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## Graduate School Curriculum Committee Report, April 2023

University of Maine Graduate School

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## **CURRICULUM COMMITTEE REPORT**

**The Curriculum Committee met on April 4th, 2023 and is recommending the following courses to the Graduate Board for approval at its April 27th meeting.**

### **New Courses:**

**COS 501** Introduction to CIS Research

**COS 503** Professional Research Communication I

**KPE 502** Clinical Experience II

**KPE 532** Therapeutic Interventions

**KPE 601** Athletic Training Clinical Skills III

**KPE 602** Athletic Training Clinical Skills IV Immersion Experience

**NUR 525** Family Nurse Practitioner Management of Reproductive, Gender, and Women's Health (Clinical)

**STS 500** Topics in Graduate Statistics

### **Modifications:**

**NUR 521** Nurse Practitioner Gynecologic and Reproductive Care of Women



*Previously approved at the March Curriculum Committee meeting*

**SPA 514 History of the Spanish Language**

*Experimental Courses*

**KPE 533 Therapeutic Interventions III**

**KPE 661 Current Topics in Athletic Training Practice**

**KPE 681 Leadership and Management in Athletic Training**

## New Graduate Course Proposal

**Academic Unit:** Computing & Information Science  
**Course Designator & Number:** COS 501 **Effective Semester:** Fall 2023  
**Course Title:** Introduction to CIS Research  
**Course Type:** New Course

### Proposed Catalog Description:

Students in this course will explore the distinction between research and development, notably the research enterprise of hypothesis testing as opposed to system building. Students will also discuss venues and forums for publication as an outlet for disseminating research results. Through a series of in-class exercises and homework assignments, they will also learn skills in critical thinking. Discussions will focus on sharing the different approaches to research and philosophies about publication endorsed by different labs and advisors. The mode of delivery for this class is intended to be a combination of lectures and in-class discussions exercises. Guest speakers will be invited, and case studies will be presented. Participation in class activities is required.

**Course Prerequisites:** COS 420 Introduction to Software Engineering or permission  
**Credit Hours:** 1  
**Component:** Seminar  
**Cross-Listed Course:**

### Text(s) Planned for Use:

There is no required textbook for this class. All the slides used in class will be distributed through BrightSpace or its equivalent so that you can use them for reference. Readings will be selected from books available online and articles published as part of technical literature. Video lectures will also be assigned as mandatory material. Required reading or viewing of video should be completed BEFORE the assigned class for maximum benefit.

**Course Instructor:** Terry Yoo, Associate Professor, SCIS, (teaching load, 9 CH/year)

### Reason for new course:

With the departure of Prof. Egenhofer, the long-term instructor for the existing graduate professional practice seminars, SIE 501, SIE 502, and SIE 693, the CS Graduate program is crafting replacement seminars with similar content. However, in addition to the sequence of graduate professional practice seminars, SCIS is crafting a SCIS Research Capstone experience, where some of the material is shared between the newly proposed CS research capstone sequence and the graduate sequence.

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**

No. The academic unit will not request additional resources for this course

**Additional Resources:**

**Academic Units Affected (if any):**

No other academic units are affected by this proposed course (or its related sequence).

**Course Frequency:**

This course should be offered annually. It is not expected to result in overload salary payments.

**Can this course be repeated for credit?** <sup>No</sup>

**Total number of credits allowed:** \_\_\_\_\_

**Total number of completions allowed:** \_\_\_\_\_

**Can students enroll multiple times in a term?** <sup>No</sup>

**Mode of Instruction:** <sup>In-Person</sup>

**Endorsements**

**Leader:** penny.rheingans@maine.edu Approved **Date:** 11/10/22

**College CC Chair:** thane.fremouw@maine.edu Approved **Date:** 01/13/23

**College CC Chair:** tmcole@maine.edu Approved **Date:** 01/13/23

**College Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Leader:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College CC Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DLL:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Graduate School**

**Date**

## Fall 2023 – COS 501: Introduction to CIS Research

- Instructor:** Dr. Terry Yoo (terry.yoo@maine.edu)  
Associate Professor of Computer Science  
School of Computing and Information Science, UMaine  
Boardman 325 (x1-4883)
- Office Hours:** Mondays, Boardman 325, 2-4 PM  
Please make an appointment (even during scheduled hours if you can).
- Prerequisites:** You must have completed COS 420 *Introduction to Software Engineering*
- Classroom:** Boardman 326, Tu-Th, 12:30-1:45 PM, August 29, 2023 through September 28, 2023.
- COVID-19:** All students attending classes on campus are required to respect UMaine policies on social distancing and wear a mask indoors. This course is taught in person in a traditional synchronous lecture format.
- Text:** There is no required textbook for this class. All the slides used in class will be distributed through BrightSpace or its equivalent so that you can use them for reference.
- Readings will be selected from books available online and articles published as part of technical literature. Video lectures will also be assigned as mandatory material.
- Required reading or viewing of video should be completed BEFORE the assigned class for maximum benefit.
- Description:** For CIS undergraduates, this course represents the first course in the CIS Research Capstone experience. This a professional practice seminar in a sequence of courses (1 credit hour each) designed to guide students in developing an advanced research program as part of studies in the School of Computing and Information Science.
- Students in this course will explore the distinction between *research* and *development*, notably the research enterprise of hypothesis testing as opposed to system building. Students will also discuss venues and forums for publication as an outlet for disseminating research results. Through a series of in-class exercises and homework assignments, they will also learn skills in critical thinking.
- Other objectives for this course include identifying a capstone research topic, securing a capstone research advisor (not typically the instructor for this course), finding an appropriate conference, symposium, workshop, or journal



for eventual submission of their results. This seminar will also explore the topic of post-graduate education, the differences between a Master of Science degree and a Doctorate of Science, as well as how to find and apply to graduate programs.

The mode of delivery for this class is intended to be a combination of lectures and in-class discussion exercises. Often, students in the course will already be participating in research activities in UMaine laboratories and have relationships with advising professors. Discussions will focus on sharing the different approaches to research and publication endorsed by different labs and advisors. Guest speakers will be invited, and case studies will be presented. Participation in class activities is required.

While this course is mandatory for the undergraduate CIS Research Capstone experience, it is an optional course for CIS graduate students.

**Gen Ed  
Requirements:**

Upon completion of the six-course CIS Research Capstone sequence (COS 501, INT 601, COS 503, COS 504, COS 499, & COS 499), the student will satisfy the General Education Writing Intensive and Capstone Experience Requirements.

If the student is a UMaine Honors Student or a double-major in an SCIS major and some other discipline, after receiving approval from the Undergraduate Program Coordinator(s), students undertaking the CIS Research Capstone sequence may combine their capstone work with either their honors thesis or the capstone experience with their double major. Approval for this combined capstone experience must be obtained in advance.

**Credits:**

1 credit hour, as part of the sequence of seminars toward six credit hours that serve as an alternative for COS 397/COS497 to fulfill the CS Capstone Experience requirement.

CS graduate students: 1 credit hour, as part of the sequence of professional practice seminars required to complete either the MS-CS or the PhD-CS curriculum.

**Course Delivery Method**

**Mode of  
Instruction:** In-person.

**Time Options:** Synchronous

**Digital Services:** Course content available via Brightspace, Kaltura, and possibly Discord.

## Course Objectives

This course sets foundations for the final capstone project and presentation. By the end of the seminar, the student will have identified a research advisor, specified a hypothesis, and developed a list of appropriate conferences, symposiums, workshops, or journals for eventual submission of their results.

**Instructional Objectives** – This course is intended to help students:

1. Bring to bear a strong background in the basics of computer science, the theoretical underpinnings of the computing discipline, and the mathematics and science appropriate to the discipline to solve the new problems that will arise throughout their careers.
2. Improve proficiency in formulating and solving the myriad of computer science problems that they will address in the workforce, including the design, implementation, and evaluation of complex software systems.
3. Learn strategies for adapting to changes in technology and society through continued personal and professional growth.
4. Acquire skills for functioning effectively in the workplace with the necessary technical and communication skills, whether working independently or in a team setting.
5. Explore the role of ethics in their professional behavior and the impact on society of their work as computer scientists.
6. Extend their conversation in career planning, setting personal objectives, how to approach employment, professional development, and individual professional risk management

**Student Learning Outcomes** – After completing the material in this course, students should acquire or develop the following knowledge, skills, and dispositions:

- SO1: Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- SO2: Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of computer science.
- SO3: Communicate effectively in a variety of professional contexts.
- SO4: Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- SO5: Function effectively as a member or leader of a team engaged in activities appropriate to computer science.
- SO6: Apply computer science theory and software development fundamentals to produce computing-based solutions.

## Grading and Course Expectations

Grades will be assigned based on participation, homework, peer editing, regular progress reports, and project artifacts (midpoint manuscript draft, final manuscript). The components of the grade are normalized to 100%.

- Participation (10%)

- Peer editing (20%)
- Homework (25%)
- Midpoint manuscript draft (10%)
- Weekly Status Reports (5%)
- Final Manuscript Delivery, Demonstration, and Presentation (30%)

Letter grades will be assigned according to the following distribution (grades with + or – designator will be given at instructor discretion):

A 90-100, B 80-89, C 70-79, D 60-69, F 0-59.

**Brightspace and Discord:** This term we will be using Brightspace for class discussion. We may supplement our discussion tools with Discord.

**Peer Evaluations:** A peer survey will be solicited from all class members, with confidential assessments of how each team performed. Your Team Grade may be adjusted to reflect poor participation or performance up to 25%.

## Course Policies

**Policy on Late Assignments:** Assignments that are late without prior approval will have 20% deducted for the first week they are late. No assignment will be accepted more than one week late.

Since circumstances may intervene, preventing you from getting your work done some week, you are permitted one unscheduled late individual assignment, up to one week late, no questions asked. However, you may only use this unscheduled late individual assignment if you have an unblemished record of delivering assignments on time. That is, the first time you submit an individual assignment up to one week late, it will not cost you. Use it wisely.

These policies do not apply to the final project report. That deliverable is due on the date of the final exam. Following the same policy that exams will not be rescheduled, no late final reports will be accepted.

**Participation:** Full, regular attendance is expected of every student. If you must be absent, please send e-mail in advance explaining your absence.

The mode of delivery for this class is intended to be a combination of lectures and in-class discussion exercises. Often, students in the course will already be participating in research activities in UMaine laboratories and have relationships with advising professors. Discussions will focus on sharing the different approaches to research and publication endorsed by different labs and advisors. Guest speakers will be invited, and case studies will be presented. Your attendance is mandatory at guest lectures. Participation is an official component of your grade. As such, it will be monitored and recorded both explicitly and implicitly throughout the course.

**Rescheduling work, exams:** Quizzes will not be rescheduled, and you will not be able to retake exams without prior approval and authorization. For additional information, see the section below on Campus Policies.

**Classroom deportment:** This is a computer science professional development class. Group discussion and exchange of ideas is expected, and interactions can become heated and passionate. Civil behavior and professional courtesy are expected at all times. Repeated outbursts or class disruption can lead to an adjustment of an individual's grade or other disciplinary action. Inclusive, non-racist, non-sexist language is expected in class. For additional information, see the section below on Campus Policies.

## 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, 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: <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, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me, Terry Yoo, 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 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 a faculty or staff member who is deemed a “responsible employee” about sexual discrimination, they are 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 **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**.

Visit the Title IX Student Services website at [umaine.edu/titleix/](http://umaine.edu/titleix/) for more information.

## **Course Schedule:**

This is a tentative schedule for the term for this course. Deadlines are not expected to change. Reading assignments and lecture topics are subject to revision.

- Class 1: Course Introduction – measuring research success
- Class 2: Research life cycle, getting a research-based graduate degree
- Class 3: Types of research
- Class 4: Finding a topic – your relationship with your advisor
- Class 5: Publishing, relevant scientific outlets
- Class 6: Hypotheses – hypothesis-driven research
- Class 7: Literature search and speed reading
- Class 8: Finding a graduate school
- Class 9: The researcher's CV, publication list, and Web presence
- Class 10: Attending a conference

There is no final exam for this course. Developing a research topic with a tentative hypothesis will be an important goal for each student. A draft manuscript of an academic article will be instead required at the end of the regularly scheduled exam period.

The deadline to hand in work will be the end of the scheduled exam period.

## New Graduate Course Proposal

**Academic Unit:** Computing & Information Science

**Course Designator & Number:** COS 503 **Effective Semester:** Fall 2023

**Course Title:** Professional Research Communication 1

**Course Type:** New Course

### Proposed Catalog Description:

This course covers the practice of written professional communication in research disciplines. The focus is on crafting and critiquing professional technical writing. The course will examine different aspects of academic writing, the different vehicles for communication, and the appropriate dialog among authors and reviewers. The relevant skills are covered and practiced in addition to studying a collection of classic and topical papers. This is a required course in the sequence of professional practice seminars necessary to complete either the MS-CS or the PhD-CS curriculum.

**Course Prerequisites:** INT 601 Responsible Conduct of Research or permission

**Credit Hours:** 1

**Component:** Seminar

**Cross-Listed Course:**

### Text(s) Planned for Use:

There is no required textbook for this class. All the slides used in class will be distributed through BrightSpace or its equivalent so that you can use them for reference. Readings will be selected from books available online and articles published as part of technical literature. Video lectures will also be assigned as mandatory material. Required reading or viewing of video should be completed BEFORE the assigned class for maximum benefit.

**Course Instructor:** Terry Yoo, Associate Professor, SCIS, (teaching load, 9 CH/year)

### Reason for new course:

With the departure of Prof. Egenhofer, the long-term instructor for the existing graduate professional practice seminars, SIE 501, SIE 502, and SIE 693, the CA Graduate program is crafting replacement seminars with similar content. However, in addition to the sequence of graduate professional practice seminars, SCIS is crafting a SCIS Research Capstone experience, where some of the material is shared between the newly proposed CS research capstone sequence and the graduate sequence.

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**

No. The academic unit will not request additional resources for this course

**Additional Resources:**

**Academic Units Affected (if any):**

No other academic units are affected by this proposed course (or its related sequence).

**Course Frequency:**

This course should be offered annually. It is not expected to result in overload salary payments.

**Can this course be repeated for credit?** <sup>No</sup>

**Total number of credits allowed:** \_\_\_\_\_

**Total number of completions allowed:** \_\_\_\_\_

**Can students enroll multiple times in a term?** <sup>No</sup>

**Mode of Instruction:** <sup>In-Person</sup>

**Endorsements**

**Leader:** penny.rheingans@maine.edu Approved 11/10/22 **Date:** \_\_\_\_\_

thane.fremouw@maine.edu Approved 01/13/23

**College CC Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

tmcole@maine.edu Approved 01/13/23

**College Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Leader:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College CC Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DLL:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Graduate School**

**Date**

## Fall 2023 – COS 503: Professional Research Communication 1

- Instructor:** Dr. Terry Yoo (terry.yoo@maine.edu)  
Associate Professor of Computer Science  
School of Computing and Information Science, UMaine  
Boardman 325 (x1-4883)
- Office Hours:** Mondays, Boardman 325, 2-4 PM  
Please make an appointment (even during scheduled hours if you can).
- Prerequisites:** You must have completed INT 601 *Responsible Conduct of Research*
- Classroom:** Boardman 326, Tu-Th, 12:30-1:45 PM, November 7, 2023 through December 7, 2023.
- COVID-19:** All students attending classes on campus are required to respect UMaine policies on social distancing and wear a mask indoors. This course is taught in person in a traditional synchronous lecture format.
- Text:** There is no required textbook for this class. All the slides used in class will be distributed through BrightSpace or its equivalent so that you can use them for reference.
- Readings will be selected from books available online and articles published as part of technical literature. Video lectures will also be assigned as mandatory material.
- Required reading or viewing of video should be completed BEFORE the assigned class for maximum benefit.
- Description:** For CIS undergraduates, this course represents the third course in the CIS Research Capstone experience. This a professional practice seminar in a sequence of courses (1 credit hour each) designed to guide students in developing an advanced research program as part of studies in the School of Computing and Information Science.
- For UMaine CS graduate students, this is a required course in the sequence of professional practice seminars necessary to complete either the MS-CS or the PhD-CS curriculum.
- This course covers the practice of written professional communication in research disciplines. The focus is on crafting and critiquing professional technical writing. The course will examine different aspects of academic writing, the different vehicles for communication, and the appropriate dialog among authors and reviewers. The relevant skills are covered and practiced in addition to studying a collection of classic and topical papers.



**Gen Ed Requirements:** Completion of the six-course sequence (COS 501, INT 601, COS 503, COS 504, COS 499, & COS 499) satisfies the General Education Writing Intensive and Capstone Experience Requirements.

If the student is a UMaine Honors Student or a double-major in an SCIS major and some other discipline, after receiving approval from the Undergraduate Program Coordinator(s), students undertaking the CIS Research Capstone sequence may combine their capstone work with either their honors thesis or the capstone experience with their double major. Approval for this combined capstone experience must be obtained in advance.

**Credits:** CS undergraduate students: 1 credit hour, as part of the sequence of seminars toward six credit hours that serve as a research alternative for COS 397/COS497 to fulfill the CS Capstone Experience requirement.

CS graduate students: 1 credit hour, as part of the sequence of professional practice seminars required to complete either the MS-CS or the PhD-CS curriculum.

## Course Delivery Method

**Mode of Instruction:** In-person.

**Time Options:** Synchronous

**Digital Services:** Course content available via Brightspace, Kaltura, and possibly Discord.

## Course Objectives

This course advances student progress toward completion of their final capstone project and presentation. By the end of the seminar, the student will have completed a literature search and a rough draft of the introduction and related-work sections of a capstone project report framed as an academic manuscript.

**Instructional Objectives** – This course is intended to help students:

1. Bring to bear a strong background in the basics of computer science, the theoretical underpinnings of the computing discipline, and the mathematics and science appropriate to the discipline to solve the new problems that will arise throughout their careers.
2. Improve proficiency in formulating and solving the myriad of computer science problems that they will address in the workforce, including the design, implementation, and evaluation of complex software systems.
3. Learn strategies for adapting to changes in technology and society through continued personal and professional growth.
4. Acquire skills for functioning effectively in the workplace with the necessary technical and communication skills, whether working independently or in a team setting.

5. Explore the role of ethics in their professional behavior and the impact on society of their work as computer scientists.
6. Extend their conversation in career planning, setting personal objectives, how to approach employment, professional development, and individual professional risk management

**Student Learning Outcomes** – After completing the material in this course, students should acquire or develop the following knowledge, skills, and dispositions:

- SO1: Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- SO2: Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of computer science.
- SO3: Communicate effectively in a variety of professional contexts.
- SO4: Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- SO5: Function effectively as a member or leader of a team engaged in activities appropriate to computer science.
- SO6: Apply computer science theory and software development fundamentals to produce computing-based solutions.

## Grading and Course Expectations

Grades will be assigned based on participation, homework, peer editing, regular progress reports, and project artifacts (midpoint manuscript draft, final manuscript). The components of the grade are normalized to 100%.

- Participation (10%)
- Peer editing (20%)
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Letter grades will be assigned according to the following distribution (grades with + or – designator will be given at instructor discretion):

A 90-100, B 80-89, C 70-79, D 60-69, F 0-59.

**Brightspace and Discord:** This term we will be using Brightspace for class discussion. We may supplement our discussion tools with Discord.

**Peer Evaluations:** A peer survey will be solicited from all class members, with confidential assessments of how each team performed. Your Team Grade may be adjusted to reflect poor participation or performance up to 25%.

## Course Policies

**Policy on Late Assignments:** Assignments that are late without prior approval will have 20% deducted for the first week they are late. No assignment will be accepted more than one week late.

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These policies do not apply to the final project report. That deliverable is due on the date of the final exam. Following the same policy that exams will not be rescheduled, no late final reports will be accepted.

**Participation:** Full, regular attendance is expected of every student. If you must be absent, please send e-mail in advance explaining your absence.

The mode of delivery for this class is intended to be a combination of lectures and in-class discussion exercises. Often, students in the course will already be participating in research activities in UMaine laboratories and have relationships with advising professors. Discussions will focus on sharing the different approaches to research and publication endorsed by different labs and advisors. Guest speakers will be invited, and case studies will be presented. Your attendance is mandatory at guest lectures. Participation is an official component of your grade. As such, it will be monitored and recorded both explicitly and implicitly throughout the course.

**Rescheduling work, exams:** Quizzes will not be rescheduled, and you will not be able to retake exams without prior approval and authorization. For additional information, see the section below on Campus Policies.

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

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**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.

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## **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 a faculty or staff member who is deemed a "responsible employee" about sexual discrimination, they are 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 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.**

[Visit the Title IX Student Services website at \[umaine.edu/titleix/\]\(http://umaine.edu/titleix/\) for more information.](http://umaine.edu/titleix/)

### **Course Schedule:**

This is a tentative schedule for the term for this course. Deadlines are not expected to change. Reading assignments and lecture topics are subject to revision.

