



Faculty of Science

Office of the Dean
St. John's, NL Canada A1B 3X7
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MEETING OF THE FACULTY COUNCIL OF THE FACULTY OF SCIENCE

A regular meeting of the Faculty Council of the Faculty of Science will be held on Wednesday, February 21, 2024, at 1:00 p.m. by WebEx and in-person (Room: C- 2045).

AGENDA

1. **Regrets**
2. **Adoption of the Minutes of December 6, 2023** (pages 2-5)
3. **Business Arising from the Minutes**
4. **Correspondence:** No Correspondence
5. **Reports of Standing Committees:**
 - A. **Undergraduate Studies Committee:**

Presented by Shannon Sullivan, Chair, Undergraduate Studies Committee,

 - a. Department of Biochemistry – Calendar Changes, HUBI 4241 , Approved by Undergraduate Studies Committee and presented to Faculty Council for information only, Paper 5 A. a. (pages 6-17)
 - B. **Graduate Studies Committee:**

Presented by Adrian Fiech, Chair, Graduate Studies Committee

 - a) Department of Psychology, Special Topics Course, PSYC 6122, approved by the Graduate Committee and present to Faculty Council for information only. Paper 5 B. a. (pages 18-23)
 - C. **Library Committee:** No business
6. **Presentation - Security and Data Management – Active Data Storage Solutions available to Memorial researchers:** Alison Farrell, Sarah Arnott, Craig Squires, Paul Price
7. **International Graduate Students - Immigration Regulations:** Natasha Clark, International Student Advisor, RCIC
8. **Report of the Dean**
9. **Question Period**
10. **Adjournment**

A handwritten signature in black ink, appearing to read "Travis Fridgen".

Travis Fridgen, Ph.D.
Interim Dean of Science



Faculty of Science

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FACULTY OF SCIENCE FACULTY COUNCIL OF SCIENCE Minutes of Meeting of December 6, 2023

A meeting of the Faculty Council of the Faculty of Science was held on Wednesday, December 6, 2023, at 1:00 p.m. using a hybrid model of WebEx and in-person (C-2045).

FSC 3049 Present

Biochemistry

R. Bertolo, M. Berry, V. Booth, J. Brunton, S. Mayengbam, S. Smith

Biology

A. Chaulk, D. Harvey

Chemistry

H. Grover, S. Pansare, T. Stockmann

Computer Science

S. Bungay, D. Churchill, M. Hamilton, M. Hatcher, J. Henderson, C. Hyde, N. Nasr Esfahani, O. Meruvia-Pastor, L. Peña-Castillo, K. Popuri

Economics

K. Chu

Mathematics & Statistics

J. Alam, T. Baird, E. Cardoso-Bihlo, A. Bihlo, I. Booth, C. Cigsar, D. Dyer, A. Earle, C. Evans, Z. Fan, R. Haynes, M. Kotchetov, J.C. Loredó-Osti, C. Ou, T. Sheel, A. Shestopaloff, T. Stuckless, S. Sullivan, D. Ye, N. Zheng

Ocean Sciences

P. Gagnon, D. Inkpen, C. Parrish, M. Rise (Department Head of Biology)

Physics & Physical Oceanography

H. Neilson, I. Saika-Voivod, L. Zedel

Psychology

S. Blandford, A. Swift-Gallant, C. Thorpe

Dean of Science Office

J. Blundell, J. Bowering, S. Dufour, M. Fitzpatrick, T. Fridgen, C. Hussey, G. Jackson, J. Kavanagh, T. Mackenzie, R. Temple

