Final Presentations. Should be presented in similar format as the written report. In other words, you need to tell a story. Present your work in a clear and direct way.

**05/10/17** – Written Report due by 5pm EST. Can be submitted by email.

**\*FOR PROJECT DATES 2/16/17, 3/2/17 AND 3/30/17 each student will make a 3-5 minute presentation for the class**

## COURSE OUTLINE:

- Background: Elementary Fluid Mechanics, Vector Analysis
- Governing equations for water waves
- Basic Waves
  - Deep and Shallow water waves
  - Two waves
  - Internal waves
- Tides
  - Coasts and Estuaries
    - Estuarine circulation
    - Sediments
      - Transport and fluxes
      - Deposition
    - Tidal Power
- Non-linear waves
  - Shoaling waves
  - Rogue Waves
  - Tsunamis
  - Breakers, bores and longshore currents

## **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 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.

## **Students with disabilities:**

If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

## **Course schedule disclaimer (disruption clause):**

In the event of an extended disruption of normal classroom activities, 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.

## **Sexual violence policy:**

**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 the campus Office of Sexual Assault & Violence Prevention 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 the Office of Sexual Assault & Violence Prevention 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 Cutler Health Center: at 207-581-4000.**

*For confidential resources off campus:* **Rape Response Services: 1-800-310-0000 or Spruce Run: 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:* **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>



## NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES

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GRADUATE PROGRAM/UNIT School of Nursing

COURSE DESIGNATOR NUR COURSE NUMBER 644 EFFECTIVE SEMESTER Fall 2017

COURSE TITLE Healthcare Leadership and Management

### REQUESTED ACTION

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- ☒ New Course
- ☐ New Course with Electronic Learning
- ☐ Experimental

### **MODIFICATION**

(Check all that apply

and complete Section 2):

- |                                     |   |  |
|-------------------------------------|---|--|
| <input type="checkbox"/> Designator | <input type="checkbox"/> ChangeDescription  | <input type="checkbox"/> ChangeCross Listing (must be at least 400-level) <sup>1</sup> |
| <input type="checkbox"/> Number     | <input type="checkbox"/> ChangePrerequisite | <input type="checkbox"/> ChangeOther (specify) Title ChangeCredit Change               |
| <input type="checkbox"/>            | <input type="checkbox"/>                    |  |

### **ELIMINATION:**

- ☐ Course Elimination

### **ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

*Lisa Swansen Garuso*

**College(s) Curriculum Committee Chair(s)** [if applicable]

\_\_\_\_\_  
**College Dean(s)**

<sup>1</sup> . Courses cross-listed below 400-level require the permission of the Graduate School.

## **SECTION 1 (FOR NEW COURSE PROPOSALS)**

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

### **Proposed Catalog Description**

#### **NUR 6XX Healthcare Leadership and Management**

This course presents information about leadership and management within the dynamic environment of healthcare and offers students the opportunity to explore key concepts critical to successful healthcare leadership and management. Students examine how leadership/management models/approaches influence outcomes within the direct care environment as well as more broader environments such as the clinical team, department, professional workload, organization, community and their profession. Through case studies, online discussion groups, literature review, and self-assessment/reflection, this course helps to better prepare students for their leadership role as a healthcare professional. Prerequisite: graduate standing in the School of Nursing, Communication Sciences and Disorders, Kinesiology and Physical Education, Food Science and Human Nutrition, and Social Work or instructor permission. Credits: 3

*Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:*

Independent Study

### **Text Planned for Use**

#### **Required Texts:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington D.C. ISBN-13: 978-1433805622 ISBN-10: 1433805626

Johnson, S. (1998). *Who moved my cheese?: An amazing way to deal with change in your work and in your life*. New York: Putnam.

#### **All text listed below are recommended and one (of your choice) will be required:**

Bridges, W. (1991). *Managing transitions: Making the most of change*. Reading, Mass: Addison-Wesley.

Collins, J. C. (2001). *Good to great: Why some companies make the leap ... and others don't*. New York, NY: HarperBusiness.

Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston: Little, Brown.

Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco: Jossey-Bass.

Course Instructor (include name, position, teaching load):

Lisa Swanson Caruso DNP, RN, NEA-BC, FACHE  
Part-time Lecturer, School of Nursing

**University of Maine School of Nursing  
NUR 644 Healthcare Leadership and Management**

**Fall 2017  
Course Syllabus**

**Course****Description:**

This course analyzes and addresses leadership/management models and key concepts for success in the dynamic environment of healthcare. Key topics include outcome measures, quality improvement, healthcare finance, employee/customer engagement, and effective communication. Students examine how leadership and management models/approaches influence outcomes within the direct care environment as well as more broader environments such as the clinical team, department, professional workload, organization, community and their profession. Through case studies, online discussion groups, literature review, self-assessment/reflection and a leadership activity, this course helps to better prepare students for their leadership role as a healthcare professional.

**Credits:**

Three (3)

**Prerequisites:**

Graduate standing in the School of Nursing, Communication Sciences and Disorders, Kinesiology and Physical Education, Food Science and Human Nutrition, and Social Work or instructor permission

**Co-requisites:**

None

**Faculty:**

Lisa Swanson Caruso DNP, MS, RN, NEA-BC, FACHE  
Lecturer, School of Nursing  
lisa.caruso@maine.edu  
Phone: (207) 581-2589 (email is preferred)  
Dunn Hall, Room 232

**Time and****Location:**

Online

**Course Objectives/  
Outcomes:**

**Upon successful completion of this course the student will:**

1. Differentiate between leadership and management.
2. Examine and discuss leadership theories/models and key qualities/characteristic of successful leaders and their associated measurable outcomes.

3. Examine current topics within healthcare leadership/management to include key influencers, barriers, and innovative approaches.
4. Examine patterns of communication and self-reflect as an effective communicator and change agent.
5. Examine leadership within teams, projects, organization(s), community, and the healthcare profession.
6. Explore the use of information/data to guide decision-making and the implementation & dissemination of evidence.
7. Explore executive leadership functions such as communication with boards, departmental/organizational measures, strategic planning, participations in professional organizations, healthcare finance, mentoring, etc...

### Key Concepts:

#### Leadership

- Models of Leadership and Management
- Current Topics

#### Measures and Outcomes

- Quality Improvement
- Strategic Planning

#### Healthcare Finance (Reimbursement, Costs, Revenue Cycle, etc...)

#### Engagement: Customer, Employee and Community

#### Market Growth and Innovation

#### Effective Communication with staff, teams, organizations and Boards

### Course Text:

#### Required Texts:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington D.C. ISBN-13: 978-1433805622 ISBN-10: 1433805626

Johnson, S. (1998). *Who moved my cheese?: An amazing way to deal with change in your work and in your life*. New York: Putnam.

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Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco: Jossey-Bass.