- Class 1:** Course Introduction – objective, goals of disseminating research results
- Class 2:** Critical evaluation of academic writing
- Class 3:** Writing styles
- Class 4:** Structures of abstracts and introductions
- Class 5:** Presenting factual information and drawing conclusions
- Class 6:** Reviewing scientific papers
- Class 7:** Writing proposals
- Class 8-9:** Discussion of students' abstracts and reviews
- Class 10:** Professional electronic communication

There is no final exam for this course. A draft manuscript of an academic article will be instead required at the end of the regularly scheduled exam period.

The deadline to hand in work will be the end of the scheduled exam period.

## New Graduate Course Proposal

**Academic Unit:** Kinesiology, Physical Ed, Athletic Training

**Course Designator & Number:** KPE 502 **Effective Semester:** Summer 2024

**Course Title:** Clinical Experience II

**Course Type:** New Course

### Proposed Catalog Description:

KPE 502 is designed to be in the clinical rotation and classroom and support the integration of classroom learning to clinical application. The class will be structured based on the courses completed and passed in the summer semester. It is the second in a sequential course series. The content of the course focuses on lower extremity evaluation, quality improvement, therapeutic interventions, and evidence-based practice.

**Course Prerequisites:** Admission to MSAT program and KPE 501

**Credit Hours:** 3

**Component:** Clinical

**Cross-Listed Course:**

### Text(s) Planned for Use:

1. Raab S, Craig D. Evidence-Based Practice in Athletic Training. Human Kinetics; 2016.
2. Therapeutic Exercise for Musculoskeletal Injuries PA Houglum. Human Kinetics Press 3rd ed.
3. Therapeutic Modalities. C Starkey. FA Davis. 4th ed.
4. Trail Guide to the Body

**Course Instructor:** Shannon Wright, Assistant Professor of Athletic Training. This course will be considered overload for Dr Wright

### Reason for new course:

National Accreditation of Athletic Training programs requires a degree change from bachelors to masters level to maintain graduate eligibility to sit for certification examination. This course would be part of this new program/curriculum at the master's level.

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**

Yes, Overload funding in the summer, Provided by DLL Summer Session

**Additional Resources:**

**Academic Units Affected (if any):**

none

**Course Frequency:**

This course will be offered annually during the summer one session to first year athletic training student cohort members.

**Can this course be repeated for credit?** No

**Total number of credits allowed:** \_\_\_\_\_

**Total number of completions allowed:** \_\_\_\_\_

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

**Mode of Instruction:** In-Person

**Endorsements**

Leader:	robert.lehnhard@maine.edu	Approved	09/15/22
College CC Chair:	tammy.mills@maine.edu	Approved	11/07/22
College Dean:	arthur.artesani@maine.edu	Approved	11/22/22

Leader: \_\_\_\_\_ Date: \_\_\_\_\_

College CC Chair: \_\_\_\_\_ Date: \_\_\_\_\_

College Dean: \_\_\_\_\_ Date: \_\_\_\_\_

DLL: patricia.libby@maine.edu Approved 04/18/23  
Date: \_\_\_\_\_

**Graduate School**

**Date**





**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.

## **KPE 502: Clinical Experience II**

3 Credits

Location, time, day: TBD

Prerequisites: Admission to MSAT program and KPE 501  
General Education requirements satisfied

Instructor Information:

NAME

PHONE NUMBER

EMAIL

OFFICE

OFFICE HOURS

The course will be delivered in two ways, both in-person. The first is in the classroom, information listed above. The second is through your assigned clinical education rotation, which you should receive from the Clinical Education Coordinator prior to the start of the semester. The schedule for your clinical rotation will be determined by you and your preceptor.

You will need access to Brightspace, a computer, reliable internet. The University has access to citation managers, library resources, and more for your other technological needs.

### **Textbooks (from previous courses)**

1. Raab S, Craig D. Evidence-Based Practice in Athletic Training. Human Kinetics; 2016.
  - a. *Used in KPE 541*
2. *Examination of Orthopedic and Athletic Injuries*. Starkey C & Brown SD. FA Davis
  - a. *used in KPE 521, KPE 522, KPE 501*
3. *Therapeutic Exercise for Musculoskeletal Injuries* PA Houglum. Human Kinetics Press 3<sup>rd</sup> ed.
  - a. *Used in KPE 531, KPE 532*
4. *Therapeutic Modalities*. C Starkey. FA Davis. 4<sup>th</sup> ed.
  - a. *used in KPE 531, KPE 532*
5. *Trail Guide to the Body*

As stated above, the delivery of this course is two-fold: in the classroom and at clinical rotations. The classroom information is listed above. The clinical rotation schedule will be determined by the student and their preceptor.

### **Course description**

KPE 502 is designed to be in the clinical rotation and classroom and support the integration of classroom learning to clinical application. The class will be structured based on the courses completed and passed prior to the summer semester. It is the second in a sequential course series. The content of the course focuses on lower extremity evaluation, quality improvement, therapeutic interventions, and evidence-based practice.

### **Student Learning Outcomes**

1. Students will advocate for the health needs of patients at their clinical sites or local communities through a proposal for improvement.
  - a. Assessment: Health Needs Analysis
2. Students will incorporate patient education into patient encounters.
  - a. Assessment: Preceptor Evaluation
  - b. Assessment: In-class activities
3. Students will practice in collaboration with other health care providers in care planning and management.
  - a. Assessment: Preceptor Evaluation
4. Students will create a quality improvement plan related to their practice or the systems within their clinical experience site.
  - a. Assessment: MSAT Professional Portfolio
5. Students will create a professional development plan.
  - a. Assessment: MSAT Professional Portfolio
6. Students will develop a plan of care for each patient including sections such as, but not limited to: assessment, outcome measures, patient goals and function, referrals, and discharge.
  - a. Assessment: SOAP Notes
  - b. Assessment: Disablement Model Case Study and Presentation
  - c. Assessment: Preceptor Evaluation
7. Students will identify diagnostic and laboratory tests appropriate for patients, including but not limited to: imaging, blood work, urinalysis, and electrocardiogram.
  - a. Assessment: Quizzes
8. Students will select and use interventions for patients in various places in the care plan (pre-op, post-op, nonsurgical) to support the agreed-upon care plan.
  - a. Assessment: Practical
  - b. Assessment: Rehab Project
  - c. Assessment: Weekly Assignments
9. Students will use literature to create and implement an injury prevention program.
  - a. Assessment: Injury Risk Evidence Assessment
10. Students will create a comprehensive program to maximize sport performance specific to the patient's activity.
  - a. Assessment: Rehab Project
11. Students will identify evidence-based recommendations for fluid and nutrient intake before, during, and after activity and during recovery for various activities and environmental conditions.
  - a. Assessment: Fluid and Nutrient Infographics
12. Students will decide which protective equipment is appropriate for activities and be able to fit and remove said equipment.

a. Assessment: Practical

**CAATE 2020 Standards Associated with KPE 502**

Standard 56 Advocate for the health needs of clients, patients, communities, and populations.

Standard 58 Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.

Standard 61 Practice in collaboration with other health care and wellness professionals.

Standard 63 Use systems of quality assurance and quality improvement to enhance client/patient care.

Standard 67 Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.

Standard 69 Develop a care plan for each patient. The care plan includes (but is not limited to) the following:

- Assessment of the patient on an ongoing basis and adjustment of care accordingly
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient's goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

Standard 72 Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.

Standard 73 Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:

- Therapeutic and corrective exercise
- Joint mobilization and manipulation
- Soft tissue techniques
- Movement training (including gait training)
- Motor control/proprioceptive activities
- Task-specific functional training
- Therapeutic modalities
- Home care management
- Cardiovascular training

Standard 80 Develop, implement, and assess the effectiveness of programs to reduce injury risk.



Standard 82 Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.

Standard 83 Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.

Standard 86 Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.

### Grading Criteria

You will earn a grade in accordance with the University of Maine grading policy:

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 < 60%	

AT Majors: Minimum of B – required for program advancement

### Assessment and Evaluation

Attendance and Participation	35
Quizzes	40
Hours Submission Bi Weekly	50
MSAT Professional Development Plan	50
Health Needs Analysis	50
Practical	70
Injury Risk Evidence Assessment	70
AT Domain Project	75
SOAP Notes x 4 (20 each)	80
Weekly Activities	80
Rehab Project	100
Case Study and Presentation	100
Preceptor Evaluation (Mid and Final)	200
<b>Total</b>	<b>1000</b>

**Attendance & Participation:** Attendance and participation in class and clinical sessions is expected. Attendance will be taken at each session. Missing scheduled clinical sessions without an appropriate excuse will be reported to the Program Director and can lead to probation and potentially removal from the Athletic Training Education Program. Improper use of electronic devices during class time will result in a loss of that day's attendance and participation points. This class time is meant to support your education and practice by providing a safe place for you to explore and FAIL (First Attempt In Learning) while you work toward certification and licensure.

**Quizzes:** There will be several quizzes during the semester. These quizzes will be on Brightspace and will be over material we discuss in class and the readings outside of class.

**Hours Logs:** Submit hours logs on a bi-weekly basis to the CEC via the appropriate channel. See the Clinical Education Credit and Hour Policy below for further details.

**Weekly hour logs will be due by 11:59pm every other Sunday. *This is not in the course schedule. There will be reminders on Brightspace.***

**MSAT Professional Portfolio:** In this assignment series, you will be asked to complete a resume and cover letter for use in interviewing with potential clinical sites for Clinical III (601). The purpose of this series will be to improve your professional presentation and interviewing skills. We will cover interviewing preparation and you will attend a number of interviews with clinical sites to improve your in-person or virtual interviewing skills. The assignment series will include a plan to present during your interviews on how you envision your professional development within the MSAT program and beyond.

**Health Needs Analysis:** The Health Needs Analysis will consist of examining your clinical site's current set up, the patient panel, and the needs of that panel. You will develop and analyze the information to assess where you/the site can improve in meeting patient needs. This may be directly at the site or it may in the surrounding community. For example, if you are on campus, you may look into the needs of Athletics patients that aren't being met, or you may look into what needs on campus in general are not being met. You will then present these in class.

**Practical:** You will complete a standardized patient encounter and practical during the semester that is focused on therapeutic interventions. This will be a way for you to apply your clinical reasoning related to using interventions in the moment. The encounter will include a short-term plan and documentation of the encounter.

**Injury Risk Evidence Assessment:** You will search the literature based on the injury prevalence patterns at your clinical site to develop a generalized injury prevention program for a certain population of patients there. In the write-up, you will need to include the supporting data from your clinical site for why this injury prevention program is needed. You create a video follow-along for the injury prevention program that you can use with patients now. You will need to provide evidence of use in your clinical site with at least 3 patients or a discussion summary about why your preceptor chose not to implement the program.

**AT Domain Project:** This project will be part of an ongoing series of projects within the clinical and administration courses of the program. You will choose one of the Domains of Athletic Training excluding Domain 5. After reviewing the definition and explanations of the Domain from the profession's governing and accrediting bodies, you will use this information to find out how the Domain shows up at your clinical site. You can accomplish this in a variety of ways depending on the Domain (observation, data analysis, interviews, etc). You will prepare a report on your findings.

**SOAP Notes:** Over the course of the semester, you will turn in a SOAP note based on a real or simulated evaluation you have done at your clinical site. If you do not have the opportunity to perform a "real" evaluation on a patient, you may simulate one with your preceptor. If you are submitting a real patient encounter SOAP note, you **MUST DE-IDENTIFY** the note to protect the patient's rights. Failure to de-identify the note will result in at least half credit lost.

**Weekly Activities:** These will be short, weekly or bi-weekly assignments that you will complete on your own or in small groups. They will include topics such as: patient education scenarios, interprofessional collaborative practice skills, laboratory and diagnostic testing, and therapeutic interventions.

**Rehab Project:** You will randomly choose an injury scenario at the beginning of the semester to work with on your rehabilitation project. During the course of the project, you will examine the literature for information regarding the injury and the best methods for rehabilitation and treatment. You will then create a full-length rehab plan including return to activity predictions/goals for the patient. As part of this, you will create a specific home exercise and clinic program for the first two weeks of the plan. You will also create a performance plan for the patient as part of the RTA.

**Disablement Model Case Study and Presentation:** The case study for this semester will be focused on lower extremity injuries in the clinical setting. The case study and presentation will be based on the *Clinical Practice in Athletic Training* journal guidelines. The patient should be a real patient where you have received permission to write a case study. The case should span more than 3 visits to the facility that require evaluation and treatment. The purpose of the assignment is to help you think about the patient in a holistic way vs focusing only on the injury. Use the ICF Disablement Model as a guide to help you organize your thinking. You will present the case to the class at the end of the semester.

**Preceptor Evaluations:** Your preceptor will conduct two evaluations of your performance (mid-semester and end-of-semester). You will need to set short-term goals with your preceptor (weekly, bi-weekly) and conduct meetings with your preceptor to determine if you are meeting your goals. The rationale of these evaluations is to help you develop individual goals to help you improve your skills, not simply to receive a grade.

**Use the provided goal setting sheet on Brightspace to help guide your progress with your preceptor. You will turn this in along with the evaluations.**

### Course Policies

With your continued enrollment in the athletic training program, the need to begin developing and practicing specific skills to use as a practicing athletic training is extremely important. This course is designed to integrate classroom learning with professional practice. The Clinical Experience is a time for you to work with your preceptor on everyday athletic training skills. This semester, you should particularly focus on those proficiencies utilized in management and treatment of lower and upper extremity injuries and emergency conditions. ***It is imperative that you meet with your preceptor early*** in your experience and develop a weekly schedule that allows you to complete your requirements but not to exceed limit. You will be required to submit schedules ***every two weeks*** as part of this course. Failure to submit schedules or adhere to minimum and maximum hours requirements will be reflected in your grade.

Part of being a professional is planning. If you have any special events that will impact your clinical schedule (family weddings, internship interviews, etc.), please work with your preceptor as soon as possible. Your clinical experience should be treated like a job...however; even professionals take time off for important events. If you are having difficulties arranging time off for important reasons, please let me know and I will try to negotiate a compromise between you and your preceptor.

If you are unable to attend a class, please contact the instructor as soon as you can. If it is an excused absence, please bring verification as soon as you can (note from doctor or academic advisor). Late assignments will not receive full credit.

If you encounter a last-second conflict and are unable to attend your clinical experience, contact your preceptor as soon as possible. If it is an excused absence, please bring verification as soon as you can to your preceptor. They will have a significant amount of input on the grade you earn for this semester and should be treated with the same respect that you would show to any classroom professor. Your work will become part of your course portfolio that is submitted to the Program Director at the end of the semester.

Lateness or missing classes without a valid reason (traveling with a team as part of your clinical, illness, etc. is considered valid) will lead to a reduction in your attendance and participation grade. The participation grade is 5 points per week and is based on your actual participation in the class.

### **Clinical Education Credit and Hour Policy**

In accordance with the CAATE standards and expectations regarding clinical education, the UMaine MSAT Program provides a minimum and maximum number of hours per semester and credit hour. The University of Maine Graduate College does not have a specific policy relating credit hours to clinical hours for the graduate level student. The UMaine MSAT faculty have compared the clinical education experiences to those of students completing similar educational experiences, such as internships or student teaching. As such, the hours requirement is higher per credit hour than that expected of an undergraduate clinical education course. The faculty also compared hours policies from peer institutions with professional master's athletic training programs. The UMaine MSAT hour policy is as follows:

One academic credit of clinical education equates to 75-116 contact hours; a 3-credit course equates to 210-350 hours or roughly 15-25 hours per week. Most UMaine MSAT clinical education courses are 3 credits over 14 weeks of classes. The immersion clinical education experience is 6 credits over 14 weeks. One summer clinical education course will entail 3 credits over 3 weeks; for this course, the contact hour expectation is lowered due to time constraints.

Course	Credits (Term Length)	Hours (min-max) (Average 15-25 hours/week)
KPE 501	3 (14 weeks)	210 – 350
KPE 502	3 (3-4 weeks)	45 – 75
KPE 601	3 (14 weeks)	210 – 350
KPE 602 (Immersion)	6 (14 weeks)	450 – 600 (30-40 hrs/week)

AT students must be under the direct supervision of their preceptor at all times. Direct supervision means the preceptor must be physically present and able to immediately intervene when necessary. Hours logs will be submitted to the CEC on a bi-weekly basis to ensure scheduling is appropriate and hours requirements are being met. Schedules should always include one day off in seven for students.

## **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, 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: <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, 581.2319, as early as possible in the term. 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.

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### **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 a faculty or staff member who is deemed a "responsible employee" 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, they are 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: 207-581-1406**
      - **University of Maine Police: 207-581-4040 or 911**

Visit the Title IX Student Services website at [umaine.edu/titleix/](http://umaine.edu/titleix/) for more information.

**Confidentiality Statement:** All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

**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.

**Use of Electronic Communications:** All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link <http://www.umaine.edu/it/policies/communication.php>

**Incomplete Grades:** 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 participated in more than 50% of the class. A grade of I (Incomplete) is assigned if a student

has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

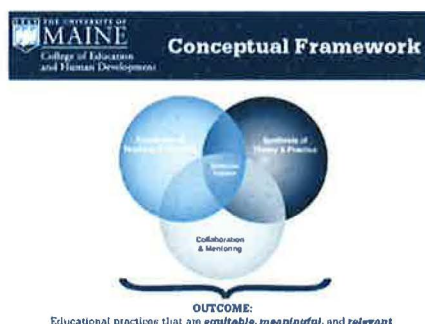
Source: <https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf>

**Non-Discrimination and Non-Sexist Language:** The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/>

### **College of Education and Human Development Policies**

**Basic Needs Security:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (visit their office on the 3rd floor of the Memorial Union or call 581-1406) or Mary Mahoney-O'Neil, the associate dean for academic services for the College of Education and Human Development (Room 101 Shibles or call 581-2412). Furthermore, please notify the professor if you are comfortable doing so.



### **University of Maine Statement**

### **COVID-19 Syllabus**

To keep our campus safe, students are expected to comply with all University policies related to the COVID-19 pandemic. For the latest guidance, please visit



<https://umaine.edu/return> or <https://www.maine.edu/together/community-guidance/students/>

## Course Schedule

Date	Topic	Assignments
Week 1	Syllabus Review	Syllabus Quiz (not counted)
Week 2	Professional Development Plans Evidence-Based Care Decision-Making	Quiz 1
Week 3	Ankle/Foot Evaluation	SOAP Note 1 due
Week 4	Knee Evaluation	Quiz 2
Week 5	Lumbo-pelvic-hip Complex Evaluation	MSAT Professional Portfolio Check in
Week 6	Lumbo-pelvic-hip Complex Evaluation	SOAP Note 2 due
Week 7	Injury Prevention & Risk Management	<b>MSAT Professional Portfolio &amp; Professional Development Plan due</b> <b>Mid-Term Goals/Eval Review due</b>
Week 8	Disablement Model Review	Quiz 3
Week 9	Practicals	Injury Risk Evidence Assessment due
Week 10	Concepts of Therapeutic Rehabilitation	SOAP Note 3 due
Week 11	Concepts of Therapeutic Interventions	Health Needs Analysis due
Week 12	Disablement Model Case Study Presentations	Disablement Model Case Study & Presentation due
Week 13	Therapeutic Interventions	Quiz 4



Week 14	Incorporating Theory into Practice: Acute Care	Rehabilitation Care Plan due SOAP Note 4 due
Week 15	Theory to Practice: Subacute to chronic care	AT Doman Project due
<b>Finals</b>	<b>AT Domain Presentations</b>	<b>SMART Goals</b> <b>Student Eval (self &amp; preceptor)</b> <b>Preceptor &amp; Site Evaluation due</b>



5775 Stodder Hall  
Orono, Maine 04469-5775  
umaine.edu/graduate  
graduate@maine.edu  
207.581.3291

## New Graduate Course Proposal

**Academic Unit:** Kinesiology, Physical Ed, Athletic Training

**Course Designator & Number:** KPE 532 **Effective Semester:** Summer 2024

**Course Title:** Therapeutic Interventions

**Course Type:** New Course

### Proposed Catalog Description:

KPE 532 – Therapeutic Interventions II serves help students build on the foundational knowledge gained in KPE 531. Focus will address advanced techniques for therapeutic exercises, and applications of therapeutic exercise techniques.

**Course Prerequisites:** KPE 531 - Therapeutic Interventions I

**Credit Hours:** 3

**Component:** Lecture

**Cross-Listed Course:**

### Text(s) Planned for Use:

NATA Position Statements. Various – available freely via [www.nata.org](http://www.nata.org)

Therapeutic Exercise for Musculoskeletal Injuries PA Houglum. Human Kinetics Press 3rd ed.

Therapeutic Modalities C Starkey. FA Davis. 4th ed.

**Course Instructor:** Christopher Nightingale, Associate Professor of Athletic Training and Physical Education. Course would be considered part of normal teaching load.

### Reason for new course:

Changes in athletic training accreditation require our program to move from the bachelors to masters level for graduates to be eligible to sit for the national certification examination. This new course would be part of the graduate degree program.