Student Representatives

H. Butt, K. Smith, N. Vadood, R. Waye

Regrets

A. Fiech

- FSC 3050 Adoption of Minutes**
Moved: Minutes of the meeting of November 15, 2023, be adopted.
(Sullivan/Sheel) **Carried.**
- FSC 3051 Business Arising:** No Business
- FSC 3052 Correspondence:** No Report
- FSC 3053 Reports of Standing Committees:**
Presented by Shannon Sullivan, Chair, Undergraduate Studies Committee
- A. Undergraduate Students Committee:**
- a. Department of Psychology – Calendar Changes, Amend PSYC 3830 course title, (Sullivan/ Loreda-Osti) **Carried**
 - b. Department of Psychology- Calendar Changes, Amend Admission to Major Program, (Sullivan/Thorpe) **Carried**
 - c. Department of Psychology – Calendar Changes, Amend Admission to Honours Programs, (Sullivan/Thorpe) **Carried**
 - d. Department of Psychology – Calendar Changes, Amend Requirements for a Major in Psychology, (Sullivan/Thorpe) **Carried**
 - e. Department of Psychology – Calendar Changes, Amend Requirements for Honours in Psychology, (Sullivan/Thorpe) **Carried**
 - f. Department of Psychology – Calendar Changes, Amend Requirements for a Major in Behavioural Neuroscience (B.Sc. Only), (Sullivan/Thorpe) **Carried**
 - g. Department of Psychology – Calendar Changes, Amend Requirements for Honours in Behavioural Neuroscience (B.Sc. Only), (Sullivan/Thorpe) **Carried**
 - h. Department of Psychology – Calendar Changes, New Course Proposals, PSYC 4052, PSYC 4053, PSYC 4054, PSYC 4152, PSYC 4153, PSYC 4154, PSYC 4452, PSYC 4453, PSYC 4454, PSYC 4652, PSYC 4653, PSYC 4654, PSYC 4752, PSYC 4753, (Sullivan/Thorpe) **Carried**
 - i. Department of Mathematics and Statistics, - Calendar Changes, New Program, Data Science, (Sullivan/Yilmaz) **Carried** (Note: The program

was approved, however, there was a lot of discussion regarding cross listing certain courses. The departments agreed to review all courses prior to the Fall semester to discuss whether or not the courses should be cross-listed.

B. Graduate Students Committee:

Presented by Jahrul Alam, Graduate Studies Committee

- a. Department of Biochemistry, Special Topics Course, BIOC 6001, approved by the Graduate Committee and present to Faculty Council for information only.
- b. Department of Biochemistry, Potential Outcome for MSC Oral Defense, (Alam/Bertolo) **Carried**
- c. Department of Computer Science, Special Topics Course, COMP 6779, approved by the Graduate Committee and presented to Faculty Council for information only.
- d. Department of Physics and Physical Oceanography, Special Topics Course, PHYS 6912, approved by the Graduate Committee and presented to Faculty Council for information only.

C. Library Committee: No Business

FSC 3054 Report of Dean:

Grant Submissions

I would like to remind everyone that deadlines set for the Faculty of Science for the compliance review of the grant must be adhered to. Not meeting these deadlines means that your Department Head cannot approve and there is no time for our grants facilitation officers to review the grant and get sign off to meet the RIS deadlines.

FSC 3055 Question Period:

Dr. Churchill asked if the Center for AI Classroom in the Core Science building would be available for use in January. The Dean commented that it is mostly likely would not be ready for January. The computers are ordered and a process for booking the space is being worked on. The course offerings in the AI, SE and Data Science programs will be scheduled in this classroom before other courses outside of these programs. Dr. Churchill stated that this is the 5th term being told this space will be ready for instruction.

Dr. Sullivan noted that the process for calendar consultation is set-up by SCUGS. If there are any questions on this process, or suggestions for improvements to contact Dr. Sullivan.

FSC 3056

Adjournment:

The meeting adjourned at 2:02 p.m.

Memorial University of Newfoundland

Undergraduate Calendar Change Proposal Form

Senate Summary Page for Courses

COURSE NUMBER AND TITLE

Human Biosciences 4241 Nutrition, Culture and Health: Perspectives from India
(*Special Topics in Nutrition*)

ABBREVIATED COURSE TITLE

Human Biosciences 4241 Nutr Cult Hlth: Persp India

RATIONALE

This Special Topics course will build on the internationalization initiatives currently being offered as part of the Human Biosciences undergraduate program. We are working towards a “Travel Abroad” semester as an optional part of the Human Biosciences degree. The objective of this course is to cover many aspects of human nutrition, culture and health at the community and international level. The emphasis of the course will be on holistic health throughout the lifespan, focusing on children and women’s health, in both rural and urban settings. This course will expose students to diverse traditional foods from different regions of India, will support learning about medicinal properties of foods as well as the use of spices/herbs for their nutritional, food preservation, and medicinal properties. Different ways of food production in varied growing conditions, harvesting of crops, nutraceuticals and functional foods will also be explored. Students will be further introduced to the concepts of Ayurveda, naturopathy, yoga, and holistic health.

The course material will be delivered in collaboration with universities/institutes in India. The course will be offered in part from India, with bursaries available to support the students’ travel. Through this novel course, students will gain exposure to international perspectives on nutrition and health, and learn about food insecurity challenges in other countries. The course will prepare MUN graduating students to tackle global issues surrounding food security, nutrition and well-being/health, and boost their interest for careers in national and international government and non-government food, nutrition and health organizations. A draft schedule for the India portion of the course is [appended](#).

