



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: January 6, 2021 for January 13, 2021

AGENDA ITEM: 3

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes – Sciences, UTSC (for approval)*

JURISDICTIONAL INFORMATION:

University of Toronto Scarborough Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus” (*AAC Terms of Reference, Section 4*). Under section 5.6 of its terms of reference, the Committee is responsible for approval of “Major and minor modifications to existing degree programs.” The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process (*UTQAP, Section 3.1*).

GOVERNANCE PATH:

1. UTSC Academic Affairs Committee [For Approval] (January 13, 2021)

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this item.

HIGHLIGHTS:

This package includes minor modifications to undergraduate curriculum, submitted by the UTSC Sciences academic units identified below, which require governance approval. Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

- The Department of Psychology (Report: Psychology)
 - 1 new course
 - PSYC38H3
 - 2 course changes
 - PSYC73H3
 - PSYD98Y3

FINANCIAL IMPLICATIONS:

There are no net implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the proposed Sciences undergraduate curriculum changes for the 2021-22 academic year, as detailed in the respective curriculum reports, be approved.

DOCUMENTATION PROVIDED:

1. 2021-22 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Psychology, dated January 13, 2021.



2021-22 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Psychology

January 13, 2021

Psychology (UTSC), Department of

1 New Course:

PSYC38H3: Adult Psychopathology

Description:

This course will provide an advanced understanding of the etiology, psychopathology, and treatment of common mental disorders in adults. Theory and research will be discussed emphasizing biological, psychological, and social domains of functioning. Cultural influences in the presentation of psychopathology will also be discussed.

Prerequisites: PSYB32H3 and [PSYB07H3 or STAB22H3 or STAB23H3] and [PSYB70H3 or (PSYB01H3) or (PSYB04H3)]

Exclusions: PSY340H1, PSY342H1

Enrolment Limits: Restricted to students enrolled in the Mental Health Studies programs.

Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. Describe the major etiological models of psychopathology
2. Describe the major evidence-based treatment modalities for psychopathology
3. Compare and contrast diagnosis-specific and transdiagnostic etiological theories and treatments
4. Apply knowledge of etiological treatment models for psychopathology to develop novel research questions
5. Understand how diversity (cultural, gender, sexuality, ethnicity, etc.) affects the development and presentation of psychopathology.

Topics Covered:

- Diagnosis: Conceptual Issues and Controversies
- Generalized Anxiety Disorder
- Obsessive-Compulsive and Related Disorders
- Posttraumatic Stress Disorder
- Depressive Disorders
- Bipolar Disorders
- Schizophrenia and the Psychosis Spectrum
- Substance Use Disorders
- Eating Disorders
- Borderline Personality Disorder

Cross-cutting themes:

- Psychopathology research design
- Diversity issues in psychopathology

Methods of Assessment:

- Exams

- Midterm 1 (25%) – Covering the first third of the course
- Midterm 2 (25%) – Covering the second third of the course (non-cumulative)
- Final Exam (30%) – Covering the final third of the course (non-cumulative):

Exams will assess knowledge of etiological theories and associated treatment paradigms for mental disorders. Exams will also assess knowledge of the difference between diagnosis-specific and transdiagnostic approaches to understanding mental illness.

- Research Poster Presentation (20%)

In small groups, students will develop a novel research question, and associated research design, based on etiological theories discussed in the course to contribute to the understanding of psychopathology in mental disorders. Students will be encouraged to incorporate aspects of diversity and inclusion in their research design, given that a significant limitation of most psychopathology research has been an overemphasis on White, Western research participants. Students will develop a poster presentation to present the topic to the class, which will be presented in a short poster presentation in one of the final two classes. The grade will be assigned according to the following procedure: presentation (10%) and research content (10%) for a total of 20%.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course will fill a gap to bridge PSYB32H3 and D-level Mental Health studies courses. The proposed course will build off of the descriptive learning that occurs in PSYB32H3 about diagnostic criteria and the brief overview of etiology and treatment for domains of disorders (e.g. anxiety, mood, etc.) to focus on etiological theories of specific disorders and the treatment options stemming from these theories. This course will prepare students for D-level courses on specific disorders and specific therapeutic techniques by providing a detailed examination of biological, psychological, social, and cultural theories. This course is designed for students enrolled in the Specialists and Majors in Mental Health Studies. Also, psychology programs at other institutions have third-year advanced courses on this topic, and therefore, this course will fill a gap in the current curriculum that other institutions provide.

Consultation:

DCC Approval: September 17, 2020

RO Approval: July 17, 2020

Resources:

The instructor for this course will be Assistant Professor Michael Best, this course will be taught as part of his regular teaching load. This course required additional TA support that will be covered by the department's existing budget. No other resources are required.