### Evaluation:

	<u>Points</u>
1. Online Discussion:	
Initial post by Sunday night and respond to three classmates by Thursday	40
a. Models of Leadership and Management	
b. Leading for outcomes through measurement/data	
c. Healthcare Finance	
d. Engagement: Employee and Customer	
e. Quality Improvement Models, Methods, and Challenges	
f. Community	
g. Market Growth and Innovation	
h. Strategic Planning and Communication with Boards	
2. Book Review:	30
Read one of the recommended books and provide a synopsis and application to healthcare leadership and management.	
▪ Summary	
▪ Application to current topics in healthcare	
▪ Self-reflection	
▪ Self-application/goals/plan for behavior change	
3. Leadership in Action: Select ONE Activity	30
a. <u>Join Professional organization</u> and identify one leadership activity that you can contribute (i.e. attend a state or national meeting, etc...). If already a member, write to professional organization or political representative and contribute substantively to a current topic (knowledge in action). Submit a substantive paper summarizing the activity, literature to support any key topics, your reflections, etc.)	
b. <u>Mentoring</u> : Identify one individual to mentor. Meet with this individual a minimum of three times within the semester to assess their need/interest, set clear expectations for the mentoring activity (i.e. short-term “course based” vs ongoing), identify their professional goals, establish a realistic small scope plan, and evaluate that plan. Offer short-term coaching or establish an ongoing	

mentoring for leadership development of this upcoming leader. Submit substantive paper to summarize this activity, your observations (of self and mentee), literature support of mentoring/coaching, and action plan. (Include key documents from this activity i.e. goals, action plan, etc.)

- c. Join a local or state board. Provide a health professional presence on a local or state board of your choice. (Please note that this would be a commitment beyond the timeframe of this course.) Submit a substantive paper summarizing the board to include objectives, current work, composition, frequency of meetings, and goals. Discuss your reason for selecting this board and intended contribution.
- d. Attend professional conference or extensively examine current topics discussed in your professional organization's web site. Submit a substantive paper examining current topic of your choice within healthcare leadership and management, topic influencers and/or barriers, potential or actual interventions, and your reflections. Include theory and evidence based information within your paper. Use ANA.

Grading: The School of Nursing participates in the +/- grading system. Individual faculty may choose to award a plus (+) or a minus (-) grade in nursing courses. The following criteria have been adopted for plus and minus grades: A = 100 - 92 A- = 91 - 90 B+ = 89 - 88 B = 87 - 82 B- = 81 - 80 C+ = 79 - 78 C = 77-75 C- = 74-70

### **Participation:**

The Black Board site will provide access to exercise materials pertinent to the topics being covered. You are expected to access the Black Board folder regularly and to actively engage in dialogue and discussion as it occurs within the folder. As a graduated level course, thoughtful and robust discussions are expected. Comments need to be supported with literature and APA needs to be used. Late assignments will receive a reduction in points based upon the tardiness.

### *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 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.*

### *Students with disabilities:*

*If you have a disability for which you may be requesting an accommodation, please contact*

*Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.*

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*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 the campus Office of Sexual Assault & Violence Prevention 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?*

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*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 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: 1-800-310-0000 or Spruce Run: 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: Office of Sexual Assault & Violence Prevention: 207- 581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.*

*Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>*

### Anticipated Course Schedule

Week	Date	Course Objectives	Discussion Board	Due
1		Introduction and Course Overview	<b>Discussion Board 1: Introduce yourself.</b> Share your experience with leadership and management (either personally or observed). Share what you hope to learn/get out of this course.	Discussion Board 1. Introductions and planned objectives.  Initial post due by Sunday night. Response to minimum of three classmates by Thursday. Discussion closes Saturday night.  Review assignments and examine which book and activity would align with professional interests and goals.
2		1.Differentiate between Leadership and Management  2a. Examine and discuss leadership/management theories/models and key qualities/characteristics of successful leaders and their associated outcomes.	<b>Discussion Board 2: Management vs Leadership</b>  Is there a difference between leadership and management? If so, what are the major differences? (Support your comments.)  Examine and discuss different models of Leadership and Management.  Give examples of the type of setting or environment in which various models would be most successful?  Reflect on and share your personal/preferred model.	Discussion Board 2: Management vs Leadership  Initial post due by Sunday night. Response to minimum of two classmates by Thursday. Discussion closes Saturday night.  <b>Select a book from the recommended text list and begin reading. Submit title of book through Blackboard.</b>
3		2b. Examine and discuss key qualities or characteristics of successful leaders and their associated measurable outcomes.  6.Explore the use of information/data to guide decision-making and the implementation & dissemination of evidence	<b>Discussion Board 3: Characteristics of a Successful Leader and the Use of Data to Drive Decisions</b>  Examine and discuss key qualities/characteristics of a particular successful healthcare leader and their associated measures and outcomes. (Make sure you include the leadership theory/model observed and the measures used to evaluate leadership/management success.)	Discussion Board 3: Characteristics of a Successful Leader and the Use of Data to Drive Decisions  Initial post due by Sunday night. Response to minimum of two classmates by Thursday. Discussion closes Saturday night.  <b>Select an activity from the listing and submit selection through Blackboard.</b>
4		3.Examine current topics within healthcare leadership/management	<b>Discussion Board 4: Employee Engagement, Customer Satisfaction/Engagement</b>  Examine and discuss the importance of and role of employee/customer engagement and satisfaction in healthcare.  Why is it important? How is it measured? What challenges or barriers exist? What are some innovative approaches to improving engagement/satisfaction? What's the leader's role?	Discussion Board 4: Employee Engagement, Customer Satisfaction/Engagement  Initial post due by Sunday night. Response to minimum of two classmates by Thursday. Discussion closes Saturday night.
5		4.Examine current topics within healthcare leadership/management  6.Explore the use of information/data to guide decision-making and the implementation & dissemination of evidence	<b>Discussion Board 5: Quality Improvement</b>  Examine and discuss the role of quality improvement indicators, models and methods.  Discuss challenges, healthcare successes with QI and innovative approaches to improving quality.	Discussion Board 5: Quality Improvement  Initial post due by Sunday night. Response to minimum of two classmates by Thursday. Discussion closes Saturday night.
6		4.Examine patterns of communication and self-reflect as an effective communicator and change agent.	<b>Discussion Board 6: Strengths/weaknesses of patterns of communication.</b>  1.Complete the self-assessment for patters of communication. Self-reflect on preferred pattern to communicate with other. Discuss own preference and strengths/weaknesses of patterns of communication. Consider how patterns of communication influence self, others, impact of roles and outcomes.  2.Share your thoughts on change in healthcare and reflections on the text by Johnson.	<b>Submit Self-Assessment of Communication.</b>  Discussion Board 6: Strengths/weaknesses of patterns of communication.  <b>Short Paper on Text by Johnson due</b>

