# 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 454 Adult psychopathology** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A. 1b. Academic unit | **Faculty of Arts and Sciences** | | | |  |
| A.2. [Proposal type](#type) | **Course:** [**creation**](#creation) | | | |  |
| A.3. [Originator](#Originator) | **Randi Kim** | [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 the BA in Psychology 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 renumbered 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 (new PSYC 453) and adulthood (new 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. These courses will therefore serve the interests of both the BA in Psychology and the BS in Behavioral Health.  This proposal focuses on the Adult Psychopathology course, which will cover psychological disorders that primarily impact adults (age 18+), including assessment, diagnostic and treatment issues. Students who are interested in working with an adult clinical population, especially as a future counselor or a clinician, will gain the in-depth knowledge needed for their educational and career plans. | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | The impact will be positive. Students will be able to take the lower level survey course in Psychological Disorders (PSYC 254) as an introduction to psychological disorders, and this course will now be able to be accepted as transfer from CCRI.  The two new upper-level courses in psychopathology will provide greater depth of coverage at an advanced level and will better serve both Psychology and Behavioral Health Studies majors whose key interests are helping adults with psychological disorders. BHS majors must take an upper level course in this topic, and they will be able to choose from this or the child/adolescent psychopathology courses. | | | | |
| 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) |  | | | |
| [*Technology*](#technology) |  | | | |
| [*Facilities*](#facilities): |  | | | |
| 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:  **Changes should be made in the course catalog once the revision is approved.** | | | | | |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C:\Users\cmarco\Dropbox\Dept%20Curriculum\2022%20Curriculum%20revisions\transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated.**  **The revision will not impact the current 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. | New Examples 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 454** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Adult Psychopathology** |
| B.4. [Course description](#description) |  | Students examine theoretical and evidence-based assessment, diagnostic, etiological, and treatment issues among adults (age 18+) with a range of psychological disorders. |
| B.5. [Prerequisite(s)](#prereqs) |  | **PSYC 221W or PSCY 221, PSYC 254 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 | Small group | |
| B.11.a [Delivery Method](#instr_methods) |  | In-person, hybrid, online |
| B.12. CATEGORIES  12. a. [How](#required) to be used |  |  |
| 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 | Quizzes | Projects | |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | 30 |
| B.15. [Redundancy statement](#competing) |  | None |
| 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)**?** |
| --- | --- | --- |
| Critically define and conceptualize abnormality or abnormal behavior |  | exams, class activities, assignments |
| Demonstrate knowledge of possible causes from various theoretical perspectives in explaining adults with psychological disorders |  | exams, class activities, assignments |
| Demonstrate knowledge of a comprehensive framework of a range of mental disorders in adulthood in terms of each disorder’s key diagnostic symptoms and differential diagnoses among similar disorders. |  | exams, class activities, assignments |
| Identify evidence-based treatment approaches for adults with psychological disorders |  | exams, class activities, assignments |
| Demonstrate APA-compliant scientific writing skills to explain course-related topics. |  | APA-format topic paper related to a particular psychological disorder |
| Demonstrate self-awareness of the ethical, legal and sociocultural concerns when examining and treating individuals with mental disorders |  | class activities, assignments |

| 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.** |
| --- |
| Overview of adult psychopathology   * Main theories of clinical abnormality of adults * Structured, non-structured & semi-structured assessments * Diagnostic considerations/issues * Treatment types & their strengths/limitations   Trauma-related disorders   * Assessment * Diagnosis * Treatment   Anxiety & trauma-related disorders   * Assessment * Diagnosis * Treatment   Obsessive-compulsive related disorders   * Assessment * Diagnosis * Treatment   Mood disorders: Unipolar & bipolar disorders among adolescents & adults   * Assessment * Diagnosis * Treatment   Schizophrenia & other psychotic disorders   * Assessment * Diagnosis * Treatment   Personality disorders   * Assessment * Diagnosis * Treatment   Sexual disorders and gender dysphoria   * Assessment * Diagnosis * Treatment   Eating disorders among adolescents & adults   * Assessment * Diagnosis * Treatment   Substance use and gambling disorders among adults   * Assessment * Diagnosis * Treatment   Select topics in somatic symptoms and dissociative disorders   * Assessment * Diagnosis * Treatment |
|  |

## 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](mailto: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, 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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