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**

Yes, Overload funding in the summer, Provided by DLL, Summer Session

**Additional Resources:**

**Academic Units Affected (if any):**

None.

**Course Frequency:**

This course will be offered annually during Summer Term for each first-year cohort in the graduate athletic training program.

**Can this course be repeated for credit?** No

**Total number of credits allowed:** \_\_\_\_\_

**Total number of completions allowed:** \_\_\_\_\_

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

**Mode of Instruction:** In-Person

**Endorsements**

**Leader:** robert.lehnhard@maine.edu Approved **Date:** 09/15/22

**College CC Chair:** tammy.mills@maine.edu Approved **Date:** 11/07/22

**College CC Chair:** arthur.artesani@maine.edu Approved **Date:** 11/22/22

**College Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Leader:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College CC Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DLL:** patricia.libby@maine.edu Submitted **Date:** \_\_\_\_\_

**Graduate School**

**Date**



**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.

3 credits

In-Person Format

Prerequisites: KPE 531

Classroom – Wes Jordan Center – Rm 26

Day and Time – XXXXX

Course Description: KPE 532 – Therapeutic Interventions II serves help students build on the foundational knowledge gained in KPE 531. Focus will address advanced techniques for therapeutic exercises, and applications of therapeutic exercise techniques.

Instructor: Dr Christopher Nightingale EdD ATC

Office: Lengyel Hall 112

Phone Number: (207) 581 – 2463

E-mail: [christopher.nightingale@maine.edu](mailto:christopher.nightingale@maine.edu)

Office Hours: Mo 1-4pm, Tu 1-3pm or by appointment

Textbooks:

(Required) NATA *Position Statements*. Various – available freely via [www.nata.org](http://www.nata.org)

*Therapeutic Exercise for Musculoskeletal Injuries* PA Houglum. Human Kinetics Press 3<sup>rd</sup> ed.

*Therapeutic Modalities* C Starkey. FA Davis. 4<sup>th</sup> ed.

Internet: Materials and course updates will be provided via the BrightSpace learning management system.

**Student Learning Outcomes**

## KPE 532 Therapeutic Interventions II – Summer 20xx

At the completion of this course, you will be able to...

1. Students will be able to identify health care delivery strategies for use with specific patient populations. (CAATE Standard 57)

**Assessment Items:** Plan of Care Projects

2. Students will be able to integrate patient education and self-care into rehabilitation program design. (CAATE Standard 58)

**Assessment Items:** Plan of Care Projects

3. Students will be able to articulate the roles of other health care providers in the rehabilitation process. (CAATE Standard 61)

**Assessment Items:** Patient Referral Project

4. Students will be capable of providing athletic training services in a manner that uses evidence to inform practice. (CAATE Standard 62)

**Assessment Items:** Plan of Care Projects

5. Students will be able to implement quality assurance into rehabilitation plans. (CAATE Standard 63)

**Assessment Items:** Plan of Care Projects

6. Students will utilize referenced data to augment a simulated plan of care for a given athletic injury. (CAATE Standard 64)

**Assessment Items:** Plan of Care Projects

7. Students will develop a plan for utilization of therapeutic modalities in the care plan for a theoretical patient. (CAATE Standard 69)

**Assessment Items:** Plan of Care Projects

8. Students will demonstrate the ability to understand and perform, when appropriate, necessary diagnostic and laboratory test. (CAATE Standard 72).

**Assessment Items:** Plan of Care Projects

9. Students will select soft tissue techniques to integrate into home care management plans. (CAATE Standard 73).

**Assessment Items:** Plan of Care Projects

10. Students will plan the management protocols associated with concussion or other brain injury. (CAATE Standard 76).

**Assessment Items:** Plan of Care Projects

11. Students will be able to identify instruments that measure and assess physiologic response to exercise and use these instruments to make recommendations associated with prevention, intervention, and performance enhancement. (CAATE Standard 87).

**Assessment Items:** Exercise Physiology Lab Assignment



## **KPE 532 Therapeutic Interventions II – Summer 20xx**

### **CAATE 2020 Standards associated with this course:**

Standard 57: Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.

Standard 58: Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.

Standard 61: Practice in collaboration with other health care providers.

Standard 62: Provide athletic training services in a manner that uses evidence to inform practice.

Standard 63: Use systems of quality assurance and quality improvement to enhance client/patient care.

Standard 64: Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- Use data to drive informed decisions
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support.
- Maintain data privacy, protection, and data security
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
- Use an electronic health record to document, communicate, and manage health-related information, mitigate error; and support decision making

Standard 69: Develop a care plan for each patient. The care plan includes (but is not limited to) the following:

- Assessment of the patient on an ongoing basis and adjustment of care accordingly
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient's goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

Standard 72: Perform or obtain the necessary and appropriate diagnostic or laboratory tests – including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram – to facilitate diagnosis, referral, and treatment planning.

Standard 73: Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:

- Therapeutic and corrective exercise

## **KPE 532 Therapeutic Interventions II – Summer 20xx**

- Joint mobilization
- Soft tissue techniques
- Movement training (including gait training)
- Task-specific functional activities
- Therapeutic modalities
- Home care management
- Cardiovascular training

Standard 76: Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:

- Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview.
- Re-examination of the patient on an ongoing basis
- Recognition of an atypical response to brain injury
- Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep distance, exercise, academic and behavioral accommodations, and risk reduction)
- Return of the patient to activity/participation
- Referral to the appropriate provider when indicated

Standard 87: Select and use biometrics and physiological monitoring systems and translate the data into effective preventative measures, clinical interventions, and performance enhancement.

### **Grading Criteria**

You will earn a grade in accordance with the University of Maine grading policy:

- 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 < 60%

AT Majors: Minimum of B – required for program advancement

### **Assessment and Evaluation**

Attendance & Participation	100 points
Plan of Care Projects (3x100)	300 points
Patient Referral Project	50 points
Exercise Physiology Lab Assignment	50 points

# KPE 532 Therapeutic Interventions II – Summer 20xx

Total: 500 points

## Attendance/Participation Policies

This course utilizes a sequential penalty for counting attendance. The first class you miss will count as one absence. The second class you miss will count twice as much. The third class you miss will count three times as much as one absence. Missing more than one or two classes with unexcused absences will significantly hurt your grade.

## Plan of Care Projects

Students will complete three comprehensive plan of care projects for simulated patient case scenarios. Scenarios will include head/brain injury, upper extremity injury, and lower extremity injury situations. Plans will need to include exercise, manual therapy, and modality integration, benchmarks for progression associated with phases of healing, and potential referral conditions for diminished progress/recovery.

## Patient Referral Project

Students will complete a project delineating the criteria for and process of patient referral for a scenario-based patient in need of higher-level services/treatment/diagnostic testing.

## Exercise Physiology Lab Assignment

Students will complete a summary presentation of an assigned common exercise physiology assessment. Key points will include assessment administration, uses, precautions, and indications of results.

## **Make-up/Missed Work Policies**

If you miss the due date for an assignment, you are required to communicate with the instructor and determine an appropriate plan for completing work. Failure to do so in a timely fashion will lead to a reduced grade and/or inability to turn in the assignment.

## **Electronic Devices Policy**

Laptops, Tablets, and Smartphones are allowed for class related usage only. If you are caught utilizing electronic resources for non-class purposes, you will lose attendance and participation points for that day's class. Bring a hard copy of your notes and your textbooks to each class.

## **UNIVERSITY POLICIES**

<https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/>

- **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

## KPE 532 Therapeutic Interventions II – Summer 20xx

possible sanction under the student conduct code is dismissal from the University.

- **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, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (Dr Nightingale) privately as soon as possible.
- **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.
- **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 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 **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*: **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/>



## KPE 532 Therapeutic Interventions II – Summer 20xx

**Confidentiality Statement:** All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

**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.

**Use of Electronic Communications:** All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link <http://www.umaine.edu/it/policies/communication.php>

**Incomplete Grades:** 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 participated in more than 50% of the class.

A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all the work required to earn credit by the end of the semester or session.

The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted.

An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.



## KPE 532 Therapeutic Interventions II – Summer 20xx

Source: <https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf>

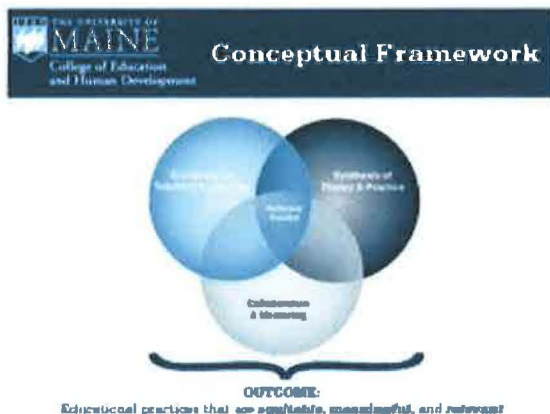
**Non-Discrimination and Non-Sexist Language:** The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/>

### College of Education and Human Development Policies:

#### Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (visit their office on the 3rd floor of the Memorial Union or call 581-1406) or the associate dean for academic services for the College of Education and Human Development (room 101 Shibles or call 581-2412). Furthermore, please notify the professor if you are comfortable doing so.



### University of Maine COVID-19 Syllabus Statement

To keep our campus safe, students are expected to comply with all University policies related to the COVID-19 pandemic. For the latest guidance, please visit

## **KPE 532 Therapeutic Interventions II – Summer 20xx**

<https://umaine.edu/return> or <https://www.maine.edu/together/community-guidance/students/>

## New Graduate Course Proposal

**Academic Unit:** Kinesiology, Physical Ed, Athletic Training  
**Course Designator & Number:** KPE 601 **Effective Semester:** Fall 2024  
**Course Title:** Athletic Training Clinical Skills III  
**Course Type:** New Course

### Proposed Catalog Description:

KPE 601 is designed to be in the clinical rotation and classroom and support the integration of classroom learning to clinical application. It is the third in a sequential course series. The content of the course therapeutic interventions, leadership, organization, and Board of Certification exam preparation.

**Course Prerequisites:** Admission to MSAT program, KPE 502  
**Credit Hours:** 3  
**Component:** Lecture  
**Cross-Listed Course:**

### Text(s) Planned for Use:

1. Therapeutic Exercise for Musculoskeletal Injuries PA Houglum. Human Kinetics Press 3rd ed.
2. Therapeutic Modalities. C Starkey. FA Davis. 4th ed.
3. High Performance Training for Sports. D Joyce. 2nd ed.

**Course Instructor:** Dr Shannon Wright, Assistant Professor of Athletic Training. This course will be part of Dr Wright's regular teaching load

### Reason for new course:

Changes in athletic training accreditation require our program to move from the bachelors to masters level for graduates to be eligible to sit for the national certification examination. This new course would be part of the graduate degree program.

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**

No. The academic unit will not request additional resources for this course

**Additional Resources:**

**Academic Units Affected (if any):**

None

**Course Frequency:**

This course will be offered annually to second year athletic training majors during the fall semester. It will not result in overload salary as it will replace one of the instructor's courses at the undergraduate level that will be sunsetted.

**Can this course be repeated for credit?** No

**Total number of credits allowed:** \_\_\_\_\_

**Total number of completions allowed:** \_\_\_\_\_

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

**Mode of Instruction:** In-Person

**Endorsements**

Leader:	robert.lehnhard@maine.edu	Approved	Date:	09/15/22
College CC Chair:	tammy.mills@maine.edu	Approved	Date:	11/07/22
College Dean:	arthur.artesani@maine.edu	Approved	Date:	11/22/22

Leader: \_\_\_\_\_ Date: \_\_\_\_\_

College CC Chair: \_\_\_\_\_ Date: \_\_\_\_\_

College Dean: \_\_\_\_\_ Date: \_\_\_\_\_

DLL: \_\_\_\_\_ Date: \_\_\_\_\_

**Graduate School**

**Date**



**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.

## **KPE 601: Clinical Experience III**

3 Credits

Location, time, day: TBD

Prerequisites: Admission to MSAT program and KPE 502

Instructor Information:

NAME

PHONE NUMBER

EMAIL

OFFICE

OFFICE HOURS

The course will be delivered in two ways, both in-person. The first is in the classroom, information listed above. The second is through your assigned clinical education rotation, which you should receive from the Clinical Education Coordinator prior to the start of the semester. The schedule for your clinical rotation will be determined by you and your preceptor.

You will need access to Brightspace, a computer, reliable internet. The University has access to citation managers, library resources, and more for your other technological needs.

### **Textbooks**

1. Therapeutic Exercise for Musculoskeletal Injuries PA Houglum. Human Kinetics Press 3<sup>rd</sup> ed.
2. Therapeutic Modalities. C Starkey. FA Davis. 4<sup>th</sup> ed.
3. High Performance Training for Sports. D Joyce. 2<sup>nd</sup> ed.

As stated above, the delivery of this course is two-fold: in the classroom and at clinical rotations. The classroom information is listed above. The clinical rotation schedule will be determined by the student and their preceptor.

### **Course description**

KPE 601 is designed to be in the clinical rotation and classroom and support the integration of classroom learning to clinical application. It is the third in a sequential course series. The content of the course therapeutic interventions, leadership, organization, and Board of Certification exam preparation.







## **Student Learning Outcomes**

1. Students will examine local, state, and federal laws regarding the practice of athletic training and compare them.
  - a. Assessment: Quizzes
  - b. Assessment: In-class activities
2. Students will advocate for the profession by educating a potential practice setting about AT services.
  - a. Assessment: Informational video for future practice setting.
3. Students will select and use interventions for patients in various places in the care plan (pre-op, post-op, nonsurgical) to support the agreed-upon care plan.
  - a. Assessment: Case Study and Presentation
  - b. Assessment: In-class Activities
  - c. Assessment: Preceptor Evaluation
4. Students will identify strategies to mitigate the risk for long-term health conditions, including but not limited to: adrenal diseases, cardiovascular disease, diabetes, neurocognitive disease, obesity, and osteoarthritis.
  - a. Assessment: You teach us!
  - b. Assessment: group work on how to incorporate prevention strategies into AT
    - i. Assignment: literature review (short—annotate bib) for mitigating risk
5. Students will analyze and revise their clinical site's preparticipation exam procedures.
  - a. Assessment: PPE Analysis
  - b. Assessment: quiz
6. Students will describe the effects, participation consequences, and risks of misuse or abuse of various drugs.
  - a. Assessment: Quiz
  - b. Assessment: Drug Notebook
7. Students will evaluate the use of biometric and physiological monitoring systems for use in prevention, clinical interventions, and performance enhancement.
  - a. Assessment: AT Domain Project
8. Students will document patient records in a patient-management or electronic medical record system using standard codes to maintain a record for the patient and health insurance.
  - a. Assessment: SOAP Notes
  - b. Assessment: Preceptor Evaluation
9. Students will discuss physician relationships and how to build them for directing and collaborating according to state statutes, rules, and regulations.
  - a. Assessment: AT and Physician Interviews
10. Students will evaluate a patient presenting with concussion symptoms and provide a diagnosis, treatment plan, and return to activity and learn plans.
  - a. Assessment: Preceptor Evaluation
  - b. Assessment: In-Class activities
11. Students will develop concussion and other brain related injury policies for their clinical site(s).
  - a. Assessment: Concussion Policy Development

Standard 66 Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:

- Requirements for physician direction and collaboration
- Mandatory reporting obligations
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Universal Precautions/OSHA Bloodborne Pathogen Standards
- Regulations pertaining to over-the-counter and prescription medications

Standard 68 Advocate for the profession.

Standard 73 Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:

- Therapeutic and corrective exercise
- Joint mobilization and manipulation
- Soft tissue techniques
- Movement training (including gait training)
- Motor control/proprioceptive activities
- Task-specific functional training
- Therapeutic modalities
- Home care management
- Cardiovascular training

Standard 76 Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:

- Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview
- Re-examination of the patient on an ongoing basis
- Recognition of an atypical response to brain injury
- Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)
- Return of the patient to activity/participation
- Referral to the appropriate provider when indicated

Standard 79 Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:

- Adrenal diseases
- Cardiovascular disease

- Diabetes
- Neurocognitive disease
- Obesity
- Osteoarthritis

Standard 81 Plan and implement a comprehensive preparticipation examination process to affect health outcomes.

Standard 84 Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.

Standard 87 Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement.

Standard 89 Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.

Standard 90 Establish a working relationship with a directing or collaborating physician.

Standard 93 Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:

- Education of all stakeholders
- Recognition, appraisal, and mitigation of risk factors
- Selection and interpretation of baseline testing
- Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation

## Grading Criteria

You will earn a grade in accordance with the University of Maine grading policy:

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 < 60%	

AT Majors: Minimum of B – required for program advancement

## Assessment and Evaluation

Informational AT Services Video	30
Quizzes	30
SOAP Notes x 2 (20 each)	40



PPE Analysis	50
Attendance and Participation	50
Hours Submission Bi Weekly	50
Physician Relationship Building Interview Series (1)	60
Drug Flipbook	60
Prevention Strategies in AT (Group)	75
AT Domain Project	75
Weekly Activities	80
Case Study and Presentation (TI Focus)	100
Concussion Policy	100
Preceptor Evaluation (Mid and Final)	200
<b>Total</b>	<b>1000</b>

**Informational AT Services Video:** In this assignment, you will find an AT practice setting where you have not had a rotation so far. This could be any of the Emerging Practice Settings listed from the NATA or one you discover or think of on your own. In the video, you will be describing how ATs can be of service in this setting and what you can do for the stakeholders there (patients, employers, etc.).

**Quizzes:** There will be several quizzes during the semester. These quizzes will be on Brightspace and will be over material we discuss in class and the readings outside of class.

**SOAP Notes:** Over the course of the semester, you will turn in a SOAP note based on a real or simulated evaluation you have done at your clinical site. If you do not have the opportunity to perform a “real” evaluation on a patient, you may simulate one with your preceptor. If you are submitting a real patient encounter SOAP note, you **MUST DE-IDENTIFY** the note to protect the patient's rights. Failure to de-identify the note will result in at least half credit lost.

**PPE Analysis:** After your experience during pre-season, you will reflect on the pre-participation exam procedures. In the review of your clinical site's procedures, you will identify strengths, weaknesses, areas of improvement, and clear reasoning for the decisions made by the site's supervisors. Use evidence to support your analysis of the procedures.

**Attendance & Participation:** Attendance and participation in class and clinical sessions is expected. Attendance will be taken at each session. Missing scheduled clinical sessions without an appropriate excuse will be reported to the Program Director and can lead to probation and potentially removal from the Athletic Training Education Program. Improper use of electronic devices during class time will result in a loss of that day's attendance and participation points. This class time is meant to support your education and practice by providing a safe place for you to explore and FAIL (First Attempt In Learning) while you work toward certification and licensure.

**Hours Logs:** Submit hours logs on a bi-weekly basis to the CEC via the appropriate channel. See the Clinical Education Credit and Hour Policy below for further details.

**Weekly hour logs will be due by 11:59pm every other Sunday. This is not in the course schedule. There will be reminders on Brightspace.**

**Physician Relationship Building Interview Series:** You will interview a pair of health care providers, an AT and their supervising physician according to state law and regulation. The class will put together a

series of interviews and summaries of the interviews. You may interview your preceptor and their supervising physician. You may also find another AT and their supervising physician, within the State of Maine or in another state. If you choose one from another state, please review their state practice act. The interview should focus on the development of the relationship and how it is maintained.

**Drug Book:** In this assignment, you will create a notebook of common drugs used within sports medicine. Describe their use, indications, contraindications, participation consequences, and long-term consequences of use. This will serve as a reference in the future.

**Prevention Strategies in AT:** In small groups, you will identify strategies to mitigate the risk for a chosen condition that can present across the life-span. The project will need to take the condition and examine how primary, secondary, and tertiary prevention methods can be used in AT. You will need to include information about barriers to use in different settings and organizations. You may consult with practicing ATs about their experiences to inform your report.

**AT Domain Project:** This project will be part of an ongoing series of projects within the clinical and administration courses of the program. You will choose one of the Domains of Athletic Training excluding Domain 5. After reviewing the definition and explanations of the Domain from the profession's governing and accrediting bodies, you will use this information to find out how the Domain shows up at your clinical site. You can accomplish this in a variety of ways depending on the Domain (observation, data analysis, interviews, etc). You will prepare a report on your findings.

**Weekly Activities:** These will be short, weekly or bi-weekly assignments that you will complete on your own or in small groups. They will include topics such as ethical practice and therapeutic interventions.

**Case Study and Presentation:** The case presentation you present this semester will be focused on therapeutic interventions, synthesizing everything you have learned in your three-course series. Although you will not have completed the third course yet, you should have all the structure and theory behind using therapeutic interventions to create a plan for a case study.

**Concussion Policy:** You will develop an evidence-based concussion policy based on a specific AT practice setting. The purpose of this is to practice creating policies for your practice sites. Concussions are one of the most common injuries that require a whole-person approach to return to activity and learning. In creating a policy and procedure, you are reinforcing your own knowledge and experience as well as showing use of the literature to support your policy decisions.