7			<p><b>Discussion Board 7: Present and Discuss book summary, implications and reflections.</b></p> <p>Present and discuss your book choice. Include a summary, key points and apply to healthcare leadership, your reflections and how this may influence your leadership/management.</p>	<p>Discussion Board 7: Present and Discuss book summary, implications and reflections.</p> <p>Initial post due by Sunday night. Response to minimum of two classmates by Thursday. Discussion closes Saturday night.</p> <p><b>Book Report and Self-assessment for patterns of communication due</b></p>
8		<p>5.Examine leadership within teams, projects, departments, organizations and the profession.</p> <p>6.Explore the use of information/data to guide decision-making and the implementation &amp; dissemination of evidence</p>	<p><b>Discussion Board 8: Leadership Across Settings</b></p> <p>Examine and discuss how leadership models and principles translate to various settings. Examine your own professional setting and identify a situation/topic with a team, department, project, organization or profession in which a select leadership model might yield more positive measurable outcomes. (What is the issue? What are the desired outcomes? What are the barriers? What are recommended leadership approaches?)</p>	<p>Discussion Board 8: Leadership Across Settings</p> <p>Initial post due by Sunday night. Response to minimum of two classmates by Thursday. Discussion closes Saturday night.</p>
9		<p>5.Examine leadership within teams, projects, departments, organizations and the profession.</p> <p>6.Explore the use of information/data to guide decision-making and the implementation &amp; dissemination of evidence</p>	<p><b>Discussion Board 9: Current Topic (Self-select)</b></p> <p>Select a second issue to examine and translate leadership/management preferred communication patterns, models, theory as you did the previous week only in a new situation or setting.</p>	<p>Discussion Board 9: Current Topic (Self-select)</p> <p>Initial post due by Sunday night. Response to minimum of two classmates by Thursday. Discussion closes Saturday night.</p>
10		<p>7.Explore executive leadership functions such as communication with boards, organizational measures, strategic planning, participation in prof org, healthcare finance, mentoring, etc</p>	<p><b>Discussion Board 10: Strategic Planning and Communication with Boards</b></p> <p>1.Examine and discuss a method/approach or steps for strategic planning and its importance.</p> <p>2.Discuss, how to communicate with Boards and community. (What is the leader's role? What measures would be communicated? Frequency?)</p>	<p>Discussion Board 10: Strategic Planning and Communication with Boards</p> <p>Initial post due by Sunday night. Response to minimum of two classmates by Thursday. Discussion closes Saturday night.</p>
11		<p>7.Explore executive leadership functions such as communication with boards, organizational measures, strategic planning, participation in prof org, healthcare finance, mentoring, etc</p>	<p><b>Discussion Board 11: Healthcare Finance</b></p> <p>Examine and discuss healthcare finance. What do healthcare professionals need to know about finance? Why is it important?. What are some of the current financial imperatives facing healthcare?</p>	<p>Discussion Board 11: Healthcare Finance</p> <p>Initial post due by Sunday night. Response to minimum of two classmates by Thursday. Discussion closes Saturday night.</p> <p><b>Completed Activity Write-up Due and Submitted through Blackboard.</b></p>
12		<p>5.Examine leadership within teams, projects, departments, organizations and the profession.</p>	<p><b>Discussion Board 12: Introduce and Discuss Selected Activity</b></p> <p>Discussion of selected activity</p>	<p>Discussion Board 12: Introduce and Discuss Selected Activity</p> <p>Initial post due by Sunday night. Response to minimum of two classmates by Thursday. Discussion closes Saturday night.</p>
13		<p>7.Explore executive leadership functions such as communication with boards, organizational measures, strategic</p>	<p><b>Discussion Board 13: Market Share and Growth</b></p> <p>What is market growth and why is it importance? Give an example of potential market growth within your profession or organization. How can innovation be useful in growing market share?</p>	<p>Discussion Board 13: Market Share and Growth</p> <p>Initial post due by Sunday night. Response to minimum of two classmates by Thursday. Discussion closes Saturday night.</p>
14		<p>Putting it all together</p>	<p><b>Discussion Board 14: Course learnings, reflection, and goals</b></p>	<p><b>Post course reflections by Sunday night close of course</b></p> <p><b>Complete Classmate peer evaluation for self and one for each classmate for discussion activities</b></p> <p><b>Complete online course evaluation.</b></p>

### Discussion Criteria

#### 5 Points

Response includes an evaluation of the weekly reading that contains a critique; expresses an understanding of the issue; may relate and assess his/hers personal and professional experience to reflect on the issue. Analyzes and translates understanding of issue into how it might affect leadership/management. Reflects on and responds to at least 3 postings from other students. Posts high quality pertinent additional reading.

#### 4 – 4.5 Points

Response includes a complete summarization of the reading. Does indicate partial understanding of the issue; uses personal and professional experience to reflect but does not examine how the issue might affect leadership/management. Responds to at least three postings from other students. Additional reading posted but may not be fully pertinent.

#### 3 – 3.5 Points

Response includes a complete summarization of the reading. Does indicate partial understanding of the issue; uses personal and professional experience to reflect but does not examine how the issue might affect leadership/management. Either does not post additional reading or does not respond to at least three postings from other students.

#### 2- 2.5 Points

Response includes only a partial summarization of the reading; leaves out pertinent points that indicate only partial understanding of the issue. Does not consider personal or professional experience, or how the issue might affect leadership/management. Does not respond to postings from other students or responds only superficially or does not post additional reading.

#### 0 -1.5 Points

Response includes only a partial summarization of the reading; leaves out pertinent points that indicate only partial understanding of the issue. Does not consider personal or professional experience, or how the issue might affect leadership/management. Does not respond to postings from other students or responds only superficially and does not post additional reading.

### Book Review and Professional Paper(s)

Category	Score/Comments
<b>Organization of Expression (5 points)</b> Topic title stated Purpose stated clearly and logically within introduction Paper developed sequentially as outlined in the introduction Paper referencing format for cited quotes and paraphrased materials Correct grammar, sentence structure, punctuation and abbreviations Avoid wordiness Limited use of jargon, colloquial expressions, sexist language and bias Rationale for why this is a challenge is clearly stated	
<b>Content (20 points)</b> Lit Review Application of leadership concepts/theories Integrate evidence, clinical judgement, best practices, etc. Analysis of issue/topic or review of activity Application of information or self-reflection. Recommendations for next steps, suggested best practices clearly outlined Summary	
<b>APA Format (5 points)</b> Title Page Double spacing, correct margins, section headings Appropriate citation within body of paper Complete reference list Free of typing and/or spelling errors	

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GRADUATE SCHOOL



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

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. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to erin.twitchell@maine.edu. Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Doctoral Program in Clinical Psychology

COURSE DESIGNATOR PSY COURSE NUMBER 602 EFFECTIVE SEMESTER Fall 2017

COURSE TITLE Clinical Research Forum

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- ☒ New Course  
☐ New Course with Electronic Learning  
☐ Experimental

**MODIFICATION** (Check all that apply and complete Section 2):

- ☐ Designator Change ☐ Description Change ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change ☐ Prerequisite Change ☐ Other (specify) \_\_\_\_\_  
☐ Title Change ☐ Credit Change

**ELIMINATION:**

- ☐ Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

Leader, Initiating Department/Unit(s)

**emily-a-**

**haigh-2.ums.maine.edu**

Digitally signed by emily-a-  
haigh-2.ums.maine.edu

Date: 2016.12.14 16:51:00 -05'00'

*Michael A. Poff*  
Chair 12/16/16

College(s) Curriculum Committee Chair(s) (If applicable)

*[Signature]*

01.17.2017

College Dean(s)

*[Signature]*

1/17/2017

Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

## SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

Exposure to advanced topics in clinical research methodology (e.g. study design, bias and confounding, hypothesis testing, sample size and power calculations). Students will develop the ability to design and conduct clinical research proposals.