The course structure will be similar to the existing HUBI courses offered at Harlow; students will have two weeks of field trips in India, followed by presenting the collected information as written and oral assignments. We are anticipating an enrollment of 10 students for the first offering. The plan is to schedule the travel to India immediately following the completion of a Harlow stay that is part of the Human Biosciences courses 4700 and 4701 (if majority of the students for the India course are also taking the Harlow course/s). There is funding available through Global Skills Program managed by the Internationalization Office, MUN; approximately \$5,000 per student is available to travel to India. These funds may be used offset the travel costs for students who choose take the HUBI courses at Harlow (e.g. students taking HUBI 4700/4701); however, travel to Harlow is not a requirement for enrollment in this course.

The prerequisite will be Human Biosciences 2002 Introduction to Human Nutrition (or permission from the Head); the prerequisite course is the same for HUBI 4700 and 4701. The course will be offered in the Spring semester to students who have completed at least 4 semesters; priority will be given to students enrolled in Human Biosciences (or Biochemistry (Nutrition) programs). The course may also be of interest to students completing the Certificate in Food Studies (Humanities and Social Sciences), or those in Biology or Kinesiology with an interest in human nutrition.

ANTICIPATED EFFECTIVE DATE

We anticipate that the first offering will be Spring 2024 semester.

CALENDAR CHANGES

None required

Memorial University of Newfoundland

Undergraduate Calendar Change Proposal Form

Appendix Page

CONSULTATIONS SOUGHT

Academic Unit	Response received?
Chemistry	
Computer Science	
Math and Stats	
Ocean Sciences	yes
Psychology	
Biology	
Physics	
Computer Science	
Humanities and Social Sci	Yes
Human Kinetics and Rec	
Pharmacy	Yes
Nursing	yes
Arts and Soc Sci (Grenfell)	
Sci and the Envir (Grenfell)	
Fine Arts (Grenfell)	
Marine Institute	
Medicine	
Business	yes
Education	
Engineering and Applied Sci	yes
Music	
Social Work	
Arctic and Subarctic Studies	

Appendices:

- I. [Library report](#)
- II. [Sample Course Outline](#)
- III. [Consultation Feedback](#)



LIBRARY REPORT

Subject: RE: Library report for a new special topics course in HUBI

From: "Rose, Kathryn" <kathrynr@mun.ca>

Date: 11/16/2023, 2:11 PM

To: Janet Brunton <jbrunton@mun.ca>

Hi Janet,

Thank you for the opportunity to comment on HUBI 4241. Students will be able to access to electronic library resources while they are away at field school, and we have resources to support the areas of research noted in the

course description.

Kathryn

Kathryn Rose, MLIS, PhD (she/her) | Head, Collections Strategies

Memorial University Libraries

St. John's, Newfoundland, A1B 3Y1

+1 709 864-3139

www.library.mun.ca

We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous

RESOURCE IMPLICATIONS

This course will incur additional costs to the students. Approximately \$6,000 per student is available to travel to India through the Global Skills Program managed by the Internationalization Office, MUN. The cost is neutral to the University, the academic unit (Biochemistry) and the Faculty of Science. The estimated costs associated with this course include:

- 1) Return airfare to New Delhi, India from St. John's* = ~\$2,800
- 2) Accommodations and meals at University guest houses (Delhi Pharmaceutical Sciences and Research University (DPSRU), Panjab University (PU) Chandigarh, Punjab Agricultural University (PAU), Lovely Professional University (LPU), and/or hotels = ~ \$2,200
- 3) Ground transportation in India, admission fees to field sites = ~ \$800
- 4) Travel costs, accommodations, meal, ground transportation, and admission fees to field sites for two instructors; additional teaching stipend (1 course) = ~\$20,407

*Note: Students will have the option to do at least three courses in Human Biosciences, which will help offset travel costs to Harlow.

Sample Course Outline

Nutrition, Culture and Health: Perspectives from India

Course Description

The aim of this course is to cover many aspects of human nutrition, culture and health at the community and international level. The emphasis of the course will be on holistic health throughout the lifespan, focusing on children and women's health, in both rural and urban settings. This course will expose students to diverse traditional foods from different regions of India, will support learning about medicinal properties of foods as well as the use of spices/herbs for their nutritional, food preservation, and medicinal properties. Different ways of food production in varied growing conditions, harvesting of crops, nutraceuticals and functional foods will also be explored. Students will be further introduced to the concepts of Ayurveda, naturopathy, yoga, and holistic health.