**Preceptor Evaluations:** Your preceptor will conduct two evaluations of your performance (mid-semester and end-of-semester). You will need to set short-term goals with your preceptor (weekly, bi-weekly) and conduct meetings with your preceptor to determine if you are meeting your goals. The rationale of these evaluations is to help you develop individual goals to help you improve your skills, not simply to receive a grade.

**Use the provided goal setting sheet on Brightspace to help guide your progress with your preceptor. You will turn this in along with the evaluations.**

## **Course Policies**

With your continued enrollment in the athletic training program, the need to begin developing and practicing specific skills to use as a practicing athletic training is extremely important. This course is designed to integrate classroom learning with professional practice. The Clinical Experience is a time for you to work with your preceptor on everyday athletic training skills. This semester, you should particularly focus on those proficiencies utilized in management and treatment of lower and upper extremity injuries and emergency conditions. ***It is imperative that you meet with your preceptor early*** in your experience and develop a weekly schedule that allows you to complete your requirements but not to exceed limit. You will be required to submit schedules ***every two weeks*** as part of this course. Failure to submit schedules or adhere to minimum and maximum hours requirements will be reflected in your grade.

Part of being a professional is planning. If you have any special events that will impact your clinical schedule (family weddings, internship interviews, etc.), please work with your preceptor as soon as possible. Your clinical experience should be treated like a job...however, even professionals take time off for important events. If you are having difficulties arranging time off for important reasons, please let me know and I will try to negotiate a compromise between you and your preceptor.

If you are unable to attend a class, please contact the instructor as soon as you can. If it is an excused absence, please bring verification as soon as you can (note from doctor or academic advisor). Late assignments will not receive full credit.

If you encounter a last-second conflict and are unable to attend your clinical experience, contact your preceptor as soon as possible. If it is an excused absence, please bring verification as soon as you can to your preceptor. They will have a significant amount of input on the grade you earn for this semester and should be treated with the same respect that you would show to any classroom professor. Your work will become part of your course portfolio that is submitted to the Program Director at the end of the semester.

Lateness or missing classes without a valid reason (traveling with a team as part of your clinical, illness, etc. is considered valid) will lead to a reduction in your attendance and participation grade. The participation grade is 5 points per week and is based on your actual participation in the class.

### **Clinical Education Credit and Hour Policy**

In accordance with the CAATE standards and expectations regarding clinical education, the UMaine MSAT Program provides a minimum and maximum number of hours per semester and credit hour. The University of Maine Graduate College does not have a specific policy relating credit hours to clinical hours for the graduate level student. The UMaine MSAT faculty have compared the clinical education experiences to those of students completing similar educational experiences, such as internships or student teaching. As such, the hours requirement is higher per credit hour than that expected of an undergraduate clinical education course. The faculty also compared hours policies from peer institutions with professional master's athletic training programs. The UMaine MSAT hour policy is as follows:

One academic credit of clinical education equates to 75-116 contact hours; a 3-credit course equates to 210-350 hours or roughly 15-25 hours per week. Most UMaine MSAT clinical education courses are 3 credits over 14 weeks of classes. The immersion clinical education experience is 6 credits over 14 weeks. One summer clinical education course will entail 3 credits over 3 weeks; for this course, the contact hour expectation is lowered due to time constraints.

Course	Credits (Term Length)	Hours (min-max) (Average 15-25 hours/week)
KPE 501	3 (14 weeks)	210 – 350
KPE 502	3 (3-4 weeks)	45 – 75
KPE 601	3 (14 weeks)	210 – 350
KPE 602 (Immersion)	6 (14 weeks)	450 – 600 (30-40 hrs/week)

AT students must be under the direct supervision of their preceptor at all times. Direct supervision means the preceptor must be physically present and able to immediately intervene when necessary. Hours logs will be submitted to the CEC on a bi-weekly basis to ensure scheduling is appropriate and hours requirements are being met. Schedules should always include one day off in seven for students.

### **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, 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: <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, 581.2319, as early as possible in the term. 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 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 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 a faculty or staff member who is deemed a "responsible employee" 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, they are 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: 207-581-1406**
      - **University of Maine Police: 207-581-4040 or 911**

Visit the Title IX Student Services website at [umaine.edu/titleix/](http://umaine.edu/titleix/) for more information.

**Confidentiality Statement:** All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following

link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

**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.

**Use of Electronic Communications:** All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link <http://www.umaine.edu/it/policies/communication.php>

**Incomplete Grades:** 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 participated in more than 50% of the class. A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Source: <https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf>

**Non-Discrimination and Non-Sexist Language:** The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/>

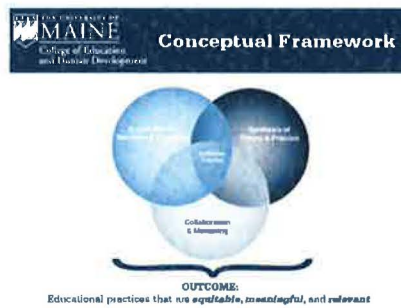
### **College of Education and Human Development Policies**

**Basic Needs Security:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (visit their office on the 3rd floor of the Memorial Union or call 581-1406) or Mary Mahoney-O'Neil, the associate dean for academic services for the College of Education and Human Development (Room 101 Shibles or call 581-2412). Furthermore, please notify the professor if you are comfortable doing so.

## University of Maine COVID-19 Syllabus Statement

To keep our campus safe, students are expected to comply with all University policies related to the COVID-19 pandemic. For the latest guidance, please visit

<https://umaine.edu/return> or <https://www.maine.edu/together/community-guidance/students/>



### Course Schedule

Date	Topic	Assignments
Week 1	Syllabus Review Pre-Participation Exams	Syllabus Quiz (not counted)
Week 2	Concussions & Policy Development	PPE Analysis Due
Week 3	Documentation	SOAP Note 1 due
Week 4	Establishing Relationships	Worksheet
Week 5	State Practice Acts, Ethical Practice, & Regulations AT Practice Settings	Quiz
Week 6	Concussion Treatment	AT & Physician Interview 1 Due
Week 7	Concussion Treatment	Informational AT Services Video due Mid-Term Goals/Eval Review due
Week 8	Therapeutic Interventions	Quiz
Week 9	Therapeutic Interventions	AT & Physician Interview 2 due
Week 10	Biometrics Interventions Prevention Primer	Drug Flipbook due SOAP Note 2 due
Week 11	Health Conditions Prevention	Concussion Policy Development due
Week 12	ICF Model Presentations	ICF Model project due
Week 13	Patient Education	Quiz
Week 14	Mitigating Risk in AT	Prevention Strategies in AT due
Week 15	Long-term Risk Mitigation	AT Doman Project due
Finals	AT Domain Presentations	SMART Goals Student Eval (self & preceptor) Preceptor & Site Evaluation due

## New Graduate Course Proposal

**Academic Unit:** Kinesiology, Physical Ed, Athletic Training

**Course Designator & Number:** KPE 602 **Effective Semester:** Spring 2025

**Course Title:** Athletic Training Clinical Experience IV - Immersion Experience

**Course Type:** New Course

### Proposed Catalog Description:

KPE 602 is designed to be in the clinical rotation and classroom and support the integration of the program's learning to clinical application. It is an immersion clinical course, meaning the student will spend most of their time in the clinical setting applying their knowledge and skills to prepare for entry to the profession. It is the last in a sequential course series. The content of the course focuses on therapeutic interventions, ethics, general medical conditions, and athletic training administration.

**Course Prerequisites:** KPE 601 - Athletic Training Clinical Skills III

**Credit Hours:** 6

**Component:** Field Experience/Internship

**Cross-Listed Course:**

### Text(s) Planned for Use:

1. Therapeutic Exercise for Musculoskeletal Injuries PA Houglum. Human Kinetics Press 3rd ed.
2. Raab S, Craig D. Evidence-Based Practice in Athletic Training. Human Kinetics; 2016.
3. Kutz MR. Leadership and Management in Athletic Training: An Integrated Approach. 2nd ed. Jones & Bartlett Learning; 2019.

**Course Instructor:** Dr Shannon Wright, Assistant Professor of Athletic Training. This course will be considered part of Dr Wright's regular teaching load.

### Reason for new course:

Changes in accreditation of athletic training programs require graduates to complete a graduate level program to be eligible to sit for the national certification examination. This course will be part of the curriculum for the new graduate athletic training program, which will replace the current program at the baccalaureate level.

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**

No. The academic unit will not request additional resources for this course

**Additional Resources:**

**Academic Units Affected (if any):**

none

**Course Frequency:**

Course will be offered annually during the spring semester for second year graduate athletic training students.

**Can this course be repeated for credit?** No

**Total number of credits allowed:** \_\_\_\_\_

**Total number of completions allowed:** \_\_\_\_\_

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

**Mode of Instruction:** Distance Synchronous Learning

**Endorsements**

Leader: robert.lehnhard@maine.edu Approved Date: 09/15/22

College CC Chair: tammy.mills@maine.edu Approved Date: 11/07/22

College CC Chair: arthur.artesani@maine.edu Approved Date: 11/22/22

College Dean: \_\_\_\_\_ Date: \_\_\_\_\_

Leader: \_\_\_\_\_ Date: \_\_\_\_\_

College CC Chair: \_\_\_\_\_ Date: \_\_\_\_\_

College Dean: \_\_\_\_\_ Date: \_\_\_\_\_

DLL: hcarter@maine.edu Approved Date: 12/30/22

**Graduate School**

**Date**



# KPE 602: Clinical Experience IV Immersion

6 Credits



**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.

Location, time, day: TBD

Prerequisites: Admission to the MSAT Program and KPE 601

Instructor Information:

NAME  
PHONE NUMBER  
EMAIL  
OFFICE  
OFFICE HOURS

The course will be delivered through your assigned clinical education rotation, which you should receive from the Clinical Education Coordinator prior to the start of the semester. There will also be asynchronous assignments online. The schedule for your clinical rotation will be determined by you and your preceptor. As this is the immersive clinical experience, the expectation is that you will be in-person at your clinical site for a majority of your time.

You will need access to Brightspace, a computer, reliable internet. The University has access to citation managers, library resources, and more for your other technological needs.

## Textbooks

1. Therapeutic Exercise for Musculoskeletal Injuries PA Houglum. Human Kinetics Press 3<sup>rd</sup> ed.
  - a. Required from KPE 531, 532, 533
2. Raab S, Craig D. Evidence-Based Practice in Athletic Training. Human Kinetics; 2016.
  - a. From KPE 541
3. Kutz MR. Leadership and Management in Athletic Training: An Integrated Approach. 2<sup>nd</sup> ed. Jones & Bartlett Learning; 2019.
  - a. Co-required with KPE 681

## Course description

KPE 602 is designed to be in the clinical rotation and classroom and support the integration of the program's learning to clinical application. It is an immersion clinical course, meaning the student will spend most of their time in the clinical setting applying their knowledge and skills to prepare for entry to the profession. It is the last in a sequential course series. The content of the course focuses on therapeutic interventions, ethics, general medical conditions, and athletic training administration.

## **Student Learning Outcomes**

1. Students will uphold the ethical standards of the profession.
  - a. Assessment: Quiz
  - b. Assessment: Current Events Analysis
  - c. Assessment: Preceptor Evaluation
2. Students will describe pharmacological interventions for various conditions at an appropriate health literacy level.
  - a. Assessment: Drug Infographic
3. Students will administer medications appropriately according to organizational, local, state, and federal laws.
  - a. Assessment: Organizational and Local Policy for ATs
  - b. Assessment: Preceptor Evaluation
4. Students will create behavioral health plans for patients.
  - a. Assessment: Behavioral Health concept map/protocol map
5. Students will identify strategies to mitigate the risk for long-term health conditions, including but not limited to: adrenal diseases, cardiovascular disease, diabetes, neurocognitive disease, obesity, and osteoarthritis.
  - a. Assignment: Mini Literature Review
  - b. Assignment: AT Prevention Strategies
6. Students will describe the effects, participation consequences, and risks of misuse or abuse of various drugs.
  - a. Assessment: Quiz
  - b. Assessment: Drug Infographic
7. Students will perform administrative duties related to the delivery of health care services, including but not limited to: strategic planning and assessment, managing a physical facility, managing finances, managing risks, navigating multipayer systems, and implementing a model of delivery.
  - a. Assessment: Administration Skills Workbook
  - b. Assessment: Preceptor evaluation
8. Students will develop policies and procedures to guide the daily operation of athletic training services.
  - a. Assessment: Policy Comparison and Review
  - b. Assessment: Policy of Choice Development
9. Students will write policies and procedures on the prevention and response to medical emergencies.
  - a. Assessment: AT Prevention Strategies
10. Students will create policies for identifying patients experiencing behavioral health conditions.
  - a. Assessment: EB Behavioral Health Concept Map

## **CAATE 2020 Standards Associated with KPE 602**

Standard 65 Practice in a manner that is congruent with the ethical standards of the profession.

Standard 74 Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

Standard 75 Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.

Standard 77 Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate.

Standard 79 Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:

- Adrenal diseases
- Cardiovascular disease
- Diabetes
- Neurocognitive disease
- Obesity
- Osteoarthritis

Standard 84 Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.

Standard 88 Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- Strategic planning and assessment
- Managing a physical facility that is compliant with current standards and regulations
- Managing budgetary and fiscal processes
- Identifying and mitigating sources of risk to the individual, the organization, and the community
- Navigating multipayer insurance systems and classifications
- Implementing a model of delivery (for example, value-based care model)

Standard 91 Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.

Standard 92 Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.

Standard 94 Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.

## Grading Criteria

You will earn a grade in accordance with the University of Maine grading policy:

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 < 60%	

AT Majors: Minimum of B – required for program advancement

## Assessment and Evaluation

Current Events Analysis	15
Quizzes	20
Policy Review	20
• Policy of Choice Development	30
Drug Infographic/Video	30
Organizational and Local Policies and Regulations Video	30
Behavioral Health Concept Map	35
AT Prevention Strategies	50
• Mini Literature Review	35
Final Professional Portfolio	50
Administration Skills Workbook	60
Hours Submission Bi Weekly	50
AT Domain Project	75
Case Study and Presentation	100
Preceptor Evaluation (Mid and Final)	200
<b>Total</b>	<b>800</b>

**Quizzes:** There will be several quizzes during the semester. These quizzes will be on Brightspace and will be over material we discuss in class and the readings outside of class. There will also be various worksheets and in class assignments throughout the semester.

**Hours Logs:** Submit hours logs on a bi-weekly basis to the CEC via the appropriate channel. See the Clinical Education Credit and Hour Policy below for further details.

**Weekly hour logs will be due by 11:59pm every other Sunday. This is not in the course schedule. There will be reminders on Brightspace.**

**AT Domain Project:** This project will be part of an ongoing series of projects within the clinical and administration courses of the program. You will choose one of the Domains of Athletic Training excluding Domain 5. After reviewing the definition and explanations of the Domain from the profession's governing and accrediting bodies, you will use this information to find out how the Domain shows up at your clinical site. You can accomplish this in a variety of ways depending on the Domain (observation, data analysis, interviews, etc.). You will prepare a report on your findings.

**Case Study and Presentation:** The case presentation you present this semester will be focused on general medical conditions and their relation to the clinical setting in athletic training. This is the opportunity to put together a holistic frame of your patient based on the *Clinical Practice in Athletic Training* journal guidelines. The patient should be a real patient where you have received permission to write a case study. The case should span more than 3 visits to the facility that require evaluation and treatment. The purpose of the assignment is to help you think about the patient in a holistic way vs focusing only on the injury. Use the ICF Disablement Model as a guide to help you organize your thinking. You will present the case to the class at the end of the semester.

**Drug Infographic/Video:** In this assignment, you will create an interactive infographic or video to be with the purpose of being shared with patients to educate on various drugs that may be seen or used in prescriptions, treatments, and those that are monitored by the USADA and WADA.

**Policy Review:** The purpose of this assignment is to focus on reviewing the existing policies at your immersive clinical site. You will focus on the daily operations of the athletic training staff and facility. You will then choose one to revise from this report (**Policy of Choice Development**). The purpose of this is two-fold for review and revision and the practice of continuous improvement in policy development.

**AT Prevention Strategies:** The AT Prevention Strategies assignment will be completed in groups of students in similar settings for their immersive experiences. You will create short videos or infographics discussing prevention strategies specific to your practice setting. Additionally, you will support your prevention strategies with literature from your **Mini Literature Review** that you will complete prior to the videos/infographics. This will require you to read the literature for common pathologies or injury patterns and use that information to find literature to support prevention strategies.

**Behavioral Health Concept Map:** This assignment will focus on identifying local and area behavioral health resources and map out your clinical experience site's behavioral health procedure.

**Current Events Analysis:** The analysis will focus on a current event of your choosing. You should include a summary of the event and people involved, the ethical and moral aspects of the event, and its relevance to athletic training or sports medicine.

**Administration Skills Workbook:** This assignment is intended to allow you practice the administration skills an athletic trainer needs to be successful in their workplace. They are often skills that are forgotten or "learned on the job" due to the specific nature of each employer and workplace. You will practice them in your clinical setting under the supervision of your preceptor. The skills include activities and skills to demonstrate, including but not limited to: risk assessment, facility management (supervised), budgeting, and BOC assessments.

**Organizational and Local Policies and Regulations Video:** To help educate future employees of your clinical immersion site, you will create a video describing the organizational and local policies and regulations relating to athletic trainers there.

**Final Professional Portfolio:** As part of the final clinical course in the program, you will create a professional portfolio in a manner of your choosing to highlight your learning and skills from the program. This will include projects and evaluations from your time in the program, presented to show a future



employer what you can offer and do. It will also serve as a reminder of what you have learned and accomplished for yourself as you become a certified member of the profession.

**Preceptor Evaluations:** Your preceptor will conduct two evaluations of your performance (mid-semester and end-of-semester). You will need to set short-term goals with your preceptor (weekly, bi-weekly) and conduct meetings with your preceptor to determine if you are meeting your goals. The rationale of these evaluations is to help you develop individual goals to help you improve your skills, not simply to receive a grade.

**Use the provided goal setting sheet on Brightspace to help guide your progress with your preceptor. You will turn this in along with the evaluations.**

## **Course Policies**

With your continued enrollment in the athletic training program, the need to begin developing and practicing specific skills to use as a practicing athletic training is extremely important. This course is designed to integrate classroom learning with professional practice. The Clinical Experience is a time for you to work with your preceptor on everyday athletic training skills. This semester, you should particularly focus on those proficiencies utilized in management and treatment of lower and upper extremity injuries and emergency conditions. ***It is imperative that you meet with your preceptor early*** in your experience and develop a weekly schedule that allows you to complete your requirements but not to exceed limit. You will be required to submit schedules ***every two weeks*** as part of this course. Failure to submit schedules or adhere to minimum and maximum hours requirements will be reflected in your grade.

Part of being a professional is planning. If you have any special events that will impact your clinical schedule (family weddings, internship interviews, etc.), please work with your preceptor as soon as possible. Your clinical experience should be treated like a job...however; even professionals take time off for important events. If you are having difficulties arranging time off for important reasons, please let me know and I will try to negotiate a compromise between you and your preceptor.

If you are unable to attend a class, please contact the instructor as soon as you can. If it is an excused absence, please bring verification as soon as you can (note from doctor or academic advisor). Late assignments will not receive full credit.

If you encounter a last-second conflict and are unable to attend your clinical experience, contact your preceptor as soon as possible. If it is an excused absence, please bring verification as soon as you can to your preceptor. They will have a significant amount of input on the grade you earn for this semester and should be treated with the same respect that you would show to any classroom professor. Your work will become part of your course portfolio that is submitted to the Program Director at the end of the semester.

Lateness or missing classes without a valid reason (traveling with a team as part of your clinical, illness, etc. is considered valid) will lead to a reduction in your attendance and participation grade. The participation grade is 5 points per week and is based on your actual participation in the class.

## **Clinical Education Credit and Hour Policy**

In accordance with the CAATE standards and expectations regarding clinical education, the UMaine MSAT Program provides a minimum and maximum number of hours per semester and credit hour. The University

of Maine Graduate College does not have a specific policy relating credit hours to clinical hours for the graduate level student. The UMaine MSAT faculty have compared the clinical education experiences to those of students completing similar educational experiences, such as internships or student teaching. As such, the hours requirement is higher per credit hour than that expected of an undergraduate clinical education course. The faculty also compared hours policies from peer institutions with professional master's athletic training programs. The UMaine MSAT hour policy is as follows:

One academic credit of clinical education equates to 75-116 contact hours; a 3-credit course equates to 210-350 hours or roughly 15-25 hours per week. Most UMaine MSAT clinical education courses are 3 credits over 14 weeks of classes. The immersion clinical education experience is 6 credits over 14 weeks. One summer clinical education course will entail 3 credits over 3 weeks; for this course, the contact hour expectation is lowered due to time constraints.