Prerequisites & Notes  
permission.

Credits: 1

Components (type of course/used by Student Records for MaineStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical                   | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research          | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory    | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation                  | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

none, readings will be provided in electronic format

Course Instructor (include name, position, teaching load):

Emily Haigh, Assistant Professor, 50%

Reason for new course:

The course is being proposed in response to recommendations received during a Council on Accreditation (CoA) special site visit by the American Psychological Association. Specifically the CoA urged the clinical program to further develop it's core curriculum and training in research methods and insure that this training occurs early enough to help students feel confident in their abilities to conduct their required research activities.

Does the course addition 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 department will not request additional resources for this course.  
☐ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

No other departments/program will be affected by this potential new course.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered every semester. This course will not result in overload salary payments.



**CLINICAL RESEARCH FORUM  
PSY 602  
Fall, 2017**

**COURSE DESCRIPTION**

The goals of this forum are to expose students in greater depth to ongoing research activities and advanced topics in clinical research methodology. Speakers include faculty and students from within the University of Maine Clinical Program as well as presenters from other programs or departments within University of Maine or in the larger surrounding research community.

Number of credit hours: 1

Faculty Coordinator: Emily Haigh, PhD

Office: 374 Little Hall

Phone: 581-2053

email: [Emily.a.haigh@maine.edu](mailto:Emily.a.haigh@maine.edu)

Office Hours: Before and after seminar & by appointment

**INSTRUCTIONAL MATERIALS**

Forum materials will be available on shared google drive folder

**STUDENT LEARNING OUTCOMES**

We will take a developmental approach to defining forum expectations and outcomes. As such, students will be expected to master more complex skills with greater expertise according to their year in the program. Goals, specific to standing in the program are described below in the chart.

1. Students will gain practical skills in clinical research methodology (e.g. design, analyses, bias and confounding, hypothesis testing, sample size and power calculations).
2. Students will develop the ability to critically evaluate clinical research
3. Students will generate hypotheses, study designs and analytic plans
4. Advanced students will demonstrate detailed knowledge of select research method topic relevant to expertise/interest
5. Advanced students will demonstrate detailed knowledge related to independent program of research

**COURSE GOALS**

Successful students will develop increased knowledge and confidence in their abilities to consume, design and conduct clinical research.

FORUM EXPECTATIONS AND EVALUATION			
Year	Requirement	Description	Evaluation
1	Active participant	Function as an active participant; demonstrate ability to critically evaluate research	Attendance and Active participation (i.e. asks questions that further discussion)
2/3	Research presentation (in progress or completed work)	15-20 minute presentation; opportunity to obtain assistance on methodological, logistical and statistical questions/future directions; presenters should be open about concerns, hesitations, and possible limitations of their research	Faculty will complete an evaluation (see below) to provide presenter feedback regarding conceptual, methodological, and oral research skills
3/4	Forum leader	Lead forum based on topic relevant to area of expertise/interest. Specifically, forum leader will select relevant topic, identify and assign reading(s) by uploading to shared google drive folder; present on topic using both didactic and experiential approaches	Attendees will complete a survey (see below) to provide feedback about usefulness/value of topic covered
4+	Present at Department-wide Proseminar	Prepare and present a 45-minute research presentation on your program of research	Advisor provides feedback

Potential Topics for Forum Leaders:

- Philosophy of science and scientific method
- Moderator-mediator distinction
- Experimental designs
- Threats to internal validity
- Understanding power
- Effect size estimation
- How to conduct a systematic review
- Elements of a literature review
- Introduction to 'select' statistical analyses
- Research methods with dyads, special population (e.g. older adults, children)
- Methodological issues in neuropsychological research
- Treatment process research methods
- Ethical perspectives in clinical research (e.g. working with high risk populations)
- Tips for working with the IRB
- Diversity issues in research
- Effective manuscript reviews
- General principles of good scientific writing
- Strategies and tips for increasing writing productivity
- Effective graphical displays
- Understanding the publication process
- How to present research in professional settings (oral/poster)
- Developing your professional research identity
- Grantsmanship
- Plagiarism and Academic Integrity

### **GRADING**

This course is graded as a Pass/Fail course. In order to pass this course you must:

1. Regularly attend the forum
2. Actively participate in discussions
3. Present independent research, lead a forum or present at department-wide proseminar.

### **SEMINAR ATTENDANCE POLICY**

This seminar is mandatory for all students, and it is essential that no regularly scheduled meetings of research labs, clinical practica, or coursework be scheduled in conflict with this time.

### **DISABILITY ACCOMMODATION**

If you wish to request an accommodation for a disability, please contact Ann Smith, Coordinator of Services for Students with Disabilities (**East Annex, 581-2319**) as early as possible in the semester or if you need course adaptations or accommodations

because of a disability, please contact Disability Support Services (**East Annex, 581-2319**)

### **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, 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.

### **SEMINAR SCHEDULE DISCLAIMER (DISRUPTION CLAUSE):**

In the event of an extended disruption of normal classroom activities, 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.

### **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 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 or Cutler Health Center: at 207-581-4000.

*For confidential resources off campus:* Rape Response Services: 1-800-310-0000 or Spruce Run: 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:* Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the

OSAVP website for a complete list of services at  
<http://www.umaine.edu/osavp/>

### Research Project Presentation Evaluation

1= disagree  
2= mostly disagree  
3= agree  
4 = mostly agree  
5 =agree very much

#### *Conceptual Skills*

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Presenter is generally familiar with literature relevant to topic                                      | ① | ② | ③ | ④ | ⑤ |
| 2. Presenter understands relevant hypotheses (which variables are IV, CV, moderators/mediators)           | ① | ② | ③ | ④ | ⑤ |
| 3. Presenter can connect their hypotheses, findings or potential research questions to overall literature | ① | ② | ③ | ④ | ⑤ |
| 4. Presenter can identify limitations in prior research   | ① | ② | ③ | ④ | ⑤ |
| 5. Presenter is able to justify incremental value or identify gap that their own project fills            | ① | ② | ③ | ④ | ⑤ |

#### *Methodological Skills*

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Presenter has an understanding how their hypotheses were or can be examined methodologically | ① | ② | ③ | ④ | ⑤ |
| 2. Presenter can identify limitations in their study  | ① | ② | ③ | ④ | ⑤ |
| 3. Presenter can discuss alternative research methods to study their research question          | ① | ② | ③ | ④ | ⑤ |
| 4. Presenter demonstrates basic familiarity with general statistical concepts                   | ① | ② | ③ | ④ | ⑤ |

