# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted please put “none” in each A. 7 category.**

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| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **PSYC 451 Stress and trauma** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **Faculty of Arts and Sciences**  |  |
| A.2. [Proposal type](#type) | **Course:** [**creation**](#creation) |  |
| A.3. [Originator](#Originator) | **Emily Cook** | [Home department](#home_dept) | **Psychology**  |
| A.4. [Context and Rationale](#Rationale) Note: Must include additional information in smart tip for all [new programs](#type) | **This new course is proposed as part of a program revision. The overall revision (explained on the proposal form) focuses on increasing options for students that allow greater flexibility of scheduling, represent the current state of the discipline, meet students’ educational goals, and/or are relevant for responsible citizenry in the current world.** **Stress and trauma are a part of everyday life. Some estimates suggest that 70% of adults will have experienced a traumatic event sometime in their lives. As such it is important to understand the effects of stress and trauma on individuals and societies in which they live. Many psychology majors enter careers in the social service realm and will work with people who have experienced stress and trauma. This course will give students a background in understanding the stressors that individuals experience, how to identify stress responses and traumatic stress responses, as well as understand models of trauma-informed care to apply in the workforce. This is particularly important for our students in the Behavioral Health Studies major who may work in internships with individuals struggling with behavioral health needs who may be evidencing reactions to traumatic stress and trauma. This course is also applicable to students in other majors and graduate students looking to take a 400-level elective.**  |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | **This course is being created to provide an additional 400-level course for psychology students in the BA to take as part of their programs of study. This course could also serve as an elective for students in the MA Psychology Program, as well as other programs on campus.** |
| A.6. [Impact on other programs](#impact)  | **None** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None, will be taught by existing faculty. To allow for the scheduling and staffing of these courses, other upper-level courses that are currently scheduled more frequently (e.g., multiple sections of Child Psychology per year) will now be offered annually instead.**  |
| [*Library*:](#library) | **None** |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2023** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised:**Once approved this course will need to be added to the catalog and corresponding url for that catalog.**  |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C%3A%5CUsers%5Ccmarco%5CDropbox%5CDept%20Curriculum%5C2022%20Curriculum%20revisions%5Ctransfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated.****Proposal will not affect any of our transfer agreements.**  |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. |

B. [NEW OR REVISED COURSES](#delete_if)  **Delete section B if the proposal does not include a new or revised course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **PSYC 451** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Stress and Trauma** |
| B.4. [Course description](#description)  |  | **Students examine concepts, theories, and research related to stress and trauma, including the effect of stress and trauma on neurobiological, physical, social, and emotional outcomes.**  |
| B.5. [Prerequisite(s)](#prereqs) |  | **PSYC 221 or PSYC 221W, and 45 completed credits that include 8 additional PSYC credits.** |
| B.6. [Offered](#Offered) |  | **Annually** |
| B.7. [Contact hours](#contacthours)  |  | **4** |
| B.8. [Credit hours](#credits) |  | **4**  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture | Seminar**  |
| B.11.a [Delivery Method](#instr_methods) |  | **On campus | Synchronous |** **[Hybrid](#hybrid" \o "Only select if you want the course to be listed in the catalog in this way; this selection means that this course can only be taught in this fashion. Courses that are occasionally hybrid/online only appear that way in the bulletin, not catalog.)**[**% Online**](#Online) **|**  |
| B.12. CATEGORIES 12. a. [How](#required) to be used |  | **Restricted elective for major/minor**  |
|  12 b. Is this an Honors  course? |  | **NO** |
|  12. c. [General Education](#ge) N.B. Connections must include at  least 50% Standard Classroom instruction. |  | **NO**  |
|  12. d. Writing in the  Discipline (WID) |  | **NO** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations |Papers |** **Class Work**  |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **25** |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any |  |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Compare and contrast stress and trauma and discuss theoretical models related to these concepts.  |  | Exams and In Class Activities  |
| Analyze theoretical frameworks for understanding stress and trauma, including neurobiological aspects and types of stress and trauma, and impact on individuals, family and community.  |  | Exams, In-Class Activities, and Final Paper |
| Explore the impact of stress and trauma from a cognitive, neurobiological/physiological, clinical and ecological perspective. |  | Exams, Presentation, and In-Class Activities  |
| Apply models of trauma-informed care to working with populations  |  | Paper and Presentation |
| Understand common responses to traumatic events for both individuals and family groups, including diagnostic criteria according to the most recent version of the Diagnostic and Statistical Manual. |  | Exam and In-Class Activities  |
| Identify and demonstrate an understanding of the interacting mechanisms of stress psychophysiology and synthesize this information to describe its relationship tophysical illness and psychological disorders. |  | In Class Activities, Exams, Paper |
| Describe strategies for decreasing stressful behaviors and argue, with scientific background and knowledge, which strategies are proving to be the most effective |  | In Class Activities, Exams, Paper |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| 1. Overview of Stress and Trauma
	1. What is Stress?
	2. What is Trauma?
	3. Discussion of Overlap
	4. Theoretical Models
2. Types of Stressors and Traumas
	1. Stress Related to Transitions
	2. Daily and Chronic Stressors
	3. Discrimination, Racism, Marginalization as Stressors
	4. Adverse Childhood Experiences (ACES)
	5. Interpersonal Trauma
	6. Situational Trauma (Military, Natural Disasters)
3. Neurobiology of Stress and Links to Health
	1. Stress Response System: Physiological Effects
	2. Effects on Brain Development
	3. Research linking Physical Health
	4. Research linking to Behavioral Health
4. Development of Trauma and Stress Related Disorders
	1. Acute Stress Disorder
	2. PTSD
	3. Reactive Attachment Disorder
5. Reduction and Interventions
	1. Stress Reduction
	2. Trauma Informed Care
	3. Brief Introductions to Treatment Approaches for Trauma
6. Posttraumatic Growth
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## D. Signatures

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu to the current Chair of UCC. Check UCC website for due dates. Do NOT convert to a .pdf.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Tom Malloy | Chair of Psychology | \*approved by e-mail | 3/2/2023 |
| Earl Simson | Dean of FAS  | \*approved by e-mail | 3/2/2023 |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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