Course	Credits (Term Length)	Hours (min-max) (Average 15-25 hours/week)
KPE 501	3 (14 weeks)	210 – 350
KPE 502	3 (3-4 weeks)	45 – 75
KPE 601	3 (14 weeks)	210 – 350
KPE 602 (Immersion)	6 (14 weeks)	450 – 600 (30-40 hrs/week)

AT students must be under the direct supervision of their preceptor at all times. Direct supervision means the preceptor must be physically present and able to immediately intervene when necessary. Hours logs will be submitted to the CEC on a bi-weekly basis to ensure scheduling is appropriate and hours requirements are being met. Schedules should always include one day off in seven for students.

### **Campus Policies**

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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.

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### **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 a faculty or staff member who is deemed a "responsible employee" 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, they are 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: 207-581-1406**
      - **University of Maine Police: 207-581-4040 or 911**

Visit the Title IX Student Services website at [umaine.edu/titleix/](http://umaine.edu/titleix/) for more information.



**Confidentiality Statement:** All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

**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.

**Use of Electronic Communications:** All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link <http://www.umaine.edu/it/policies/communication.php>

**Incomplete Grades:** 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 participated in more than 50% of the class. A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Source: <https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf>

**Non-Discrimination and Non-Sexist Language:** The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/>

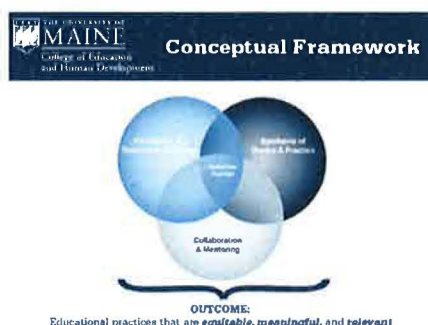
### College of Education and Human Development Policies

**Basic Needs Security:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (visit their office on the 3rd floor of the Memorial Union or call 581-1406) or Mary Mahoney-O'Neil, the associate dean for academic services for the College of Education and Human Development (Room 101 Shibles or call 581-2412). Furthermore, please notify the professor if you are comfortable doing so.

### **University of Maine COVID-19 Syllabus Statement**

To keep our campus safe, students are expected to comply with all University policies related to the COVID-19 pandemic. For the latest guidance, please visit

<https://umaine.edu/return> or <https://www.maine.edu/together/community-guidance/students/>



### **Course Schedule**

Date	Topic	Assignments
Week 1	Syllabus Review EBP	Syllabus Quiz (not counted)
Week 2	Organizational & Local Policies	Current Events Analysis due



Week 3	Ethics Review Policy Development Review	Organizational/Local Policies & Regulations Video due
Week 4	Administration Skills	Ethics Quiz
Week 5	AT Prevention	
Week 6	Drug Review	Mini Literature Review due Drug Quiz
Week 7	Long-Term Health Conditions	<b>Policy Comparison and Review due Mid-Term Goals/Eval Review due</b>
Week 8	Behavioral Health	Drug Infographic due
Week 9	Behavioral Health	Administration Skills Workbook due
Week 10	Behavioral Health	Policy of Choice Development due
Week 11	Patient Education	Behavioral Health Concept Map due
Week 12	ICF Model Presentations	ICF Model project due
Week 13	ICF Model Presentations	AT Prevention Strategies due
Week 14	Professional Portfolios	Worksheet
Week 15	Work Week	AT Doman Project due <b>Final Professional Portfolio due</b>
Finals	AT Domain Presentations	<b>SMART Goals Student Eval (self &amp; preceptor) Preceptor &amp; Site Evaluation due</b>



5775 Stodder Hall  
Orono, Maine 04469-5775  
umaine.edu/graduate  
graduate@maine.edu  
207.581.3291

## New Graduate Course Proposal

**Academic Unit:** Nursing

**Course Designator & Number:** NUR 525 **Effective Semester:** Fall 2023

**Course Title:** Family Nurse Practitioner Management of Reproductive, Gender, and Women's Health  
(Clinical)

**Course Type:** New Course

### Proposed Catalog Description:

The learner will apply knowledge and skills in the clinical setting to practice assessment, evaluation, and management of diverse clients' holistic gynecologic, reproductive, and sexual health. Primary care and specialty practice settings will be utilized to gain experience and practice. The objective for this clinical is for the student to gain experience in conducting sexual and reproductive health appraisals and physical examinations, determining differential diagnosis, and developing a treatment plan on actual patients under the supervision of a licensed health care practitioner (MD, DO, CNP, PA).

**Course Prerequisites:** NUR 503 or by permission; Corequisite NUR 521

**Credit Hours:** 2

**Component:** Clinical

**Cross-Listed Course:**

### Text(s) Planned for Use:

Schuiling K., Likis, F., Women's Gynecologic Health, Fourth Edition.  
ISBN: 9781284076028

**Course Instructor:** Adjunct

### Reason for new course:

The proposal is to separate the didactic and clinical course components so they have unique course numbers consistent with all other FNP clinical courses in the catalog. This change will allow learners to enroll in only the clinical course if they are a Certificate of Advanced Study (CAS) student or need to take the clinical course in an off term.

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**

No. The academic unit will not request additional resources for this course

**Additional Resources:**

**Academic Units Affected (if any):**

None.

**Course Frequency:**

Annual - Fall

**Can this course be repeated for credit?** <sup>No</sup>

**Total number of credits allowed:** \_\_\_\_\_

**Total number of completions allowed:** \_\_\_\_\_

**Can students enroll multiple times in a term?** <sup>No</sup>

**Mode of Instruction:** <sup>In-Person</sup>

**Endorsements**

**Leader:** <sup>kelley.strout@maine.edu</sup> <sup>Approved</sup> <sup>03/10/23</sup> **Date:** \_\_\_\_\_

**College CC Chair:** <sup>susans@maine.edu</sup> <sup>Approved</sup> <sup>03/15/23</sup> **Date:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Leader:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College CC Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DLL:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Graduate School**

**Date**

**University of Maine  
School of Nursing  
Family Nurse Practitioner Program  
NUR 525 Family Nurse Practitioner Management of Reproductive, Gender, and Women's Health - Clinical  
Course Syllabus Fall 2023**

**Credit hours:** 2 credit hours (150 supervised clinical hours)

**Location, Date, & Time:** Arranged - Refer to full FNP Clinical Course Policies and Procedures

**Prerequisites:** NUR 503, and by permission; Corequisite NUR 521

**Course Description:** The learner will apply knowledge and skills in the clinical setting to practice assessment, evaluation, and management of diverse clients' holistic gynecologic, reproductive, and sexual health. Primary care and specialty practice settings will be utilized to gain experience and practice.. The objective for this clinical is for the student to gain experience in conducting sexual and reproductive health appraisals and physical examinations, determining differential diagnosis, and developing a treatment plan on actual patients under the supervision of a licensed health care practitioner (MD, DO, CNP, PA).

**Faculty**

Christina Theriault, MSN, BSN, WHNP-BC  
5724 Dunn Hall,  
Orono, ME 04469-5724  
Cell: (781-962-8195) Fax: (207) 581-2585  
[Christina.theriault@maine.edu](mailto:Christina.theriault@maine.edu)

**Office Hours:** By appointment

**Required Technology:** Zoom (video conferencing), Brightspace (learning management system), MaineStreet account and UMaine email are required. You must be able to download Lockdown Browser on your device.

**Textbooks**

**Required:**

- Schulling K., Likis, F., *Women's Gynecologic Health*, (4<sup>th</sup> ed.). Jones & Bartlett Learning. ISBN: 9781284076028, Book Code: 07602-8

**Recommended:**

- Hatcher, R.A., Nelson, A.L., Trussell, J., Cwiak, C., Cason, P., Policar, M., Aiken, A., Marrazzo, J., Kowal, D. (2022). *Contraceptive Technology* (21<sup>st</sup> ed.), to speak to a representative, call (321)213-4483 or (404)875-5001 or email [info@contraceptivetechology21st.com](mailto:info@contraceptivetechology21st.com). Fax: (404)875-5030.
- Carcio, H. & Secor, M. (2018). *Advanced Health Assessment of Women* (4<sup>th</sup> ed.). Springer Publishing Company. ISBN 9780826124623

**Supplemental Materials:** Additional resources will be posted on Brightspace modules.

<b>Course Objectives/Terminal Program Objectives</b>	<b>National Organization of Nurse Practitioners Faculties (NONFP) Nurse Practitioners Core Competencies</b>	<b>AACN Essentials</b>	<b>Evaluation</b>
<p>Provide gender-sensitive care including a comprehensive history and physical exam appropriate to the client presenting for gynecologic and/or reproductive health care.</p> <p>Apply evidence from research and best practice models for the provision of patient centered care and the evaluation of healthcare outcomes.</p>	<p><b>Independent Practice Competencies</b></p> <p>3.b. Uses advanced health assessment skills to differentiate between normal variations of normal and abnormal findings.</p> <p>4.e. Develops strategies to prevent one's own personal biases from interfering with delivery of quality of care.</p>	<p><b>Person-Centered Care</b></p> <p>2.3 Integrate assessment skills in practice.</p> <p>2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice</p>	<p>Clinical Evaluation Tool</p> <p>SOAP notes</p> <p>Clinical Log in Medatrax®</p>
<p>Utilize appropriate therapeutic modalities, both pharmacologic and non-pharmacologic, in the care of common reproductive and gynecologic health concerns.</p> <p>The MSN-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems</p>	<p><b>Independent Practice Competencies</b></p> <p>3.a. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.</p> <p>3.d. Prescribes medication within the scope of practice.</p>	<p><b>Person-Centered Care</b></p> <p>2.4 Diagnose actual or potential health problems and needs.</p> <p>2.4f Employ context driven, advanced reasoning to the diagnostic and decision-making process.</p> <p>2.4g Integrate advanced scientific knowledge to guide decision making.</p> <p>2.5 Develop a plan of care.</p>	<p>Clinical Evaluation Tool</p> <p>SOAP notes</p> <p>Clinical Log in Medatrax®</p>



through the lifespan and across a variety of settings.		2.5j Develop evidence-based interventions to improve outcomes and safety.	
<p>Incorporates the essentials of behavioral, barrier, hormonal, mechanical, chemical, physiologic, and surgical contraception in clinical practice.</p> <p>The MSN-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.</p>	<p><b>Independent Practice Competencies</b> 3.a. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.</p> <p>3.d. Prescribes medication within the scope of practice.</p>	<p><b>Person-Centered Care</b> 2.3 Integrate assessment skills in practice. 2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.</p> <p><b>Quality and Safety</b> 5.2 Contribute to a culture of patient safety. 5.2i Design evidence-based interventions to mitigate risk.</p>	<p>Clinical Evaluation Tool</p> <p>SOAP notes</p>
<p>Utilizes resources for counseling and referral for unplanned or undesired pregnancies, sexual concerns, infertility, and other gynecologic problems.</p> <p>Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.</p>	<p><b>Independent Practice Competencies</b> 6. Collaborates with both professional and other caregivers to achieve optimal care outcomes.</p> <p>7. Coordinates transitional care service in and across care settings.</p>	<p><b>Quality and Safety</b> 5.2 Contribute to a culture of patient safety. 5.2i Design evidence-based interventions to mitigate risk. 6.3 Use knowledge of nursing and other professions to address healthcare needs. 6.3d Direct interprofessional activities and initiatives.</p>	<p>Clinical Evaluation Tool</p> <p>SOAP notes</p>
<p>Begin to develop differential diagnoses and management plans for common gynecologic conditions.</p> <p>Incorporate ethical principles, legal and regulatory mandates, and professional</p>	<p><b>Independent Practice Competencies</b> 3.b. Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</p>	<p>9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society. 9.1h Analyze current policies and practices in the context of an ethical framework.</p>	<p>Clinical Evaluation Tool</p> <p>SOAP notes</p>

standards in the advanced professional nursing role.	<b>3.c. Employs screening and diagnostic strategies in the development of diagnoses.</b>	<b>9.2 Employ participatory approach to nursing care.</b> 9.2i Identify innovative and evidence-based practices that promote person-centered care.	
Addresses health risks, and risk reduction strategies related to domestic violence, intimate partner violence, sexually transmitted infections, and sexual abuse for female client's seeking gynecologic, reproductive, and sexual healthcare.  Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically based patient centered care.	<b>Independent Practice Competencies</b> 3.a. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.	3.4 Advance equitable population health policy. 3.4f Identify opportunities to influence the policy process. 3.4j Assess the impact of policy changes. 3.4k Evaluate the ability of policy to address disparities and inequities within segments of the population.	
<b>Applies evidence-based guidelines to gynecologic cancer screening, including evaluation, referral, and consultation.</b>  Demonstrate leadership, professional accountability, and commitment to lifelong learning in the advanced professional nursing role.	<b>Independent Practice Competencies</b> 3.a. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.	<b>Scholarship for the Nursing Discipline</b> 4.2f Use diverse sources of evidence to inform practice. 4.2h Address opportunities for innovation and changes in practice. 4.2j Articulate inconsistencies between practice policies and best evidence. 4.2k Evaluate outcomes and impact of new practices based on the evidence. <b>Personal, Professional, and Leadership Development</b> 10.2i Foster activities that support a culture of lifelong learning.	

<p><b>Incorporate principles of teaching and counseling in client-nurse encounters to assist clients in achieving optimum well-being.</b></p> <p>The MSN-FNP graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.</p>	<p><b>Independent Practice Competencies</b>  <b>3.a. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.</b></p>		
<p><b>Accurately document the database, assessment, and plan of care using the problem-oriented format (SOAP).</b></p> <p>Demonstrate proficiency in the use of technology and information systems to enhance knowledge, communicate with the healthcare team, mitigate error, establish differential diagnosis, and to support decision-making for advanced practice.</p>	<p><b>Technology and Information Literacy Competencies</b>  <b>1. Integrates appropriate technologies for knowledge management to improve health care.</b></p>	<p><b>Informatics and Healthcare Technologies</b>  <b>8.3 Uses information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.</b></p>	

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**Appealing assignment and/or course grades:** The University of Maine has formal procedures by which students may appeal the assignment of grades by an instructor, accusations of cheating or plagiarism, or certain aspects of classroom procedure. The details of these appeal processes can be found on the Office of Student Records website: <https://studentrecords.umaine.edu/home/grades-and-grading-policy/>

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Grading and Assignments	
Grading and Assignments	Percentage
Clinical Evaluation Form	30%
Encounter SOAP notes (6 each worth 10% each)	60%
Clinical Log in Medatrax®	10%

The following criteria have been adopted for plus/minus grades in all nursing courses per the Handbook:

A	=	100 - 92
A-	=	91 - 90
B+	=	89 - 88
B	=	87 - 82
B-	=	81 - 80
C+	=	79 - 78
C	=	77
C-	=	76 - 70

Attendance at any clinical experience is held to the same standard as if the student were an employee of the institution. If a student must miss a scheduled clinical session, the time must be made up. This NUR 525 clinical requires 150 hours. Arrangement for clinical times is at the discretion



of the student and the clinical preceptor. The student is responsible for notifying the course faculty, in writing, of changes to their clinical schedule.

In accordance with the policies of the University of Maine School of Nursing Graduate Program, students must achieve a mean score of 80% on written exams in order to pass the course. Regardless of other grades achieved for written work assignments, an 80% average is required on exams. If the exam grade average is less than 80%, then the student will be awarded a grade no higher than "C" and will not be considered passing. Students are expected to achieve a grade of B- or higher in all courses.

For the Clinical Evaluation, any "NI" (Needs Improvement) in one of the midterm competencies must convert to a "C" (Competent) or an "E" (Exceeds Expectations) in the final evaluation in order to pass the course.

If an "NI" (Needs Improvement) in one of the midterm competencies does not convert to a "C" (Competent) or an "E" (Exceeds Expectations) in the final evaluation, a "U" (Unsatisfactory) is assigned to that competency and results in course failure.

*The Clinical Evaluation Form, SOAP notes, Medatrex® criteria and Simulation for grading are outlined below.*

*\*Simulation is tentatively scheduled for Monday 4/26/21 from 7 AM to 12 noon.*

**School of Nursing**  
**Clinical Performance Evaluation Tool**  
**NUR 525 Family Nurse Practitioner Gynecologic and Reproductive Care-Clinical**

Student Name: \_\_\_\_\_

Preceptor: \_\_\_\_\_

Final Grade: \_\_\_\_\_%

**U = Unsatisfactory    NI = Needs Improvement    NO = No opportunity to observe    C = Competent    E = Exceeds Expectation**

“C” (Competent) or an “E” (Exceeds Expectations) in the final evaluation *is required in all competencies to pass the course.*

- Any “NI” (Needs Improvement) in one of the midterm competencies must convert to a “C” (Competent) or an “E” (Exceeds Expectations) in the final evaluation in order to pass the course.
- If an “NI” (Needs Improvement) in one of the midterm competencies does not convert to a “C” (Competent) or an “E” (Exceeds Expectations) in the final evaluation, a “U” (Unsatisfactory) is assigned to that competency & results in course failure.
- For any NO at the midterm the student must consult with the faculty to create opportunities for the student to achieve the competency.

**Assigned Grade for the Final Evaluation**

- 10 “E” (Exceeds Expectations) & 10 “C” (Competent) = 100%
- 9 “E” (Exceeds Expectations) & 25 “C” (Competent) = 99%
- 8 “E” (Exceeds Expectations) & 26 “C” (Competent) = 98%
- 7 “E” (Exceeds Expectations) & 27 “C” (Competent) = 97%
- 6 “E” (Exceeds Expectations) & 28 “C” (Competent) = 96%
- 5 “E” (Exceeds Expectations) & 29 “C” (Competent) = 95%
- 4 “E” (Exceeds Expectations) & 30 “C” (Competent) = 94%
- 3 “E” (Exceeds Expectations) & 31 “C” (Competent) = 93%
- 2 “E” (Exceeds Expectations) & 32 “C” (Competent) = 92%
- 1 “E” (Exceeds Expectations) & 33 “C” (Competent) = 91%
- 20 “C” (Competent) = 89%

<b>Core Competencies</b>	<b>Midterm</b>	<b>Final</b>
<b>Scientific Foundation</b>	<b>NI, NO, C, or E</b>	<b>U, C, NO, or E</b>
1. Critically analyzes data & evidence for improving advanced practice.		
2. Integrates knowledge from the humanities & sciences within the context of nursing.		
<b>Quality</b>		
3. Uses best available evidence to continuously improve quality of clinical practice.		
4. Anticipates variations in practice & is proactive in implementing interventions to ensure quality.		
<b>Practice Inquiry</b>		
5. Provides leadership in the translation of new knowledge into practice.		
6. Analyzes clinical guidelines for individualized application into practice.		
<b>Technology &amp; Informational Literacy</b>		
7. Translates technical & scientific health information appropriate for various users' needs by assessing the patient's & caregiver's educational needs to provide effective, personalized healthcare.		
8. Demonstrates information literacy skills & complex decision-making.		
<b>Health Delivery System</b>		
9. Applies knowledge of organizational practices & complex systems to improve healthcare delivery.		
10. Minimizes risk to patients & providers at the individual & systems level.		
<b>Ethics</b>		
11. Integrates ethical principles in decision-making.		
12. Evaluates the ethical consequences of decisions.		
<b>Independent Practice</b>		
13. Demonstrates the highest level of accountability for professional practice.		
14. In collaboration with preceptor, manages previously diagnosed & undiagnosed patients by providing healthcare services which may include health promotion, disease prevention, health protection, anticipatory guidance, counseling, & disease management.		
15. In collaboration with preceptor, manages previously diagnosed & undiagnosed patients by using advanced health assessment skills to differentiate between normal, variations of normal & abnormal findings.		
16. In collaboration with preceptor, manages previously diagnosed & undiagnosed patients by employing screening & diagnostic strategies in the development of diagnoses.		
17. In collaboration with preceptor, manages previously diagnosed & undiagnosed patients by prescribing medications within the scope of practice.		

18. Provides patient-centered care recognizing cultural diversity & the patient or designee as a full partner in decision-making & works to: <ul style="list-style-type: none"> <li>● Establish a relationship with the patient characterized by mutual respect &amp; trust, empathy, &amp; cooperation</li> <li>● Include confidentiality, privacy, comfort, &amp; emotional support</li> <li>● Incorporate the patient's cultural &amp; spiritual preferences, values, &amp; beliefs</li> </ul>		
19. Utilizes strategies to prevent one's own personal biases from interfering with the delivery of quality care.		
20. Collaborates with both professional and other caregivers to achieve optimal care outcomes.		

Midterm	Final
Strengths	Strengths
Opportunities for Improvement	Opportunities for Improvement
Student Signature: _____	Student Signature: _____
Faculty Signature: _____	Faculty Signature: _____
Date: ____/____/____	Date: ____/____/____

### SOAP Notes

A total of 6 SOAP notes must be submitted on Brightspace over the course of the semester.

- The first 3 must be submitted during the first 75 hours of clinical.
- The second 3 must be submitted during the second 75 hours of clinical.
- Grading is in accordance with the SOAP Note Grading Rubric on Brightspace.