#### *Oral Skills*

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. 15-20 minute talk that appropriately summarizes research project or question | ① | ② | ③ | ④ | ⑤ |
| 2. Slides are appropriately detailed and professional                           | ① | ② | ③ | ④ | ⑤ |
| 3. Appropriate professional presentation style                                  | ① | ② | ③ | ④ | ⑤ |
| 4. Presenter can respond to questions in thoughtful manner                      | ① | ② | ③ | ④ | ⑤ |
| 5. Presenter can critically discuss research project or question                | ① | ② | ③ | ④ | ⑤ |

### Forum Leader Presentation Evaluation

1= disagree  
2= mostly disagree  
3= agree  
4 = mostly agree  
5 =agree very much

#### *Content*

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Presentation was relevant to my needs               | ① | ② | ③ | ④ | ⑤ |
| 2. Presentation covered useful material                | ① | ② | ③ | ④ | ⑤ |
| 3. Presentation addressed diversity related issues     | ① | ② | ③ | ④ | ⑤ |
| 4. Assigned reading enhanced learning experience       | ① | ② | ③ | ④ | ⑤ |
| 5. Presentation extended my understanding of the topic | ① | ② | ③ | ④ | ⑤ |
| 6. Presentation was well organized                     | ① | ② | ③ | ④ | ⑤ |
| 7. Presentation was well paced                         | ① | ② | ③ | ④ | ⑤ |

### **SEMINAR SCHEDULE**

In the event of an extended disruption of normal classroom activities, the format for this seminar 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.

<b>Wk</b>	<b>Date</b>	<b>Presenter</b>	<b>Topic</b>	<b>Readings</b>
1				
2				
3				
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12				
13				

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GRADUATE SCHOOL



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM FOR GRADUATE COURSES**

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. Electronic signatures and submission is required.

Please return the completed e-form with appropriate signatures and documentation to the Graduate School by saving the form to your desktop and sending as an attachment to [erin.twitchell@maine.edu](mailto:erin.twitchell@maine.edu). Please include in the subject line 'Course Proposal' and the course designator and number.

GRADUATE PROGRAM/UNIT Master and Doctoral Level in Psychology

COURSE DESIGNATOR PSY COURSE NUMBER 621 EFFECTIVE SEMESTER Spring 2018

COURSE TITLE Affective Science of Emotion Regulation and Psychopathology

**REQUESTED ACTION**

**NEW COURSE** (check all that apply, complete Section 1, and submit a complete syllabus):

- ☒ New Course  
☐ New Course with Electronic Learning  
☐ Experimental

**MODIFICATION** (Check all that apply and complete Section 2):

- ☐ Designator Change    ☐ Description Change    ☐ Cross Listing (must be at least 400-level)<sup>1</sup>  
☐ Number Change    ☐ Prerequisite Change    ☐ Other (specify) \_\_\_\_\_  
☐ Title Change    ☐ Credit Change

**ELIMINATION:**

- ☐ Course Elimination

**ENDORSEMENTS**

Please sign using electronic signatures. If you do not already have a digital signature, please click within the correct box below and follow the on-screen instructions.

**Leader, Initiating Department/Unit(s)**

Psychology Michael R. P. Allen 1/26/17

College(s) Curriculum Committee Chair(s) [if applicable]

02/22/2017  
College Dean(s)

\_\_\_\_\_  
Graduate School [sign and date]

1. Courses cross-listed below 400-level require the permission of the Graduate School.

## SECTION 1 (FOR NEW COURSE PROPOSALS)

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

This course provides foundational knowledge on the growing field of affective sciences, to include behavioral and neuroscience models of emotion. Students critically evaluate current theories and methodologies used in the study of emotions. Course discussions enhance understanding of the neural systems involved in emotion regulation processes and how underlying individual differences interact with environmental factors to affect functional outcomes and influence psychological health.

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- ☐ Applied Music    ☐ Clinical    ☐ Field Experience/Internship    ☐ Research    ☐ Studio  
☐ Laboratory    ☒ Lecture/Seminar    ☐ Recitation    ☐ Independent Study    ☐ Thesis

Text(s) planned for use:

1. Handbook of Emotions, Fourth Edition. Barrett, L. F., Lewis, M., & Haviland-Jones, J. M. (Eds.). (2016). Handbook of emotions. Guilford Publications.
2. Handbook of Emotion Regulation, Second Edition. Gross, J. J. (Ed.). (2013). Handbook of emotion regulation. Guilford publications.

Course Instructor (include name, position, teaching load):

Rebecca MacAulay, Assistant Professor, 2/2

Reason for new course:

Effective Jan. 1, 2017, the APA Commission on Accreditation introduced new guidelines for program accreditation in health service psychology. Within these guidelines, five basic content areas in scientific psychology were outlined. The following course is designed to fulfill the Affective Aspects of Behavior requirement as the current graduate course curriculum does not have a course that satisfies this category. This course will also be open to Psychological Science Students master-level students, as there is currently no graduate course on Affective Psychology should students be interested in gaining more in-depth knowledge of this growing field.

Does the course addition 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 department will not request additional resources for this course.  
☐ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

The course is not anticipated to overlap with other departments/programs. Interest and the need for a graduate-level course in Affect has been expressed from both Clinical Psychology and Psychological Science Students. Course curriculum is designed to engage both clinical and non-clinical graduate students.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

Course will be offered on a biennial basis as part of instructors normal teaching schedule. It is anticipated 6-12 students will enroll each semester the course is offered.

UNIVERSITY OF MAINE  
COLLEGE OF LIBERAL ARTS AND SCIENCES DEPARTMENT OF PSYCHOLOGY  
Master and Doctoral Program in Psychology

**SYLLABUS**

Course Title: Affective Science of Emotion Regulation and Psychopathology  
PSY 621

Instructor: Rebecca MacAulay, Ph.D.  
Email: [Rebecca.macaulay@maine.edu](mailto:Rebecca.macaulay@maine.edu), best method of contact  
Office hours: By appointment  
Office: 301 Little Hall, Room 362

**Seminar Meeting Time:** Thursdays, 1:00pm to 3:50pm

**Required Textbooks:**

1. Handbook of Emotions, Fourth Edition. Barrett, L. F., Lewis, M., & Haviland-Jones, J. M. (Eds.). (2016). Handbook of emotions. Guilford Publications.
2. Handbook of Emotion Regulation, Second Edition. Gross, J. J. (Ed.). (2013). Handbook of emotion regulation. Guilford publications.

**Required Supplemental Readings:** Additional required course readings listed under the specific weekly topics will be made available to you at least a week before class by the instructor on Dropbox.

**Description:** In this seminar, we will cover important foundational models of emotion and how these theories have developed and perspectives have changed overtime. Special focus will be given to the neuroscience of emotion and scientific evidence that links affect with other cognitive processes and developmental models of psychopathology. Students will also be introduced to different methodologies used to study emotion.

