# 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.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **PSYC 453 Child and Adolescent Psychopathology** |  |
| [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.** **A great number of our psychology majors express career interests in the clinical mental health field. When considering the program revisions, it became clear that our single course (PSYC 354) was insufficient for covering the extensive range of disorders and what each disorder entails in terms of assessment, diagnostic and treatment issues. It was evident that our department needed an overview of psychological disorders at the 200-level (the proposed PSYC 254) plus two 400-level psychopathology courses to accommodate the full range of disorders with more depth. The upper level courses will therefore cover disorders in childhood/adolescence (PSYC 453) and adulthood (PSYC 454). Furthermore, students in the Behavioral Health Studies program complete a dual BA/BS degree. In completing these program requirements, these courses will allow them to gain specialized knowledge in specific age groups, according to their career goals and interests.** **This proposal focuses on the child/adolescent course (PSYC 453). Several psychological disorders are first diagnosed or only present in childhood or adolescence. It is estimated that about 1 in 7 children and adolescents have a psychological disorder. In the last few years, we also have seen a rise in rates of certain disorders during adolescence (anxiety and depression) Many psychology majors enter careers in the social service realm and work with children and adolescents who may experience behavioral health issues. This course will give students a background in understanding the development of those disorders, including assessment, diagnostic and treatment issues. This is particularly important for our students in the Behavioral Health Studies major who may work in internships with children and adolescents.**  |
| 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 and BS in Behavioral Health Studies to take as part of their program of study. Additionally, students in the BS in Behavioral Health Studies will have the choice of taking this course or PSYC 454 Adult Psychopathology to fulfill a requirement for the program.** |
| 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 the 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.****The 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 453** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Child and Adolescent Psychopathology** |
| B.4. [Course description](#description)  |  | **Students examine the types of child and adolescent psychopathology, with an emphasis on the identification, diagnostic criteria, developmental trajectory, and the social, psychological, and biological factors contributing to these disorders.**  |
| B.5. [Prerequisite(s)](#prereqs) |  | **PSYC 221, PSYC 230 and 45 completed credits that include 4 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** |
| 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) |  | **30** |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any | THIS WAS DESCRIBED IN A PRIOR PROPOSAL AND IS REPEATED HERE.The original PSYC 354 course was one of several potential prerequisites for the PSYC 474 and 476 lab courses. With the renumbering of this course to the 200-level, we will now substitute this prereq with the new upper-level psychopathology courses (both are described in later proposals). This change will look like this:PSYC 474W - Research Methods III: General Psychology Lab (4)Prerequisite: PSYC 320; and at least TWO from PSYC 215, PSYC 230 or PSYC 251; and at least ONE course from PSYC 331, PSYC 332, PSYC 335, PSYC 339, PSYC 341, PSYC 344, PSYC 345, PSYC 347, PSYC 349, PSYC 351, ~~PSYC 354~~, PSYC 456, or PSYC 421, PSYC 422, PSYC 423, PSYC 424, PSYC 425, or PSYC 426, **PSYC 453, or PSYC 454.**PSYC 476 applied lab: Prerequisites Prerequisite: PSYC 320 and at least one course from PSYC 351, **~~PSYC 354~~,** PSYC 356, PSYC 421, PSYC 422, PSYC 423, PSYC 424, PSYC 425, **PSYC 453, or PSYC 454.** |

| 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)**?** |
| --- | --- | --- |
| Be able to identify the defining features of different child and adolescent disorders, as well as the biological, genetic, psychological, and social mechanisms associated with development of different disorders. |  | Exams and In Class Activities  |
| Be familiar with different theoretical explanations and frameworks for understanding child and adolescent psychopathology. |  | Exams, In-Class Activities, and Final Paper |
| Demonstrate an understanding of the DSM - V taxonomy of child and adolescent disorders and the strengths and weaknesses of using this approach for classification. |  | Exams, Presentation, and In-Class Activities  |
| Express an appreciation for how cultural and gender issues may impact diagnosticcriteria, as well as be familiar with gender and ethnic differences in prevalence rates and development of disorders. |  | Exams and Presentation |
| Critically evaluate research on child and adolescent disorders and be able to develop relevant research questions  |  | Final Paper |
| Be familiar with different treatment approaches for child and adolescent psychopathology and the efficacy of these treatments for youth.  |  | In Class Activities, Exams |

| 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 Developmental Psychopathology
	1. Discussion of Popular Theories
	2. Introduction to the DSM
	3. Issues with Diagnoses in Childhood
2. Vulnerabilities and Risk Factors for Psychopathology

a) Risk and Resilience in Child and Adolescent Psychopathologyb) Genetic and Environmental Influences on Behaviorc) Early Life Stress as a Risk Factor for Psychopathology\*\* Note: each of the clinical disorders listed below will take multiple class periods to cover. 1. Neurodevelopmental Disorders
	1. Intellectual Disabilities
	2. Autism
	3. Attention Deficit/Hyperactivity Disorder
	4. Treatment Approaches
2. Internalizing Behavior Disorders
	1. Depressive Disorders
	2. Anxiety Disorders
	3. Self-Harm
	4. Treatment Approaches
3. Disruptive, Impulse Control, and Conduct Disorders

a) Conduct Disorderb) Oppositional Defiant Disorderc) Treatment Approaches 1. Eating Disorders among children and early adolescents
	1. Overview
	2. Types
	3. Treatment Options
 |

## 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 |
| --- | --- | --- | --- |
| George Ladd  | Program Director of Behavioral Health Studies | \*approved by e-mail | 3/2/2023 |
| 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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