### SOAP Note Grading Rubric

Criteria	Excellent	Good	Needs Improvement	Unacceptable
Subjective Data	<b>20 points</b> Complete and concise summary of pertinent information.	<b>17 points</b> Partial but accurate summary of pertinent information (greater than 80%).	<b>15 points</b> Poorly organized and/or limited summary of pertinent information (50%-80%); information other than subjective data provided.	<b>10 points</b> Less than 50% of pertinent information is addressed; or is grossly incomplete and/or inaccurate
Objective Data	<b>20 points</b> Complete and concise summary of pertinent information.	<b>17 points</b> Partial but accurate summary of pertinent information (greater than 80%).	<b>15 points</b> Poorly organized and/or limited summary of pertinent information (50%-80%); information other than subjective data provided.	<b>10 points</b> Less than 50% of pertinent information is addressed; or is grossly incomplete and/or inaccurate
Assessment including Differential Diagnoses	<b>25 points</b> Complete problem list, differential and final diagnoses generated and rationally prioritized; no extraneous information or issues listed.	<b>21.25 points</b> Most problems and differential diagnoses are identified and rationally prioritize, including the main problem and diagnoses for the case (greater than 80%).	<b>18.75 points</b> Some problems and differential diagnoses are identified (50%-80%); incomplete or inappropriate problem prioritization; includes nonexistent problems or extraneous information.	<b>12.5 points</b> Less than 50% of problems in differential diagnosis are listed; or main problem missed; or problems not prioritized and/or identified nonexistent problems.



Plan	<b>25 points</b> Specific, appropriate and justified recommendations (including drug name, strength, route, frequency, and duration of therapy) for each identified problem. Specific patient education points, monitoring parameters, follow-up plan and (where applicable) referral plan.	<b>21.25 points</b> Mostly complete and appropriate for each identified problem (greater than 80%).	<b>18.75 points</b> Partially complete and/or inappropriate for a few identified problems (50%-80%); information other than plan provided.	<b>12.5 points</b> Less than 50% of problems have an appropriate and complete treatment plan.
Grammar and Spelling	<b>10 points</b> 100% correct.	<b>8.5 points</b> Grammar and spelling errors less than or equal to 99%.	<b>7.5 points</b> Grammar and spelling errors less than or equal to 75%	<b>5 points</b> Grammar and spelling errors greater than 50%.

### Medatrex® Clinical Log

There are two Medatrex® Clinical Logs that are submitted on Medatrex:

- The first must be submitted during the first 75 hours of clinical.
- The second must be submitted during the first 75 hours of clinical.

Medatrex® is an online secure database that you will use to log the patients you see independently and with your preceptor in the clinical setting. The following data points must be included and grading utilizing the Medatrex® Clinical Log Grading Rubric is based on inclusion of these data points. The data points must include:

1. Age of the child/adolescent
2. Gender
3. Race/Ethnic group
4. Insurance type
5. Diagnoses and corresponding ICD 10 diagnostic code
6. Medications prescribed
7. Procedures performed with ICD 10 procedure codes

### Medatrex® Clinical Log Grading Rubric

Criteria	Excellent	Good	Needs Improvement	Unacceptable
Data Points	<b>100 points</b> Includes 100% of data points.	<b>85 points</b> Includes 85% to 99% of data points.	<b>75 points</b> Includes less than 75% of data points.	<b>50 points</b> Includes less than 50% of data points.



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## New Graduate Course Proposal

**Academic Unit:** Mathematics & Statistics  
**Course Designator & Number:** STS 500 **Effective Semester:** Fall 2023  
**Course Title:** Topics in Graduate Statistics  
**Course Type:** New Course

### Proposed Catalog Description:

Topics in statistics not regularly covered in other courses. Content varies to suit current needs. May be repeated for credit.

**Course Prerequisites:** Departmental permission.  
**Credit Hours:** 1-3  
**Component:** Lecture  
**Cross-Listed Course:**

### Text(s) Planned for Use:

Differential Equations and Dynamical Systems by Lawrence Perko (third edition, Springer-Verlag, 2001).  
Differential Dynamical Systems by JD Meiss (SIAM, 2007).

**Course Instructor:** Peter Stechlinski, Associate Professor, two courses per semester.

### Reason for new course:

We have mathematics topics courses MAT 300, MAT 400 and MAT 500. We need equivalent STS courses. The purpose of these classes is to allow faculty to occasionally teach courses on special topics, and also to pilot new classes.

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**

No. The academic unit will not request additional resources for this course

**Additional Resources:**

**Academic Units Affected (if any):**

No other academic units are affected. This course will not be added to any lists of requirements.

**Course Frequency:**

Once or twice per academic year. Offering this course will not result in overload salary payments.

**Can this course be repeated for credit?** Yes

**Total number of credits allowed:** 6

**Total number of completions allowed:** 2

**Can students enroll multiple times in a term?** Yes

**Mode of Instruction:** In-Person

**Endorsements**

**Leader:** andrew.knightly@maine.edu Approved **Date:** 02/15/23

**College CC Chair:** thane.fremouw@maine.edu Approved **Date:** 02/17/23

**College CC Chair:** tmcole@maine.edu Approved **Date:** 02/24/23

**College Dean:** Approved **Date:**

**Leader:** **Date:**

**College CC Chair:** **Date:**

**College Dean:** **Date:**

**DLL:** **Date:**

**Graduate School**

**Date**



## STS 500: TOPICS IN GRADUATE STATISTICS

Fall 2023

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**Instructor:** Peter Stechlinski (he/him)  
**Email:** [peter.stechlinski@maine.edu](mailto:peter.stechlinski@maine.edu)

**Time:** MoWeFr 9:00 – 9:50 AM  
**Place:** 421 Neville

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**Course Website:** Official communication for the course will take place on Brightspace.

**Office Hours:** MoWeFr 10:00 — 10:50 AM (or by appointment) in 226 Neville.

**Primary Text:** Differential Equations and Dynamical Systems by Lawrence Perko (third edition, Springer-Verlag, 2001).

**Other Recommended Texts:**

- Ordinary Differential Equations by Jack K. Hale (Robert E. Krieger Publishing Company, 1980).
- Theory of Ordinary Differential Equations by Earl A. Coddington and Norman Levinson (McGraw-Hill, 1955).
- Differential Dynamical Systems by JD Meiss (SIAM, 2007).

**Course Description:** This course covers fundamental theory of nonlinear ordinary differential equations (ODEs) in a comprehensive manner, revisiting topics from introductory courses on ODEs with more mathematical depth and rigor. The main goal is to characterize the qualitative behavior of solutions of nonlinear ODEs, including invariant sets and limiting behavior, using a variety of tools.

**Prerequisites:** Grade of C or better in MAT 259 and MAT 262, or a grade of C or better in MAT 258, or permission of the department. Familiarity with rigorous proofs (e.g., MAT 261, MAT 425) is recommended.

**Detailed Outline of the Course:** The course begins with a treatment of linear ODE systems (Chapter 1) before developing a local theory for nonlinear ODE systems (Chapter 2). Global theory of nonlinear ODE systems (Chapter 3) is then developed. The course concludes with an examination of bifurcation theory (Chapter 4) or other special topics, as time permits. By the end of the course, students will be able to

- Solve homogeneous and nonhomogeneous linear ODE systems in  $\mathbb{R}^n$  via the matrix exponential.
- Classify the stability of linear ODE systems and identify stable, center, and unstable subspaces.
- Identify different types of (classical) solutions and invariant sets of nonlinear ODEs (e.g., equilibria, limit cycles, homoclinic orbits, heteroclinic orbits, separatrices, etc.).
- Verify well-posedness of nonlinear ODE models by applying existence, uniqueness, and parametric dependence theory.
- Characterize the behavior of nonlinear ODE systems using a variety of tools (e.g., linearization, Liapunov functions, Center Manifold Theorem, LaSalle's Invariance Principle, Poincaré-Bendixson).
- Identify nonlinear ODE systems with special structure (e.g., Hamiltonian systems, gradient systems) in order to apply corresponding specialized techniques for their analysis.
- Use software to compute numerical solutions, augment theoretical analyses, and test hypotheses.
- Sketch (by hand and by software) and interpret phase portraits.
- Judge the best tools and theory to use for modeling, simulating, and analyzing the qualitative behavior of real-world problems from science and engineering.



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## Course Schedule:

Week	Topics	Section	Due Dates
1	Uncoupled Linear Systems; Diagonalization	1.1-1.2	
2	Exponentials of Operators; Fundamental Theorem for Linear Systems; Linear Systems in $\mathbb{R}^2$	1.3-1.5	Asst 1
3	Complex Eigenvalues; Multiple Eigenvalues; Jordan Forms	1.6-1.8	
4	Stability Theory; Nonhomogeneous Linear Systems; Preliminary Concepts of Nonlinear Systems	1.9-1.10, 2.1	Asst 2
5	Fundamental Existence-Uniqueness Theorem; Dependence on Initial Conditions and Parameters	2.2-2.3	
6	Maximal Interval of Existence; Flow Defined by a Differential Equation; Linearization	2.4-2.6	Asst 3
7	Hartman-Grobman Theorem, Stable Manifold Theorem	2.8, 2.7	
8	Stability and Liapunov Functions	2.9	Asst 4 & Midterm
9	Spring Break		
10	Saddles, Nodes, Foci and Centers; Center Manifold Theory	2.10, 2.12	
11	Gradient and Hamiltonian Systems; Dynamical Systems and Global Existence Theorem	2.14, 3.1	Asst 5
12	Limit Sets and Attractors; Periodic Orbits, Limit Cycles and Separatrix Cycles	3.2, 3.3	Asst 6
13	The Poincaré Map; Nonautonomous Linear Systems and Floquet Theory	3.4, Meiss 2.8	
14	Stable Manifold Theorem for Periodic Orbits; Poincaré-Bendixson Theory in $\mathbb{R}^2$ ; Bendixson's Criteria	3.5, 3.7, 3.9	Asst 7
15	Special Topics (E.g. Index Theory; Bifurcation Theory; Carathéodory/Filippov Systems; Delay Differential Equations)	Various	Asst 8
16	Exam Week		Final Exam

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## Course Structure and Evaluation:

Your final grade in the course will be decided according to the following scheme:

Course component	Percentage of final grade
Attendance & Participation	10 %
Assignments	40 %
Midterm Exam	25 %
Final Exam	25 %

Final letter grades are determined as follows: <60 (F), 60-69 (D), 70-79 (C), 80-89 (B), 90-100 (A). In borderline cases, I use plus and minus grades at my discretion.

- **Attendance & Participation:** Attendance is expected. You will have the opportunity to participate in class by asking and answering questions, iClicker polls, discussions in small groups, etc. Periodically there will be in-class “A & P” tasks that contribute to this course component. Class participation is an important component in this course and attendance is required.
- **Assignments:** Assignments will be posted on Brightspace. Assignments should be well written; show your work and use proper notation. Your grades will be influenced by the clarity of your solutions. Assignments must be stapled with your name, assignment number, and “MAT 500” clearly marked.
- **Exams:** If you miss an exam because of exceptional reasons, you must contact me prior to the exam to get permission to write a make-up exam. If you miss an exam without prior approval, you will get a zero for the exam unless absence is due to a properly documented illness.
  - Midterm Exam: Date TDB.
  - Final Exam: Monday, May 1, 10:30 – 12:30 PM in 421 Neville.

## Class Policies:

Using laptops/tablets/phones is permitted when relevant to the course. Students may not record video or audio in class without express permission of the instructor. (Permission will usually only be granted by means of an official accessibility accommodation via the office of Student Accessibility Services.) If you wish to retain a personal copy of material you submitted through Brightspace, please do so before the end of the semester. You will not have access to a course’s Brightspace site after you complete the course. You can store copies of material you wish to retain on Google Drive, your hard drive, or other media of your choosing. Other materials posted by your faculty may be found at the library.

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## University of Maine Policy Statements:

**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. 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, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with Peter Stechlinski 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. Also, Student Wellness Resource Center.



Graduate School

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## Graduate Course Modification

Academic Unit: Nursing

Course Designator & Number: NUR 521 Effective Semester: Fall 2023

Course Title: Nurse Practitioner Gynecologic and Reproductive Care of Women

Course Modification Type: Credit Change, Description Change, Title Change, Prerequisite Change

Other Modification: \_\_\_\_\_

### Current Catalog Description:

NUR 521 - Nurse Practitioner Gynecologic and Reproductive Care of Women

Focuses on the nurse practitioner's clinical assessment and management of the female client's gynecologic, reproductive and sexual health. The lecture portion of this course covers didactic content, with over 50% delivered online. The clinical portion of this course includes 150 hours of practicum caring for obstetrical and gynecological patients in a primary care setting.

Prerequisites & Notes  
NUR 503

Credits: 4

New Course Designator & Number: \_\_\_\_\_ Credit Hours: 2

New Course Title: Family Nurse Practitioner Management of Reproductive, Gender, and Women's Health

New Course Prerequisites: \_\_\_\_\_

Current course prerequisites: NUR 503 or permission; corequisite NUR 525

Cross-Listed Course: \_\_\_\_\_

Course Instructor: Adjunct

### New Catalog Description:

This course is one of four primary care courses in the Family Nurse Practitioner program. Emphasis is placed on clinical application of assessment, evaluation, and management of diverse clients' holistic gynecologic, reproductive, and sexual health. This includes evidence-based approaches to health promotion, disease prevention and management to include pharmacological and non-pharmacological interventions. Women's health and associated feminist perspectives are also addressed.

### Reason for course modification:

The proposal is to separate the didactic and clinical course components so they have unique course numbers. The didactic course will become a 2 credit course, NUR 521, and the clinical hours and associated assignments will become a credit course, NUR 525. This change will allow learners to enroll in only the clinical and/or didactic portion if they are a Certificate of Advanced Study (CAS) student or need to take an incomplete due to lacking clinical hours in the term, but could still earn the mark for the didactic course. Additionally, separating the course components will open the opportunity to assess fees for the clinical course if determined by the department.

Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?

No. The academic unit will not request additional resources for this course

Additional Resources:

Course Frequency:  
Annual - Fall. On-load.

Can this course be repeated for credit? \_\_\_\_\_

Total number of credits allowed: \_\_\_\_\_

Total number of completions allowed: \_\_\_\_\_

Can students enroll multiple times in a term? \_\_\_\_\_

Mode of Instruction: \_\_\_\_\_

Endorsements

Leader: kelley.strout@maine.edu Approved Date: 03/10/23

College CC Chair: \_\_\_\_\_ Date: \_\_\_\_\_

College Dean: susans@maine.edu Approved Date: 03/15/23

Leader: \_\_\_\_\_ Date: \_\_\_\_\_

College CC Chair: \_\_\_\_\_ Date: \_\_\_\_\_

College Dean: \_\_\_\_\_ Date: \_\_\_\_\_

DLL: \_\_\_\_\_ Date: \_\_\_\_\_

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Date





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## New Graduate Course Proposal

**Academic Unit:** Modern Languages & Classics

**Course Designator & Number:** SPA 514 **Effective Semester:** Fall 2023

**Course Title:** History of the Spanish Language

**Course Type:** New Course

### Proposed Catalog Description:

An historical panorama of the development of Spanish from late Latin on the Iberian Peninsula to the globally dynamic language of our present. Students will study the modern Spanish language in Europe, Africa, the Americas, and around the world, how this language came to be, and how it continues to change. Linguistic notions gleaned in this course have relevance to other modern languages, including English, as well as to the idiosyncrasies and common points of confusion in Spanish. This course is being cross listed with SPA 414. SPA 414 and SPA 514 can not both be taken for degree credit.

**Course Prerequisites:** Graduate Student in MAT or SPA program, or permission

**Credit Hours:** 3

**Component:** Seminar

**Cross-Listed Course:** SPA 414

### Text(s) Planned for Use:

Pharies, David A. Breve historia de la lengua española. Segunda edición revisada. The University of Chicago Press, 2015. (ISBN: 9780226133775)

Other texts posted to Brightspace or available through Fogler library.

**Course Instructor:** Zachary Rockwell Ludington, Associate Professor of Spanish, 3/3

### Reason for new course:

This course has been offered several times as a "Projects in Spanish" (SPA 597 or SPA 598) course and should be added permanently to the catalog. It, along with SPA 515 (currently slated to be changed to SPA 530) are the only two graduate courses in the Spanish program focused on language and linguistics (the other courses are literature and culture courses). It offers new, challenging, and important ideas for our MAT students, who are primarily secondary-school teachers of Spanish.

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**

No. The academic unit will not request additional resources for this course

**Additional Resources:**

**Academic Units Affected (if any):**

N/A

**Course Frequency:**

Odd years, spring

**Can this course be repeated for credit?** <sup>No</sup>

**Total number of credits allowed:** \_\_\_\_\_

**Total number of completions allowed:** \_\_\_\_\_

**Can students enroll multiple times in a term?** <sup>No</sup>

**Mode of Instruction:** <sup>Hyflex</sup>

**Endorsements**

**Leader:** <sup>carlos.villacorta@maine.edu</sup> <sup>Approved</sup> <sup>01/04/23</sup>

**College CC Chair:** <sup>tmcole@maine.edu</sup> <sup>Approved</sup> <sup>01/11/23</sup>

**College Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Leader:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College CC Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DLL:** <sup>hcarter@maine.edu</sup> <sup>Approved</sup> <sup>01/13/23</sup>

**Graduate School**

**Date**



### **SPA 514: History of the Spanish Language**

Profesor: Z.R. Ludington      E-mail: zachary.r.ludington@maine.edu  
Spring 202X      Consulta: TBA  
Despacho: 216 Williams Hall   Hora: TBA. Aula: TBA

**Course description:** An historical panorama of the development of Spanish from late Latin on the Iberian Peninsula to the globally dynamic language of our present. Students will study the modern Spanish language in Europe, Africa, the Americas, and around the world, how this language came to be, and how it continues to change. Linguistic notions gleaned in this course have relevance to other modern languages, including English, as well as to the idiosyncrasies and common points of confusion in Spanish. This course is being cross listed with SPA 414. SPA 414 and SPA 514 cannot both be taken for degree credit.

**Pre-reqs:** Graduate student in the Spanish MAT program or permission.

**Credit and cross-listing:** SPA 514 is cross-listed with SPA 414, the undergraduate version of the course. A student may not receive degree credit for both courses.

**Course structure:** Students will assimilate linguistic concepts related to morphology, phonology, phonetics, etymology, and dialectology through the study of primary sources. The course follows David A. Pharies's study of the language's historical variations and formal shifts with close attention to linguistic phenomena in broader social, political, and cultural context. It is thus an internal history which makes constant reference to the language's external history. A broad selection of primary texts will allow students to test and synthesize their growing repertoire of linguistic concepts and the historical narrative of the language across time.

**Learning outcomes:** Upon successful completion of this course,. students will be able to:

- Interpret historical texts from the Hispanophone world and situate them within broad historical phenomena, diverse cultural traditions, and linguistic structures;
- Describe the complex history of the Spanish language and its cultures, including contact between the various linguistic and cultural groups who have contributed to its development;

- Describe the variety and mutability of cultural and linguistic paradigms across time and space;
- Analyze theories of historical linguistics through focused writing tasks;
- Generate, challenge, and negotiate original ideas related to language and culture in the past and present.

### **Important Information for all UMaine courses:**

**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.

**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, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with the instructor privately as soon as possible.

**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.

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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 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.

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*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/>

### **Grade components:**

10%	First paper (750-900 words)
15%	Second paper (750-900 words)
25%	Final paper (3000-5000 words)
30%	Three terminology and concept quizzes
20%	Participation

**Attendance: After two missed classes, each absence will take 3 full percentage points off your semester grade.**

### **Partnered terminology and concept quizzes**

There will be three quizzes throughout the semester. You will have 90 minutes to answer questions based on the terminology highlighted in bold throughout the Pharies text. The quizzes will include written and oral language samples for your analysis and commentary.

### **Papers and Talleres**

You will write two short papers and one longer one. The first paper will address this question: “¿Cuándo se comenzó a hablar español en la península ibérica?” The second paper will require



you to analyze an historical text and deduce the region and period from which it comes. The final paper will require you to identify an aspect of variation in contemporary Spanish and analyze the history of that variation. The first two papers require you to demonstrate responsible engagement with and synthesis of the scholarship presented in our course. The final paper requires you to prepare your own robust bibliography and construct an original scholarly argument based on your research.

### Participation

Active participation in this course means much more than showing up to class on time. You should come prepared to speak about the readings and viewings and to engage intellectually with your classmates. Active participation means paying attention and responding to what other people are saying. If spontaneous speaking is difficult for you, practice making a point ahead of time, or ask the instructor to assign you a specific topic to talk about. You will assess your own participation at two points in the semester; with additional input from the instructor, a participation grade will be recorded for your engagement in class.