2 Course Modifications:

PSYC73H3: Clinical Neuropsychology Laboratory

Title: Wellness and Resilience ~~Clinical Neuropsychology~~ Laboratory

Description:

A widespread survey on techniques derived from clinical psychology interventions and wellness and resilience research paired ~~The applied science concerned~~ with the applied practice and implementation ~~behavioural expression~~ of those techniques designed specifically ~~brain dysfunction~~ for students in the Specialist(Co-op)program in Mental Health Studies. ~~Students Lecture and demonstration material will be as described for PSYC31H3~~
; ~~Clinical Neuropsychology~~
; ~~but students~~ will attend also ~~complete~~ a lecture reviewing the research and details of each technique / ~~topic laboratory component~~. The laboratory component will consist of interactive
, ~~afford the student the opportunity for~~ hands-on experience in close group settings with a number of ~~neuropsychological measures and will emphasize the learning~~ of techniques related to emotion
, stress, wellness, ~~specific test administration~~ and resilience ~~interpretation~~
. These are specifically tailored for university student populations.

Prerequisites: PSYB32H3 and { PSYB55H3 or (PSYB65H3) } and[(PSYB01H3)or(PSYB04H3) or PSYB70H3]and [PSYB07H3 or STAB22H3 or STAB23H3]

Exclusions: ~~PSYC31H3, (PSYC32H3)~~

Learning Outcomes:

- Directly practice a variety of resilience skills, habits, and routines that are focused on minimizing stress and optimizing well-being.
- Describe why intentionally ‘practicing’ resilience skills is critical to developing the fluency to use and reap the benefits from them.
- Develop a resilience toolbox of skills and strategies that serves as a roadmap for personal development and careers in the clinical psychology/mental health workforce.

Topics Covered:

- Research on resilience, emotions, and well-being
- Acceptance-based skills: Mindfulness, acceptance, values
- Positive psychology skills: Gratitude, will-power • change-based skills: Interpersonal skills, distress tolerance

Methods of Assessment:

Focus on a higher number of weekly homework assignments, and less formal examinations. Specifically, weekly brief response papers will be required and will assess the implementation and reflections about each technique/topic. A cumulative final exam will assess knowledge learned in both lecture and lab. Engagement in the lab remains an important aspect of the assessment.

Breadth Requirements: Social & Behavioural ~~Natural~~ Sciences

Rationale:

1. The course title and description have been revised to better reflect the content and topics covered in this course.
2. The course prerequisite has been revised to provide students more enrolment flexibility
3. The course exclusions have been revised to remove course that no longer has significant content overlap
4. The learning outcomes, topics covered have been revised because the clinical neuropsychology laboratory is a requirement for all students in the Specialist (Co-op) Program in Mental Health Studies. However, very few students complete placements in neuropsychological settings. Since co-op students end up in a variety of mental health settings (in their placements and beyond), the department felt a broad, skills-based course focused on building resiliency would be of greater benefit and interest to students. The method of assessment has been revised to better match the course's less focus on professional training on tests.

Consultation: DCC Approval: September 17, 2020.

Resources: The additional TA support required for this course will be covered by the Department's existing budget.

PSYD98Y3: Thesis in Psychology

Description:

This course offers the opportunity to engage in a year-long research project under the supervision of an interested member of the faculty in Psychology. The project will culminate in a written report in the form of a thesis and a poster presentation. During the course of the year, at appropriate times, students will meet to present their own research proposals, to appraise the proposals of others, and to discuss the results of their investigation. Students must first find a supervisor, which is usually confirmed before the start of the academic term in which the project will be initiated. Students will meet as a group with the coordinator as well as individually with their supervisor. This course is restricted to **Majors and Specialists** in Psychology and Mental Health Studies with a **cumulative** GPA of 3.3 or higher **over the last 5.0 credit equivalents completed**. Students planning to pursue graduate studies are especially encouraged to enrol in the course. Students must obtain a permission form from the Psychology departmental [website \(www.utsc.utoronto.ca / psych / undergraduates \)](http://www.utsc.utoronto.ca/psych/undergraduates) that is to be completed and signed by the intended supervisor, and submitted to the Psychology Office. At that time, the student will be provided with an outline of the schedule and general requirements for the course. Students seeking supervision off campus will need to arrange co-supervision with a faculty member in Psychology at this campus.

Prerequisites: PSYC02H3 and[(PSYB01H3)or PSYC70H3]and [PSYC08H3 or PSYC09H3] and [enrollment in Specialist or Major Programs ~~program~~ in Psychology or Mental Health Studies] and [GPA ~~CGPA~~ of 3.3 or higher **over the last 5.0 credit equivalents completed**]. Note:Registration in D-level courses on ROSI is tentative. This

is to ensure spaces in these courses for students who need them to graduate at the end of the current session. ROSI will show your status in the course and its final confirmation.

Rationale:

The course description and prerequisites have been revised to ensure they met with the department faculty members' values and preferences. Changing the GPA to 3.3 or higher in 5.0 credits brings this course GPA requirement in line with graduate school requirements since this course is usually taken to prepare students for graduate studies. Opening enrolment to students in the Major programs in Psychology or Mental Health Studies aligns with current faculty members' actual admission practices.

Consultation: DCC Approval: September 17, 2020.

Resources: None.