Aims of this course include:

1. Providing foundational knowledge on the growing field of affective sciences, to include behavioral and neuroscience models of emotion
2. Promoting competency in the critical discourse on the extant literature, to include limitations in existing theories and methodologies used to study emotion
3. Enhancing understanding of the neural systems involved in emotion regulation processes and how presumed underlying individual differences in characteristics interact with environmental factors to affect functional outcomes and influence psychological health
4. Appreciation for how diversity and culture can differentially influence both emotional expression and experience
5. Understanding emotions role in social functioning
6. Developing research presentation skills

*This class follows a seminar format that emphasizes analytical discussion to promote learning and critical thought. Active participation is imperative to doing well in this course. Students are expected to read all materials prior to class. Classes will begin with a brief lecture on topics by the instructor and will be followed by guided discussions and expert reading presentations from students.*

## COURSE REQUIREMENTS

*To promote these learning objectives, students will be required to:*

1. Class participation - Regularly participate in each of the course discussions - 15% of grade
2. Assigned Readings and Seed Discussions - Complete seed discussions on assigned class readings prior to each class - 25% of grade
  - a. Provide a summary of the major points for each of the assigned articles and chapters along with any questions you have on the readings. Appropriate seed length will typically range from a half to full page length single spaced and to receive credit should be emailed to me no later than later the day before class, Wednesday at 5pm.
  - b. Note that the grading of your reading responses is not necessarily based on a "right" answer. Affective science is a burgeoning field and, as you will discover through this course, many of the concepts are not without controversy. Seeds are intended to develop your ability to synthesize information and to promote critical discourse within each class. Thus, obtaining full points for the seed discussion is based on your ability to recognize key concepts and primary findings, identify any controversies or questions that arise from the readings, and to form conclusions within your seed discussions.
3. Expert reading presentations - Students will present on instructor agreed upon topics/articles on a rotating basis at least five times throughout the semester - 25% of grade
  - a. Students will sign-up for expert readings on selected topics during our first class.
  - b. Class presentations are your opportunity to: identify topics that you find interesting within the field of affective science and illustrate competency in applying critical thinking skills to course readings. Articles must be agreed upon at least two-weeks before assigned presentation date. You are welcome to use articles referenced in the assigned course readings. All articles must be from peer-reviewed academic journals. If you have difficulty finding an appropriate article, you may arrange for me to assign you an article on your selected topic.
  - c. Format of presentations will follow typical academic conference style models (Introduction, Methods, Results, Discussion with Summary sections). They may be presented as PowerPoint slides or verbally with class-handouts provided. Presentations should be no longer than 20-25 minutes to allow time for discussion.
  - d. Critical analysis of the article(s) should be discussed, to include remaining questions or controversies, implications/future directions, the strengths of study and its limitations and conclusions.
  - e. Presentations (slides and/or handouts) should be emailed to me at least one-hour prior to class.

4. In-class written critiques - Write brief in-class constructive analyses of the expert presentations - 10% of grade
  - a. Identify strengths of the presentation... Did the presenter's perspective perhaps make you view the topic differently? Were the primary findings described and limitations discussed? And so on...
  - b. Identify areas of growth for the presenter... Were there important areas that were missed? Was the study method described in a way that could you understand? Etc.
5. Final Exam - 25% of grade
  - a. On our last class I will distribute a take-home exam designed to assess applied knowledge as well as your ability to synthesize research and formulate coherent ideas in response to the questions. The exam will be short-answer essay questions that will take an integrative approach to covering the different topic materials presented within the course.

### **Course Topics & Readings**

**Note:** Additional readings on the outlined expert reading topics may be assigned based on the scheduled presentations for that week

#### **Week 1: Syllabus Review, Expert Reading Sign-up & Foundational Theories on Emotion**

1. James, W. (1884). What is an emotion? *Mind*, 9, 188-205.
2. Cannon, W. B. (1927). The James-Lange theory of emotions: A critical examination and an alternative theory. *American Journal of Psychology*, 39, 106-124.

#### **Week 2: Basic Emotions – Arguments for and Against**

1. Ekman, P. (1992). An argument for basic emotions. *Cognition and Emotion*, 6, 169-200.
2. Panksepp, J. (1992). A critical role for "affective neuroscience" in resolving what is basic about basic emotions. *Psychological Review*, 99(3), 554-560.
3. Tracy, J. L., & Randles, D. (2011). Four models of basic emotions: a review of Ekman and Cordaro, Izard, Levenson, and Panksepp and Watt. *Emotion Review*, 3(4), 397-405.

#### Expert Reading Presentation Topics (Readings have been preselected for this week):

1. Saarimäki, H., Gotsopoulos, A., Jääskeläinen, I. P., Lampinen, J., Vuilleumier, P., Hari, R., ... & Nummenmaa, L. (2016). Discrete neural signatures of basic emotions. *Cerebral Cortex*, 26(6), 2563-2573.
2. Panksepp, J. (2007). Neurologizing the psychology of affects: How appraisal-based constructivism and basic emotion theory can coexist. *Perspectives on Psychological Science*, 2, 281-296.

#### Expert Reading Sign-up

1. Panksepp, J. (2007), Student: \_\_\_\_\_
2. Saarimäki et al. (2016), Student: \_\_\_\_\_

### **Week 3: Autonomic and Somatic Nervous System and Methodology Used in Studying Emotions: Part 1**

1. HB of Emotion, Chapter 9: Emotion and the Autonomic Nervous System
2. HB of Emotion, Chapter 41: Stress and Emotion
3. HB of Emotion, Chapter 37: Neuroendocrine and Neuroimmunological Mechanisms of Emotion
4. HB of Emotion, Chapter 29: Form and Function in Facial Expressive Behavior

#### Expert Reading Presentation Topics:

1. Physiological Stress/Hormones and Emotion, Student: \_\_\_\_\_
2. EEG and Emotion, Student: \_\_\_\_\_
3. Emotion rating scales, Student: \_\_\_\_\_
4. Mood Induction Study, Student: \_\_\_\_\_

### **Week 4: Central Nervous System and Methodology Used in Studying Emotions: Part 2**

1. HB of Emotion, Chapter 31: Affect-Cognition Connection
2. HB of Emotion, Chapter 33: Memory and Emotion
3. HB of Emotion, Chapter 35: Emotion and Attention
4. Lindquist, K. A., Satpute, A. B., Wager, T. D., Weber, J., & Barrett, L. F. (2015). The brain basis of positive and negative affect: evidence from a meta-analysis of the human neuroimaging literature. *Cerebral Cortex*, bhv001.

#### Expert Reading Presentation Topics:

1. Transcranial Magnetic Stimulation and Emotion, Student: \_\_\_\_\_
2. Experience Sampling and Emotion, Student: \_\_\_\_\_
3. Eye-tracking and Emotion, Student: \_\_\_\_\_
4. fMRI and Emotion, Student: \_\_\_\_\_

### **Week 5: Individual Differences and Affect**

1. HB of Emotion, Chapter 8: Neural Fingerprinting
2. HB of Emotion Regulation, Chapter 19: Temperament and Emotion Regulation
3. HB of Emotion Regulation, Chapter 13: Emotion Regulation and Aging
4. Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Cognition & emotion*, 19(3), 313-332.