### Grade scale

A = 94 – 100  
A- = 90 – 93  
B+ = 87 – 89  
B = 84 – 86  
B- = 80 – 83  
C+ = 77 – 79  
C = 74 – 76  
C- = 70 – 73  
D+ = 67 – 69  
D = 64 – 66  
D- = 60 – 63  
F = lower than 60

### Course materials

Pharies, David A. *Breve historia de la lengua española. Segunda edición revisada*. The University of Chicago Press, 2015. (ISBN: 9780226133775)

Other texts posted to Brightspace or available through Fogler library.

### Programa de lecturas y tareas

Semana 1	Pharies 1; [ <a href="https://www.youtube.com/watch?v=-UUzvQRNheQ">https://www.youtube.com/watch?v=-UUzvQRNheQ</a> ]
	Plan del curso, exposición de términos fundamentales, el porqué de la lingüística histórica, inventario fonémico del español

	moderno
Semana 2	Pharies 2, 3
	El latín, las lenguas celtas, las lenguas germánicas, el árabe, el euskera, la genealogía del español
Semana 3	Pharies 4; Burns; Ejercicios de la 1ª declinación en latín; [los primeros vídeos de “Latín desde cero” de Paco Álvarez: <a href="https://www.youtube.com/playlist?list=PLLpdMTXxdF84F3du3TVjZD_dVcmgmGhNs">https://www.youtube.com/playlist?list=PLLpdMTXxdF84F3du3TVjZD_dVcmgmGhNs</a> ]
	El latín vulgar, el iberorromance
Semana 4	Pharies 5; Las Glosas Emilianenses; las jarchas
	Fonología; <b>Prueba 1</b>
Semana 5	Pharies 6; Trovadores (Guillem de Berguedà, Inglés)
	Morfología y sintaxis
Semana 6	Wright; el trovador Aimeric de Peguilhan
	Divergencia, fragmentación, convergencia <b>Se entrega el borrador del primer ensayo</b>
Semana 7	Pharies 7; <i>Poema de mio Cid</i> (selecciones)
	Del castellano medieval al español moderno
Semana 8	Wacks; Alfonso X (selecciones)
	Convergencia de culturas, el papel de las instituciones <b><u>Se entrega el primer ensayo</u></b> <b><u>Se entrega participación 1</u></b>
Semana 9	Reading Day – no hay clases


Semana 10	Laird; Koeneke; Unamuno
	Etimología, nacionalismo, mixtificaciones <b><u>Prueba 2</u></b>

Semana 11	Pharies 8; Amando de Miguel
	El léxico español, el español de América

Semana 12	Benavides; Pinkerton
	Variaciones dialectales, los pronombres personales y su historia; <b><u>Entregar el borrador del segundo ensayo</u></b>

Semana 13	Pharies 9
	Dialectología española, jergas y acentos <b><u>Prueba 3</u></b> <b><u>Se entrega el segundo ensayo</u></b>

Semana 14	Pericay; Cada alumno presentará un texto con peculiaridades dialectales/históricas que reflejen el lugar y el momento de su composición.
	Modalidades y comunidades lingüísticas <b><u>Entregar participación 2</u></b>

Durante el período de exámenes	Hacer taller del ensayo final con un compañero
	<b>Día de entrega del ensayo final: TBA</b>



5775 Stodder Hall  
Orono, Maine 04469-5775  
umaine.edu/graduate  
graduate@maine.edu  
207.581.3291

## New Graduate Course Proposal

**Academic Unit:** Kinesiology, Physical Ed, Athletic Training  
**Course Designator & Number:** KPE 533 **Effective Semester:** Fall 2024  
**Course Title:** Therapeutic Interventions III  
**Course Type:** Experimental

### Proposed Catalog Description:

Therapeutic Interventions III serves help students build on the foundational knowledge gained in KPE 531 & 532. Focus will address advanced applications for therapeutic exercises, and foundational knowledge and application of therapeutic modalities.

**Course Prerequisites:** KPE 532 - Therapeutic Interventions II  
**Credit Hours:** 4 (3 credits for didactic content, 1 credit for lab content)  
**Component:** Laboratory  
**Cross-Listed Course:**

### Text(s) Planned for Use:

NATA Position Statements. Various – available freely via [www.nata.org](http://www.nata.org)

Therapeutic Exercise for Musculoskeletal Injuries PA Houglum. Human Kinetics Press 3rd ed.

Therapeutic Modalities C Starkey. FA Davis 4th ed.

**Course Instructor:** Christopher Nightingale, Associate Professor of Athletic Training and Physical Education. Course would be considered part of regular teaching load.

### Reason for new course:

Changes in athletic training accreditation require our program to move from the bachelors to masters level for graduates to be eligible to sit for the national certification examination. This new course would be part of the graduate degree program.

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**

No. The academic unit will not request additional resources for this course

**Additional Resources:**

**Academic Units Affected (if any):**

none

**Course Frequency:**

Course will be offered annually in the fall to second year athletic training student cohort members.

**Can this course be repeated for credit?** No

**Total number of credits allowed:** \_\_\_\_\_

**Total number of completions allowed:** \_\_\_\_\_

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

**Mode of Instruction:** In-Person

**Endorsements**

**Leader:** robert.lehnhard@maine.edu Approved **Date:** 09/15/22

**College CC Chair:** tammy.mills@maine.edu Approved **Date:** 11/07/22

**College CC Chair:** arthur.artesani@maine.edu Approved **Date:** 11/22/22

**College Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Leader:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College CC Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

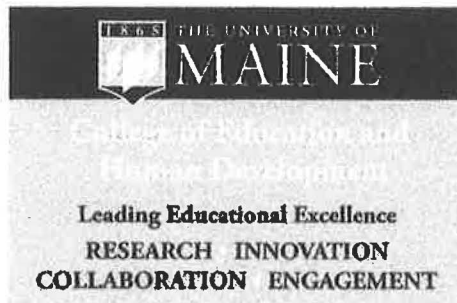
**College Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DLL:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Graduate School**

**Date**





**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.

4 credits (3 course, 1 lab)

In-Person Format

Prerequisites: KPE 532

Classroom – Wes Jordan Center – Rm 26

Day and Time – XXXXX

**Course Description:** KPE 533 – Therapeutic Interventions III serves help students build on the foundational knowledge gained in KPE 531 & 532. Focus will address advanced applications for therapeutic exercises, and foundational knowledge and application of therapeutic modalities.

**Instructor:** Dr Christopher Nightingale EdD ATC

**Office:** Lengyel Hall 112

**Phone Number:** (207) 581 – 2463

**E-mail:** christopher.nightingale@maine.edu

**Office Hours:** Mo 1-4pm, Tu 1-3pm or by appointment

**Textbooks:**

(Required) *NATA Position Statements*. Various – available freely via [www.nata.org](http://www.nata.org)

*Therapeutic Exercise for Musculoskeletal Injuries* PA Houglum. Human Kinetics Press 3<sup>rd</sup> ed.

*Therapeutic Modalities* C Starkey. FA Davis. 4<sup>th</sup> ed.

**Internet:** Materials and course updates will be provided via the BrightSpace learning management system.

## Student Learning Outcomes

## **KPE 533 Therapeutic Interventions III – Fall 20xx**

At the completion of this course, you will be able to...

1. Students will be able to address social determinants of health and self-care in rehabilitation program design. (CAATE Standard 57)

**Assessment Items:** Plan of Care Assignments

2. Students will be able to integrate patient education and self-care into rehabilitation program design. (CAATE Standard 58).

**Assessment Items:** Plan of Care Assignments

3. Students will demonstrate the use of evidence to inform decision making in rehabilitation program design. (CAATE Standard 62).

**Assessment Items:** Plan of Care Assignments

4. Students will implement quality assurance into rehabilitation program design. (CAATE Standard 63).

**Assessment Items:** Plan of Care Assignments

5. Students will utilize data to assess utility of rehabilitation program instruments for effectiveness. (CAATE Standard 64).

**Assessment Items:** Plan of Care Assignments

6. Students will develop a plan for the utilization of therapeutic modalities in the plan of care for a simulated patient. (CAATE Standard 69).

**Assessment Items:** Plan of Care Assignments

7. Students will be able to obtain the necessary and appropriate diagnostic tests to facilitate comprehensive treatment plans. (CAATE Standard 72).

**Assessment Items:** Plan of Care Assignments

8. Students will demonstrate appropriate gait training and therapeutic modalities selection and usage. (CAATE Standard 73).

**Assessment Items:** Gait Training Lab Report, Plan of Care Assignments

9. Students will develop simulated plan of care programs for risk reduction of assigned injuries. (CAATE Standard 80).

**Assessment Items:** Plan of Care Assignments

10. Students will develop comprehensive programs to maximize sport performance upon return to play following athletic injury/illness. (CAATE Standard 82).

**Assessment Items:** Plan of Care Assignments

11. Students will utilize physiologic monitoring systems and translate data into effective clinical interventions as part of a simulated rehabilitation program. (CAATE Standard 87).

**Assessment Items:** Plan of Care Assignments

12. Students will utilize a comprehensive patient-file management system from a clinical experience to demonstrate documentation of a patient care treatment plan.

## **KPE 533 Therapeutic Interventions III – Fall 20xx**

(CAATE Standard 89).

**Assessment Items:** EMR Project

### **CAATE 2020 Standards associated with this course:**

Standard 57: Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.

Standard 58: Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.

Standard 62: Provide athletic training services in a manner that uses evidence to inform practice.

Standard 63: Use systems of quality assurance and quality improvement to enhance client/patient care.

Standard 64: Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- Use data to drive informed decisions
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support.
- Maintain data privacy, protection, and data security
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
- Use an electronic health record to document, communicate, and manage health-related information, mitigate error; and support decision making

Standard 69: Develop a care plan for each patient. The care plan includes (but is not limited to) the following:

- Assessment of the patient on an ongoing basis and adjustment of care accordingly
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient's goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

Standard 72: Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.

## **KPE 533 Therapeutic Interventions III – Fall 20xx**

Standard 73: Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:

- Therapeutic and corrective exercise
- Joint mobilization
- Soft tissue techniques
- Movement training (including gait training)
- Task-specific functional activities
- Therapeutic modalities
- Home care management
- Cardiovascular training

Standard 80: Develop, implement, and assess the effectiveness of programs to reduce injury risk.

Standard 82: Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.

Standard 87: Select and use biometrics and physiological monitoring systems and translate the data into effective preventative measures, clinical interventions, and performance enhancement.

Standard 89: Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.

### **Grading Criteria**

You will earn a grade in accordance with the University of Maine grading policy:

- 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 < 60%

AT Majors: Minimum of B – required for program advancement

### **Assessment and Evaluation**

Attendance & Participation	100 points
Plan of Care Projects (3x100)	300 points
-Social Determinant Requirement	
-UE Scenario	
-LE Scenario (Imaging required)	
EMR Project	100 points

## KPE 533 Therapeutic Interventions III – Fall 20xx

Total: 500 points

### Attendance/Participation Policies

This course utilizes a sequential penalty for counting attendance. The first class you miss will count as one absence. The second class you miss will count twice as much. The third class you miss will count three times as much as one absence. Missing more than one or two classes with unexcused absences will significantly hurt your grade.

### Plan of Care Projects

Students will complete three comprehensive plan of care projects for simulated patient case scenarios. Scenarios will include head/brain injury, upper extremity injury, and lower extremity injury situations. Plans will need to include exercise, manual therapy, and modality integration, benchmarks for progression associated with phases of healing, and potential referral conditions for diminished progress/recovery.

### Electronic Medical Record Project

Students will present a real or mock patient record utilizing an Electronic Medical Record system from their current or past clinical experiences. Students will need to document a minimum of six daily treatments utilizing forms of therapeutic modalities and interventions for the rehabilitation of a patient injury/illness (real or simulated).

### **Make-up/Missed Work Policies**

If you miss the due date for an assignment, you are required to communicate with the instructor and determine an appropriate plan for completing work. Failure to do so in a timely fashion will lead to a reduced grade and/or inability to turn in the assignment.

### **Electronic Devices Policy**

Laptops, Tablets, and Smartphones are allowed for class related usage only. If you are caught utilizing electronic resources for non-class purposes, you will lose attendance and participation points for that day's class. Bring a hard copy of your notes and your textbooks to each class.

## **UNIVERSITY POLICIES**

<https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/>

- **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.



## KPE 533 Therapeutic Interventions III – Fall 20xx

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- **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.
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## KPE 533 Therapeutic Interventions III – Fall 20xx

**Confidentiality Statement:** All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

**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.

**Use of Electronic Communications:** All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link <http://www.umaine.edu/it/policies/communication.php>

**Incomplete Grades:** 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 participated in more than 50% of the class.

A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all the work required to earn credit by the end of the semester or session.

The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted.

An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

## **KPE 533 Therapeutic Interventions III – Fall 20xx**

Source: <https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf>

**Non-Discrimination and Non-Sexist Language:** The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/>

### **College of Education and Human Development Policies:**

#### **Basic Needs Security**

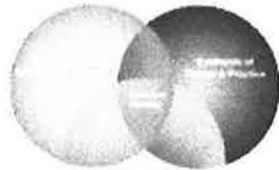
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (visit their office on the 3rd floor of the Memorial Union or call 581-1406) or the associate dean for academic services for the College of Education and Human Development (room 101 Shibbes or call 581-2412). Furthermore, please notify the professor if you are comfortable doing so.

### **University of Maine COVID-19 Syllabus Statement**

To keep our campus safe, students are expected to comply with all University policies related to the COVID-19 pandemic. For the latest guidance, please visit

<https://umaine.edu/return> or <https://www.maine.edu/together/community-guidance/students/>

# KPE 533 Therapeutic Interventions III – Fall 20xx



Integration  
A PROCESS



## OUTCOME:

Behavioral practices that are sustainable, meaningful, and relevant

## New Graduate Course Proposal

**Academic Unit:** Kinesiology, Physical Ed, Athletic Training

**Course Designator & Number:** KPE 661 **Effective Semester:** Spring 2025

**Course Title:** Current Topics in Athletic Training Practice

**Course Type:** Experimental

### Proposed Catalog Description:

Course Description: KPE 661 – Current Topics in Athletic Training Practice provides a space for students to discuss timely topics that are relevant to athletic training clinical practice. This primarily student-led (instructor facilitated), seminar-based course involves the presentation, discussion, and application of current concepts into clinical practice as students engage in their semester-long immersive clinical experience. Topics may include, but are not limited to the following: advocacy, behavioral and mental health considerations, early sport specialization, patient-oriented outcome measures, management of sport-related concussion, covid-19, racism in health care, and diversity, equity, and inclusion.

**Course Prerequisites:** KPE 601 - Athletic Training Clinical Skills III

**Credit Hours:** 3

**Component:** Lecture

**Cross-Listed Course:**

**Text(s) Planned for Use:**  
no required textbooks beyond open access materials

**Course Instructor:** Dr Alicia Lacy - Assistant Professor of Athletic Training. This course will be considered a part of Dr Lacy's regular teaching load.

### Reason for new course:

Changes in accreditation of athletic training programs require students to graduate from an accredited graduate program to be eligible to sit for the national certification exam. This course will be part of the new graduate athletic training curriculum that will replace the current undergraduate program.



**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**

No. The academic unit will not request additional resources for this course

**Additional Resources:**

**Academic Units Affected (if any):**

none

**Course Frequency:**

This course will be offered annually in the spring semester to second year athletic training cohort students.

**Can this course be repeated for credit?** No

**Total number of credits allowed:** \_\_\_\_\_

**Total number of completions allowed:** \_\_\_\_\_

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

**Mode of Instruction:** Distance Synchronous Learning

**Endorsements**

**Leader:** robert.lehnhard@maine.edu Approved **Date:** 09/15/22

**College CC Chair:** tammy.mills@maine.edu Approved **Date:** 11/07/22

**College Dean:** arthur.artesani@maine.edu Approved **Date:** 11/22/22

**College Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Leader:** \_\_\_\_\_ **Date:** \_\_\_\_\_

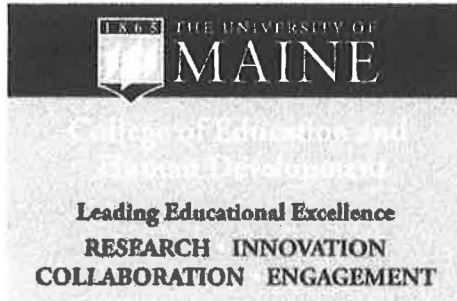
**College CC Chair:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College Dean:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DLL:** hcarter@maine.edu Approved **Date:** 12/30/22

**Graduate School**

**Date**



**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.

**3.0 Credits    Online Asynchronous (Virtual Synchronous Meetings 1-2x/month)**

**Classroom – Virtual Space  
Day and Time – XXXXX**

**Course Description:** KPE 661 – Current Topics in Athletic Training Practice provides a space for students to discuss timely topics that are relevant to athletic training clinical practice. This primarily student-led (instructor facilitated), seminar-based course involves the presentation, discussion, and application of current concepts into clinical practice as students engage in their semester-long immersive clinical experience. Topics may include, but are not limited to the following: advocacy, behavioral and mental health considerations, early sport specialization, patient-oriented outcome measures, management of sport-related concussion, covid-19, racism in health care, and diversity, equity, and inclusion.

**Instructor:** Dr Alicia Lacy PhD ATC  
**Office:** Lengyel Hall 104  
**Phone Number:** (207) 581 – 4066  
**E-mail:** alicia.lacy@maine.edu  
**Office Hours:** Mo 1-3pm, Th 9-11am or by appointment

**Prerequisites:** KPE 601

**Textbooks:** No textbook required. We will use open access resources for this course.  
(Required)

Handouts and journal articles as assigned.

**Internet:** Materials and course updates will be provided via the BrightSpace learning management system.

## **KPE 661 Current Topics in Athletic Training Practice - Fall 20xx**

### **Student Learning Outcomes**

At the completion of this course, students will be able to...

1. Lead an advocacy effort related to the field of athletic training that is relevant to stakeholders in their clinical setting

Assessment: Advocacy Project

2. Engage in fruitful discussions with peers regarding relevant topics, which may include unique experiences in their clinical immersion

Assessment: Discussion Board Posts

3. Develop and implement specific policies and procedures (e.g., Mental Health Emergency Action Plan) for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers

Assessment: Mental Health EAP Project

4. Implement patient-oriented outcome measures in clinical practice and make plan-of-care decisions based on the information gathered

Assessment: PRO Measure Assignment, Patient Case Presentation

5. Summarize pertinent information related to a patient case and effectively communicate case details to an audience of peers

Assessment: Patient Care Presentation

6. Retrieve/digest relevant literature and lead a discussion surrounding its use in and/or impact on athletic training clinical practice

Assessment: Journal Club

### **CAATE 2020 Standards associated with this course**

Standard 68: Advocate for the profession.

*Annotation: Advocacy for the profession takes many shapes. Examples include educating the general public, public sector, and private sector; participating in the legislative process; and promoting the need for athletic trainers*

Standard 77: Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate.

*Annotation: These behavioral health conditions include (but are not limited to) suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders*

Standard 94: Develop and implement specific policies and procedures for the purposes

## **KPE 661 Current Topics in Athletic Training Practice - Fall 20xx**

of identifying patients with behavioral health problems and referring patients in crisis to qualified providers

### **Grading Criteria**

You will earn a grade in accordance with the University of Maine grading policy:

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 < 60%

AT Majors: Minimum of B – required for program advancement

### **Assessment and Evaluation**

Discussion Board Posts (6 @ 25 points)	150 points
Journal Club	50 points
PRO Measure Assignment	50 points
Advocacy Project	100 points
Mental Health EAP Project	100 points
Patient Case Study	150 points

**Total: 600 points**

#### Discussion Board Posts (6 @ 25 points each)

Students will be asked to regularly contribute to a discussion board in response to various prompts covering relevant current topics. Since the course is largely asynchronous, the discussion board will promote engagement among students in the class and serve as a place for ideas to be shared, challenges to be presented, and topics to be discussed. Students will not only be required to make an original post, but they will also be asked to respond to a select number of classmates' posts to encourage back-and-forth discussions.

#### Journal Club (50 points)

Reading original research and other peer-reviewed journal articles is one of many ways to integrate new knowledge in order to practice in an evidence-based manner. Throughout the semester, each student (or group of students) will lead a journal club. The student(s) will be responsible for selecting a recent (within the past 5 years) peer-reviewed article that is of interest to them and leading a discussion about the article. To encourage discussion, individuals leading journal club for that class period will be asked to prepare a list of questions ahead of the session.

#### Patient-Reported Outcome Measure Assignment (50 points)

As part of this assignment, students will use a minimum of one patient-reported outcome measure in clinical practice to gather information related to a patient's health and/or physical function during their immersive experience. Following implementation,

## **KPE 661 Current Topics in Athletic Training Practice - Fall 20xx**

students will complete a reflective activity/exercise where they provide a brief summary of the patient case, include the de-identified data collected through the outcome measure, and indicate how, if at all, the outcome measure better informed the care they provided to the patient and whether or not they would continue to use patient-reported outcome measures in their practice.

### Advocacy Project (100 points)

Students will complete a project/initiative that advocates for the profession of athletic training and is geared toward stakeholder(s) at their immersive clinical site (e.g., parents in the secondary school setting, administrators, other health care professionals). Options for the advocacy project may include but are not limited to elevator speech, infographic, informational video, and letter to a state representative.

### Mental Health EAP Project (100 points)

Students will create a mental health emergency action plan for their clinical immersion site. Students will be encouraged to work collaboratively with their preceptor to ensure the mental health emergency action plan is specific to the clinical site and can be implemented effectively.

### Patient Case Study Abstract and Presentation (150 points)

This will serve as the final project for KPE 661. Students will be asked to select a patient case that they primarily managed during their semester long immersive clinical experience. As part of this assignment, students will put together a case study abstract in accordance with the guidelines developed by the National Athletic Trainers' Association's Research and Education Foundation. Additionally, students will present key aspects/details of the case in a grand rounds type format. As part of the presentation, students will be asked to include information related to the following: background information related to the injury/illness, case presentation and timeline, use of patient reported outcome measures and the data collected, intra- and/or inter-professional collaborations that occurred throughout, as well as lessons learned/key takeaways.

## **COURSE POLICIES**

### **Attendance Policy**

Attendance is important for your success in this course. I understand that life happens and there may be times you need to miss class (e.g., emergency, illness). If you anticipate that you will need to miss a class, please inform me prior to that class period of possible (preferred) or within 24 hours of the class period. Unexcused absences will lead to a reduction of 5 points to the "attendance and participation" component of your grade. If you miss class, please reach out to me or a classmate to get information on the materials/content missed. Attendance will be taken at the start of each class.

### **Make-up/Missed Work Policies**

If you miss the due date for an assignment, you are required to communicate with the instructor and determine an appropriate plan for completing work. Failure to do so in a timely fashion will lead to a reduced grade and/or inability to turn in the assignment.

### **Electronic Devices Policy**



## KPE 661 Current Topics in Athletic Training Practice - Fall 20xx

Laptops, Tablets, and Smartphones are allowed for class related usage only. Use of such devices for purposes not related to class will lead to loss of attendance and participation points for that day's class.

### UNIVERSITY POLICIES

<https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/>

- **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.
- **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, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (Dr Nightingale) privately as soon as possible.
- **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.
- **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**

## KPE 661 Current Topics in Athletic Training Practice - Fall 20xx

**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 **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*: **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/>

**Confidentiality Statement:** All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

**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.

**Use of Electronic Communications:** All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link <http://www.umaine.edu/it/policies/communication.php>

**Incomplete Grades:** 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

## **KPE 661 Current Topics in Athletic Training Practice - Fall 20xx**

student's control prevented the completion of assigned work on time and when the student has participated in more than 50% of the class.

A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all the work required to earn credit by the end of the semester or session.

The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted.

An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Source: <https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf>

**Non-Discrimination and Non-Sexist Language:** The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/>

### **College of Education and Human Development Policies:**

#### **Basic Needs Security**

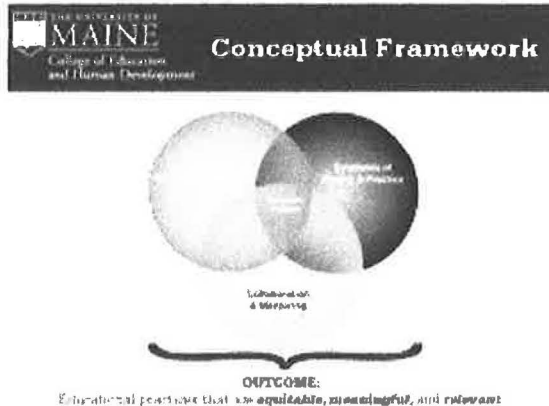
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (visit their office on the 3rd floor of the Memorial Union or call 581-1406) or the associate dean for academic services for the College of Education and Human Development (room 101 Shibles or call 581-2412). Furthermore, please notify the professor if you are comfortable doing so.

### **University of Maine COVID-19 Syllabus Statement**

## KPE 661 Current Topics in Athletic Training Practice - Fall 20xx

To keep our campus safe, students are expected to comply with all University policies related to the COVID-19 pandemic. For the latest guidance, please visit

<https://umaine.edu/return> or <https://www.maine.edu/together/community-guidance/students/>



### Course Schedule

Week 1: Course Introduction

Week 2: Becoming an Athletic Training Advocate

Week 3: Patient-Centered Care (Patient-Reported Outcome Measures)

Week 4: Patient-Centered Care (Social Determinants of Health)

Week 5: Journal Club

Week 6: Diversity, Equity & Inclusion in Health Care / Cultural Competence

Week 7: Student-Initiated Current Topic

Week 8: Behavioral and Mental Health Considerations

Week 9: Journal Club

Week 10: Early Sport Specialization

Week 11: Student-Initiated Current Topic

Week 12: Evidence-Based Management of Sports-Related Concussion

## **KPE 661 Current Topics in Athletic Training Practice - Fall 20xx**

Week 13: Journal Club

Week 14: Student-Initiated Current Topic

Week 15: Patient Case Study Presentations





5775 Stodder Hall  
Orono, Maine 04469-5775  
umaine.edu/graduate  
graduate@maine.edu  
207.581.3291

## New Graduate Course Proposal

**Academic Unit:** Kinesiology, Physical Ed, Athletic Training  
**Course Designator & Number:** KPE 681 **Effective Semester:** Spring 2025  
**Course Title:** Leadership and Management in Athletic Training  
**Course Type:** Experimental

### Proposed Catalog Description:

KPE 681 – Leadership and Management in Athletic Training introduces students to leadership and management techniques that will prepare them to effectively coordinate and operate an athletic training facility. Topics related to administrative practice that will be covered in this course include but are not limited to, leadership qualities and strategies, budgeting, ethics, professionalism, documentation, communication strategies, conflict resolution, and policies and procedures.

**Course Prerequisites:** none  
**Credit Hours:** 3  
**Component:** Lecture  
**Cross-Listed Course:**

### Text(s) Planned for Use:

Kutz MR. Leadership and Management in Athletic Training: An Integrated Approach. 2nd ed. Jones & Bartlett Learning; 2019.

**Course Instructor:** Dr Alicia Lacy - Assistant Professor of Athletic Training. This course would be considered a part of Dr Lacy's regular teaching load

### Reason for new course:

Changes in accreditation of athletic training programs require students graduate from an approved graduate level curriculum program to be eligible to sit for the national certification exam. This course would be part of the graduate athletic training curriculum program that will replace the current undergraduate program.

**Does this course addition require additional department or institutional facilities, support and/or resources, or library subscriptions and resources?**

No. The academic unit will not request additional resources for this course

**Additional Resources:**

**Academic Units Affected (if any):**

none

**Course Frequency:**

This course will be offered annually in the spring to second year athletic training cohort students. The course will replace a current undergraduate course taught by the instructor on her regular teaching load.

**Can this course be repeated for credit?** No

**Total number of credits allowed:** \_\_\_\_\_

**Total number of completions allowed:** \_\_\_\_\_

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

**Mode of Instruction:** Online (Asynchronous)

**Endorsements**

Leader:	robert.lehnhard@maine.edu	Approved	Date:	09/15/22
College CC Chair:	tammy.mills@maine.edu	Approved	Date:	11/07/22
College Dean:	arthur.artesani@maine.edu	Approved	Date:	11/22/22

Leader: \_\_\_\_\_ Date: \_\_\_\_\_

College CC Chair: \_\_\_\_\_ Date: \_\_\_\_\_

College Dean: \_\_\_\_\_ Date: \_\_\_\_\_

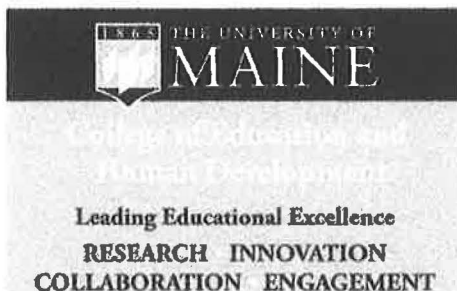
DLL:	hcarter@maine.edu	Approved	Date:	12/30/22
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**Graduate School**

**Date**

# KPE 681 Leadership and Management in Athletic Training

Spring  
20xx



**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.

3.0 Credits    Online Asynchronous

Classroom – Virtual Space  
Day and Time – XXXXX

**Course Description:** KPE 681 – Leadership and Management in Athletic Training introduces students to leadership and management techniques that will prepare them to effectively coordinate and operate an athletic training facility. Topics related to administrative practice that will be covered in this course include but are not limited to, leadership qualities and strategies, budgeting, ethics, professionalism, documentation, communication strategies, conflict resolution, and policies and procedures.

**Instructor:** Dr Alicia Lacy PhD ATC  
**Office:** Lengyel Hall 104  
**Phone Number:** (207) 581 – 4066  
**E-mail:** alicia.lacy@maine.edu  
**Office Hours:** Mo 1-3pm, Th 9-11am or by appointment

**Textbook:** Kutz MR. *Leadership and Management in Athletic Training: An Integrated Approach*. 2<sup>nd</sup> ed. Jones & Bartlett Learning; 2019.  
**(Required)**

**Internet:** Handouts and journal articles as assigned.

Materials and course updates will be provided via the BrightSpace learning management system.

## Student Learning Outcomes

At the completion of this course, students will be able to...

## **KPE 681 Leadership and Management in Athletic Training - Fall 20xx**

1. Communicate effectively and appropriately with relevant stakeholders regarding administrative practices that mitigate risk (e.g., pre-participation physical examination, policies and procedures)

Assessment: Policies and Procedures Critical Review, PPE Critical Review

2. Describe the importance of documentation in athletic training clinical practice and effectively document patient encounters in an electronic medical record (or similar) to manage health-related information and support decision-making

Assessment: Quiz Items, Documentation Assignment

3. Use medical classification systems, such as Current Procedural Codes, for reimbursement purposes

Assessment: Documentation Assignment

4. Identify violations of ethical standards of the profession according to the NATA Code of Ethics, and describe what it means to practice in an ethical manner

Assessment: Quiz Items, WWYD Assignment, Discussion Board Posts

5. Self-assess professional competence and develop/pursue a professional goal to achieve competence in a particular area of athletic training clinical practice

Assessment: SMART Goal Assignment

6. Critically analyze policies and procedures that guide the delivery of athletic training services and make recommendations/revise accordingly to improve patient care

Assessment: Policies and Procedures Critical Review, PPE Critical Review

7. Differentiate between different types of budgets and equipment/supplies, including capital, expendable, and non-expendable equipment/supplies

Assessment: Quiz Items, Budget Project

8. Identify and describe leadership behaviors and characteristics athletic trainers should embody to advance the profession

Assessment: Quiz Items, Discussion Board Posts

9. Summarize fundamentals of professional behavior and explain what it means to act professionally in the field of athletic training

Assessment: Quiz Items, Discussion Board Posts

## **KPE 681 Leadership and Management in Athletic Training - Fall 20xx**

10. Understand athletic training regulation and practice acts that govern the practice of athletic training in every state

Assessment: Quiz Items

11. Identify career goal(s) and successfully speak about professional competence and personal/professional attributes in a simulated environment

Assessment: Mock Job Interview

12. Implement strategies that can resolve conflict when differences in opinion or perspective arise between athletic trainers and relevant stakeholders

Assessment: Discussion Board Posts

### **CAATE 2020 Standards associated with this course**

Standard 56: Advocate for the health needs of clients, patients, communities, and populations

*Annotation: Advocacy encompasses activities that promote health and access to health care for individuals, communities, and the larger public.*

Standard 59: Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.

Standard 64: Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- Use data to drive informed decisions
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
- Maintain data privacy, protection, and data security
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Codes)
- Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making

Standard 65: Practice in a manner that is congruent with the ethical standards of the profession

Standard 67: Self-assess professional competence and create professional development plans according to personal and professional goals and requirements

Standard 81: Plan and implement a comprehensive preparticipation examination process to affect health outcomes



## **KPE 681 Leadership and Management in Athletic Training - Fall 20xx**

Standard 88: Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- Strategic planning and assessment
- Managing a physical facility that is compliant with current standards and regulations
- Managing budgetary and fiscal processes
- Identifying and mitigating sources of risk to the individual, the organization, and the community
- Navigating multipayer insurance systems and classifications
- Implementing a model of delivery (for example, value-based care model)

Standard 91: Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services

*Annotation: Examples of daily operation policies include pharmaceutical management, physician referrals, and inventory management*

Standard 92: Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.

### **Grading Criteria**

You will earn a grade in accordance with the University of Maine grading policy:

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 < 60%

AT Majors: Minimum of B – required for program advancement

### **Assessment and Evaluation**

Discussion Board Posts (6 @ 25 points)	150 points
Mock Job Interview	50 points
Assignments (3 @ 25 points)	75 points
Critical Reviews (2 @ 50 points)	100 points
Budget Project	100 points
Quizzes (10 @ 10 points)	100 points

**Total: 575 points**

#### Discussion Board Posts (6 @ 25 points each)

Students will be asked to regularly contribute to a discussion board in response to various prompts covering course-related topics, which may include leadership, ethics, advocacy, professionalism, and conflict resolution. Since the course is asynchronous,

## **KPE 681 Leadership and Management in Athletic Training - Fall 20xx**

the discussion board will promote engagement among students in the class and serve as a place for ideas to be shared, challenges to be presented, and topics to be discussed. Students will not only be required to make an original post, but they will also be asked to respond to a select number of classmates' posts to encourage back-and-forth discussion, as well as include evidence (e.g., peer-reviewed articles) in their original post and response posts (where applicable) to support opinions and perspectives.

### Mock Job Interview (50 points)

Students will complete a mock job interview for a clinical position posted on the NATA Career Center. Ideally, the position would align with the student's professional interests and career goals. The mock interview will be completed with the "potential employer" over Zoom. As part of the mock interview, students will need to email their resume and cover letter to the "potential employer" one week before the scheduled interview. The resume and cover letter will be graded as part of the mock job interview assessment.

### Assignments (3 @ 50 points)

Students will complete three assignments throughout the semester that help reinforce content related to documentation, ethical considerations, and professional competence and development.

1. *Documentation Assignment:* Students will be required to document patient encounters and care provided to patients for one month during their immersive clinical experience -- a practice that students should naturally be doing. As part of the assignment, students will apply Current Procedural Codes to services provided, along with accompanying costs, for a minimum of two weeks within the one-month window. Students will complete a short reflection that includes the total cost of services provided, their reactions to the documentation process and thoughts on how this information may be used for advocacy efforts.
2. *What Would You Do (WWYD) Assignment:* Students will be presented with multiple scenarios related to ethical considerations for the athletic training profession that align with the National Athletic Trainers' Association Code of Ethics and asked to reflect on what they would do given the contextual information provided. This assignment will help simulate potential ethical violations that students should recognize as problematic and identify the best path forward in order to practice in accordance with highest ethical standards.
3. *SMART Goal Assignment:* Leadership qualities include the ability to recognize areas for professional growth and identify a plan to develop in the respective areas. Students will develop a SMART goal in an area of athletic training practice that they would like to improve on (e.g., shoulder evaluations), identify how they will measure their progress throughout the timeframe identified in their SMART goal, and reflect on their professional development in the identified area post-completion.

### Critical Reviews (2 @ XX points)

## **KPE 681 Leadership and Management in Athletic Training - Fall 20xx**

1. *Critical Review of the Pre-Participation Physical Examination (PPE) Process:* Students will be required to analyze and constructively critique their immersive clinical site's PPE process (or similar), which may entail first having a conversation with the preceptor/supervisor regarding what the process entails. Following the analysis, students will summarize their findings and present overall impressions, including recommendations for improvement, to the preceptor/supervisor. Students will reflect on the presentation/discussion and write a reflection detailing the presentation and any associated or anticipated outcomes.
2. *Critical Review of Policies and Procedures:* For this assignment, students will perform a critical review of their immersive clinical site's Policies and Procedures Manual (or similar). Students will put together a summary of the review, including components of the policies and procedures manual, strengths of the document, as well as areas for improvement, and use the review to facilitate a meeting with the preceptor/supervisor where policies and procedures are discussed and the student's questions are answered. A summary of the discussion will be included in the write-up that gets submitted to satisfy the requirements of the assignment.

### Budget Project (XXX points)

This project has multiple stages. The first stage involves inquiring about the immersive clinical site's budgetary and fiscal processes (e.g., type of budget, supply ordering process) and writing a short summary. Now having an understanding of the current budget process, along with pros and cons, in the second stage, the student will choose a budget style that they would want, in an ideal world, if they were the head athletic trainer at the immersive clinical site. They will justify why they selected that budget type and how it would facilitate the delivery of health care services. The last stage includes working with a partner to generate a list of supplies that are needed in order for an athletic training room to fully operate. The list should include and specify capital, expendable, and non-expendable equipment/supplies, as well as an estimation of how much each supply/piece of equipment will cost, how many items of each will be needed, and the total amount for each supply/piece of equipment. A total dollar amount for all supplies/equipment should also be included.

### Quizzes (10 @ 10 points)

Periodic quizzes will be held to assess student learning and understanding of key didactic content. Quizzes will cover asynchronous module materials, assigned readings and other learning resources posted on Brightspace.

## **COURSE POLICIES**

### **Attendance Policy**

Attendance is important for your success in this course. I understand that life happens and there may be times you need to miss class (e.g., emergency, illness). If you anticipate that you will need to miss a class, please inform me prior to that class period of possible (preferred) or within 24 hours of the class period. Unexcused absences will lead to a reduction of 5 points to the "attendance and participation" component of your

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grade. If you miss class, please reach out to me or a classmate to get information on the materials/content missed. Attendance will be taken at the start of each class.

### **Make-up/Missed Work Policies**

If you miss the due date for an assignment, you are required to communicate with the instructor and determine an appropriate plan for completing work. Failure to do so in a timely fashion will lead to a reduced grade and/or inability to turn in the assignment.

### **Electronic Devices Policy**

Laptops, Tablets, and Smartphones are allowed for class related usage only. Use of such devices for purposes not related to class will lead to loss of attendance and participation points for that day's class.

## **UNIVERSITY POLICIES**

<https://umaine.edu/citl/teaching-resources-2/required-syllabus-information/>

- **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.
- **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, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (Dr Nightingale) privately as soon as possible.
- **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.
- **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

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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 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 **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*: **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/>

**Confidentiality Statement:** All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link <http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

**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.

**Use of Electronic Communications:** All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the



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University. For more information on the University of Maine Electronic Communications Policy, please click on the following

link <http://www.umaine.edu/it/policies/communication.php>

**Incomplete Grades:** 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 participated in more than 50% of the class.

A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all the work required to earn credit by the end of the semester or session.

The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted.

An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Source: <https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf>

**Non-Discrimination and Non-Sexist Language:** The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see <http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/>

### **College of Education and Human Development Policies:**

#### **Basic Needs Security**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (visit their office on the 3rd floor of the Memorial Union or call 581-1406) or the associate

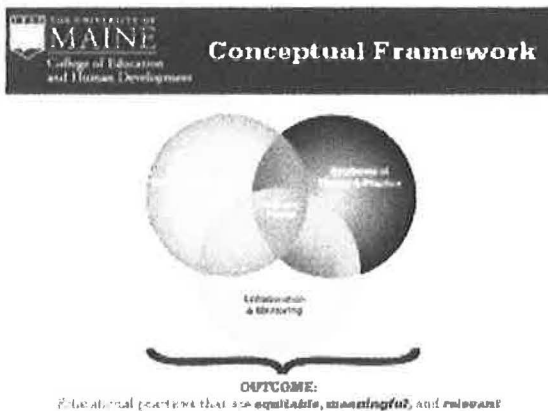
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dean for academic services for the College of Education and Human Development (room 101 Shibles or call 581-2412). Furthermore, please notify the professor if you are comfortable doing so.

### **University of Maine COVID-19 Syllabus Statement**

To keep our campus safe, students are expected to comply with all University policies related to the COVID-19 pandemic. For the latest guidance, please visit

<https://umaine.edu/return> or <https://www.maine.edu/together/community-guidance/students/>



### **Course Schedule**

Week 1: Course Introduction; History and Development of Athletic Training

Week 2: Regulating the Practice of Athletic Training, Strategic Alliance

Week 3: Exploring the Role of Leadership in Athletic Training

Week 4: Concepts of Leadership/Leadership Behaviors for ATs

Week 5: Communication Strategies for ATs, Conflict Resolution Strategies

Week 6: Organizational Structure and Development

Week 7: Legal Issues and Risk Management

Week 8: Record Keeping and Documentation

Week 9: Financial Management/Budgeting

Week 10: Reimbursement and Revenue

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Week 11: Facility Design and Management

Week 12: Professional Ethics

Week 13: Transition to Practice/Fostering Growth & Continual Improvement

Week 14: Navigating the Job Interview

Week 15: Becoming an Advocate for the Athletic Training Profession