#### Expert Reading Presentation Topics:

1. Negative Affect, Student: \_\_\_\_\_
2. Individual Differences in Affect and Stress, Student: \_\_\_\_\_
3. Positive Affect, Student: \_\_\_\_\_
4. Coping and Affect, Student: \_\_\_\_\_

### **Week 6: Emotion Regulation Part 1: Cognitive Control**

1. Davidson, R. J. (1998). Affective style and affective disorders: Perspectives from affective neuroscience. *Cognition & Emotion*, 12(3), 307-330.

2. Russell, J. A., & Barrett, L. F. (1999). Core affect, prototypical emotional episodes, and other things called emotion: dissecting the elephant. *Journal of personality and social psychology*, 76(5), 805.
3. HB of Emotion Regulation, Chapter 10: Self-Regulation, Effortful Control, and Their Socioemotional Correlates
4. Pessoa, L. (2009). How do emotion and motivation direct executive control?. *Trends in cognitive sciences*, 13(4), 160-166.

Expert Reading Presentation Topics:

1. Decision-making and Emotion: Student: \_\_\_\_\_
2. ER and Neural Mechanisms, Student: \_\_\_\_\_
3. Choice and Emotion: Student: \_\_\_\_\_

**Week 7: Emotion Regulation Part 2: Interventions**

1. Suri, G., & Gross, J. J. (2015). The role of attention in motivated behavior. *Journal of Experimental Psychology: General*, 144(4), 864.
2. Hess, T. M. (2014). Selective engagement of cognitive resources motivational influences on older adults' cognitive functioning. *Perspectives on Psychological Science*, 9(4), 388-407.
3. Way, B. M., Creswell, J. D., Eisenberger, N. I., & Lieberman, M. D. (2010). Dispositional mindfulness and depressive symptomatology: correlations with limbic and self-referential neural activity during rest. *Emotion*, 10(1), 12-24.
4. HB of Emotion Regulation, Chapter 10: DBT: An Intervention for Emotion Dysregulation

Expert Reading Presentation Topics:

1. ER and behavioral change, Student: \_\_\_\_\_
2. Mindfulness, Student: \_\_\_\_\_
3. Psychosocial interventions for ER strategies, Student: \_\_\_\_\_

**Week 8: Integrating Behavioral and Biological Approaches**

1. HB of Emotion, Chapter 10: Genetic Contributions to Affect and Emotion
2. HB of Emotion, Chapter 7: From Pleasure to Happiness
3. MacAulay, R. K., McGovern, J. E., & Cohen, A. S. (2014). Understanding anhedonia: The role of perceived control. In *Anhedonia: A Comprehensive Handbook Volume I* (pp. 23-49). Springer Netherlands.

Expert Reading Presentation Topics:

1. Dopamine and Emotion, Student: \_\_\_\_\_
2. Serotonin and Emotion, Student: \_\_\_\_\_
3. Perceived Control and Emotion, Student: \_\_\_\_\_
4. Adaptive Function and Emotion, Student: \_\_\_\_\_

### **Week 9: Specific and Self-Conscious Emotions**

1. Tracy, J. L., & Matsumoto, D. (2008). The spontaneous expression of pride and shame: Evidence for biologically innate nonverbal displays. *Proceedings of the National Academy of Sciences*, 105(33), 11655-11660.
2. Takahashi, H., Matsuura, M., Koeda, M., Yahata, N., Suhara, T., Kato, M., & Okubo, Y. (2008). Brain activations during judgments of positive self-conscious emotion and positive basic emotion: pride and joy. *Cerebral cortex*, 18(4), 898-903.
3. HB of Emotion, Chapter 46: Disgust
4. HB of Emotion, Chapter 49: Sadness and Depression

#### Assigned Expert Readings:

1. Approach Motivation and Specific Emotion, Student: \_\_\_\_\_
2. Self-Conscious Emotions, Student: \_\_\_\_\_
3. Specific Emotions, Student: \_\_\_\_\_
4. Avoidance Motivation and Specific Emotion, Student: \_\_\_\_\_

### **Week 10: Cultural Factors & Emotion**

1. Tsai, W., Nguyen, D. J., Weiss, B., Ngo, V., & Lau, A. S. (2016). Cultural differences in the reciprocal relations between emotion suppression coping, depressive symptoms and interpersonal functioning among adolescents. *Journal of abnormal child psychology*, 1-13.
2. HB of Emotion Regulation, Chapter 34: Early-life Socioeconomic Status, Emotion Regulation, and the Biological Mechanisms of Disease across the Lifespan
3. HB of Emotion, Chapter 18: Emotion and Aging

#### Expert Reading Presentation Topics:

1. Socioeconomic Status and Emotion, Student: \_\_\_\_\_
2. Discrimination and Emotion, Student: \_\_\_\_\_
3. Emotions in Different Cultures, Student: \_\_\_\_\_
4. Emotion and Developmental Considerations, Student: \_\_\_\_\_

### **Week 11: Emotions Role in Social Interactions**

1. Eisenberger, N. I., & Lieberman, M. D. (2004). Why rejection hurts: a common neural alarm system for physical and social pain. *Trends in cognitive sciences*, 8(7), 294-300.
2. Valiente, C., Swanson, J., & Eisenberg, N. (2012). Linking students' emotions and academic achievement: When and why emotions matter. *Child Development Perspectives*, 6(2), 129-135.
3. HB of Emotion, Chapter 24: Social Functions of Emotion and Emotion Regulation
4. HB of Emotion, Chapter 30: Emotional Intelligence

#### Expert Reading Presentation Topics:

1. Emotion and Social Skills, Student: \_\_\_\_\_
2. Emotion and Skill Deficits, Student: \_\_\_\_\_
3. Emotion and Evolution, Student: \_\_\_\_\_
4. Emotion and Social Hierarchies, Student: \_\_\_\_\_

### **Week 12: Emotion and Psychopathology**

1. HB of Emotion Regulation, Chapter 24: ER in Anxiety Disorders
2. HB of Emotion Regulation, Chapter 25: ER in Mood Disorders
3. HB of Emotion, Chapter 38: Emotion Disturbances as Transdiagnostic Processes in Psychopathology
4. Müller-Oehring, E. M., Jung, Y. C., Sullivan, E. V., Hawkes, W. C., Pfefferbaum, A., & Schulte, T. (2013). Midbrain-driven emotion and reward processing in alcoholism. *Neuropsychopharmacology*, 38(10), 1844-1853.

#### Expert Reading Presentation Topics:

1. Midbrain Structures in Emotion and Motivation, Student: \_\_\_\_\_
2. Depression and Emotion, Student: \_\_\_\_\_
3. Schizophrenia and Emotion, Student: \_\_\_\_\_
4. Anxiety and Emotion, Student: \_\_\_\_\_

### **Week 13: Health and Emotion**

1. HB of Emotion Regulation, Chapter 35: Emotion Regulation and Cardiovascular Disease Risk
2. HB of Emotion, Chapter 42: Emotion Related Symptoms of Neurodegenerative Dementias
3. HB of Emotion, Chapter 40: Eat, drink, and be sedentary

#### Expert Reading Presentation Topics:

1. Neurological Disorders and Emotion, Student: \_\_\_\_\_
2. Cardiovascular Disease/Reactivity and Emotion, Student: \_\_\_\_\_
3. Positive Health Behaviors and Emotion, Student: \_\_\_\_\_
4. Negative Health Behaviors and Emotion, Student: \_\_\_\_\_

### **Week 14: Course wrap-up & final exams assigned**

**Finals Week: May 7-11**

## COURSE POLICIES

Attendance. Although attendance is not mandatory because of the course's seminar format and emphasis on course discussion, regular attendance is a critical component to doing well in the course. Furthermore, it is important to note this course moves at a fast-pace with new information being introduced at each class so any unnecessary absences are highly discouraged.

Students who miss class are responsible for obtaining missed class notes from their peers. Students are therefore encouraged to plan ahead for unforeseen circumstances and situations that require them to miss class (e.g., conference travel).

Assignment of Final Grades: Final grades will be based on the total number of points earned on the three exams, participation points, and the extra credit paper. The basic distribution for the final grades will be:

93% to 100% = A  
90% to 92.9% = A-  
87% to 89.9% = B+  
82% to 86.9% = B  
79% to 81.9% = B-  
76% to 78.9% = C+  
72% to 75.9% = C  
69% to 71.9% = C-  
66% to 68.9% = D+  
60% to 65.9% = D  
59% and below = F

Students with disabilities: In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester and when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services. Students with disabilities who may need services or accommodations to fully participate in this class should contact Disability Services in 121 East Annex, (voice) 581-2319, (TTY) 581-2325 as early as possible in the semester.

Academic Integrity: Cheating has no place in an academic setting. Independent thought is critical to learning and assignments are specifically designed to help students develop their knowledge base and critical thinking skills. It is expected that you will follow all university policy's regarding academic integrity. **It is your responsibility to be aware of University of Maine's policies regarding academic dishonesty (Please see the on-line undergraduate "Student Handbook" for The University of Maine Student Conduct Code).** Any form of cheating or academic dishonesty will not be tolerated. Suspected cases of dishonesty will be forwarded to the supervising faculty member or the Department Chair for appropriate action in accordance with university policy.

*Mutual Respect.* I hope to create an engaging learning environment & strive to treat you respectfully! In turn, I expect likewise class behavior. Please contact me immediately to share any concerns that you may have about the course, other students, or me so that we can problem-solve these issues together.

### **Additional Campus Resources & Information**

For confidential counseling resources on campus you may contact:

UMaine Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000

For support services on campus for assault: Office of Sexual Assault & Violence Prevention:  
207-581-1406

## Appendix. Course Presentation Sign-up Sheet

### Course Presentation Sign-up by Date and Topic

#### Week 2 (Pre-assigned Articles):

1. Saarimäki, H., Gotsopoulos, A., Jääskeläinen, I. P., Lampinen, J., Vuilleumier, P., Hari, R., ... & Nummenmaa, L. (2016). Discrete neural signatures of basic emotions. *Cerebral Cortex*, 26(6), 2563-2573. Student: \_\_\_\_\_
2. Panksepp, J. (2007). Neurologizing the psychology of affects: How appraisal-based constructivism and basic emotion theory can coexist. *Perspectives on Psychological Science*, 2, 281-296. Student: \_\_\_\_\_

#### Week 3 Topics:

1. Physiological Stress/Hormones and Emotion, Student: \_\_\_\_\_
2. EEG and Emotion, Student: \_\_\_\_\_
3. Emotion rating scales, Student: \_\_\_\_\_
4. Mood Induction Study, Student: \_\_\_\_\_

#### Week 4 Topics:

1. Transcranial Magnetic Stimulation and Emotion, Student: \_\_\_\_\_
2. Experience Sampling and Emotion, Student: \_\_\_\_\_
3. Eye-tracking and Emotion, Student: \_\_\_\_\_
4. fMRI and Emotion, Student: \_\_\_\_\_

#### Week 5 Topics:

1. Negative Affect, Student: \_\_\_\_\_
2. Individual Differences in Affect and Stress responses, Student: \_\_\_\_\_
3. Positive Affect, Student: \_\_\_\_\_
4. Development and Affect, Student: \_\_\_\_\_

#### Week 6 Topics:

1. Decision-making and Emotion, Student: \_\_\_\_\_
2. ER and Neural Mechanisms of Change, Student: \_\_\_\_\_
3. Choice and Emotion, Student: \_\_\_\_\_

#### Week 7 Topics:

1. ER and behavioral change, Student: \_\_\_\_\_
2. Mindfulness, Student: \_\_\_\_\_
3. Psychosocial interventions for ER strategies, Student: \_\_\_\_\_

#### Week 8 Topics:

1. Dopamine and Emotion, Student: \_\_\_\_\_
2. Serotonin and Emotion, Student: \_\_\_\_\_
3. Perceived Control and Emotion, Student: \_\_\_\_\_
4. Success and Emotion, Student: \_\_\_\_\_

**Week 9 Topics:**

1. Approach Motivation and Specific Emotion, Student: \_\_\_\_\_
2. Self-Conscious Emotions, Student: \_\_\_\_\_
3. Specific Emotions, Student: \_\_\_\_\_
4. Avoidance Motivation and Specific Emotion, Student: \_\_\_\_\_

**Week 10 Topics:**

1. Socioeconomic Status and Emotion, Student: \_\_\_\_\_
2. Discrimination and Emotion, Student: \_\_\_\_\_
3. Emotions in Different Cultures, Student: \_\_\_\_\_
4. Emotion and Developmental Considerations, Student: \_\_\_\_\_

**Week 11 Topics:**

1. Emotion and Social Skills, Student: \_\_\_\_\_
2. Emotion and Skill Deficits, Student: \_\_\_\_\_
3. Emotion and Evolution, Student: \_\_\_\_\_
4. Emotion and Social Hierarchies, Student: \_\_\_\_\_

**Week 12 Topics:**

1. Midbrain Structures in Emotion and Motivation, Student: \_\_\_\_\_
2. Depression and Emotion, Student: \_\_\_\_\_
3. Schizophrenia and Emotion, Student: \_\_\_\_\_
4. Anxiety and Emotion, Student: \_\_\_\_\_

**Week 13 Topics:**

1. Neurological Disorders and Emotion, Student: \_\_\_\_\_
2. Cardiovascular Disease/Reactivity and Emotion, Student: \_\_\_\_\_
3. Positive Health Behaviors and Emotion, Student: \_\_\_\_\_
4. Negative Health Behaviors and Emotion, Student: \_\_\_\_\_