The course will include **two weeks** of intensive field trip studies, scheduled near the beginning of the semester (time frame of the other two nutrition courses offered at the Harlow Campus of Memorial University will be considered). During the field trips, students will gain hands on culinary experiences, visit holistic health centers (yoga/naturopathy/Ayurveda), formulate nutraceuticals from herbs/medicinal plants, interact with farmers/growers, attend activities surrounding food and culture, and collect information that will be presented as oral and written assignments for evaluation during and after the visit to India. Students will be required to do a write up for each field trip that will be submitted within 24 hours. After returning from India, students will complete rest of the course assignments (details of assignments and field trips are given below). The course will have a timeframe that includes two weeks in India, followed by a 7-week period to allow for the development and completion of the assignments.

PREREQUISITE

HuBi 2002 (or BIOC 2600) or permission by the instructor

Human Biosciences faculty members who may serve as course instructors:

***Dr. Sukhinder Cheema (course coordinator)**

skaur@mun.ca

***Dr. Shyam Mayengbam (co-course coordinator)**

smayengbam@mun.ca

Dr. R. Bertolo

rbertolo@mun.ca

Dr. J. Brunton

jbrunton@mun.ca

Dr. S. Harding

sharding@mun.ca

Dr. Z. Farahnak

zfarahnak@mun.ca

*Note: for the 2024 offering, Drs. Cheema and Mayengbam will be the course instructors

Office Hours: During the trip to India, the professors will be on-site and will interact daily with students for group and one-on-one meetings. For the remainder of the course, a minimum of two hours of contact time per week is TBD; instructors will be also available by appointment.

If you wish to email either instructor, please put the course name/number in the subject line or your email may be deleted automatically as spam. **Do NOT use D2L/Brightspace to send course-related emails**, as it is checked less often and you are unlikely to receive a prompt reply. The instructors will endeavour to reply to emails within 48 hours (excluding weekends and holidays).

EVALUATION

Field Trip related assignments (individual/groups)	30%
Capturing Food, Culture, Socioeconomic status & Health (group assignment)	25%
Oral Presentations & discussion	25%
Written Paper	20%
Total:	100%

Field Trip related assignments (30%)

Field trip related assignments will vary depending on the planned field activity. Students may receive an assigned reading, review material for the upcoming field trip, submit a short write up on the field trip, or have a debate/discussion related to the field trip.

Capturing Food, Culture, Socioeconomic Status & Health (25%)

Group of 2-3 students will capture their experiences around culture, foods and nutrition, while considering food security/insecurity, socioeconomic status, and health of the population during field trips. Students will submit a 3-4 page written report.

Oral Presentations (25%)

The same group of 2-3 students will prepare a Power Point presentation (15-20 minutes in duration) on their entire learning experience around food, nutrition, and health while considering culture and socioeconomic status. The oral presentation will be followed by 10 minutes of discussion and participation.

Written Paper (20%)

Students will take pictures of a food plate from a standard Indian menu (lunch or dinner), and compare with a standard Canadian/North American menu (lunch or dinner) considering Canada's Food Guide & Dietary guidelines. Using visual observations, students will compare the nutrient intake based on diversity, quality and quantity.

The instructors will assist the students in finding appropriate literature and resources to develop the paper.

Late Assignments

Assignments that are not submitted by the due date will be accepted up until the last day of classes, but will be graded out of 80% of the original value. Assignments will not be accepted after the last day of classes, and will be graded as zero.

Additional Policies / Supports

Standard as per the Faculty of Science guidelines – will be added in full to the final course syllabus.

Examples of Field Experiences

(to be finalized during the course preparation in 2024)

Delhi:

Day 1 – Rest and explore Delhi Pharmaceutical Sciences & Research University (DPSRU) and interact with students

Day 2 – Field trip to holistic health centers (yoga)

Day 3 – Field trip to naturopathy center

Day 4 – Field trip to Ayurveda center

Day 5 – Field trip to DPSRU nutraceuticals and functional food formulation labs

Chandigarh (PU):

Day 6 – Travel to Chandigarh by train (approximately 4 hours train ride from Delhi)

Day 7 – Field trip to Unesco World Heritage sites and Rock Garden to experience zero waste projects

Day 8 – Field trip to National Agriculture Biotechnology Institute

Day 9 – Field trip to Nutrition and Dietetics departments and interaction with students

Ludhiana (PAU):

Day 10 – Travel to Ludhiana by train (approximately 2 hours train ride from Chandigarh)

Day 11 – Tour of the largest Milk Plant in India, and interaction with Foods, Nutrition and Dietetics students at PAU

LPU

Day 12 – Travel to LPU (by train; approximately 2 hours), and field trip of LPU

Day 13 – Field trip to rural villages

Day 14 – Field trip to research institutes/museums

Amritsar:

Day 15 – Travel to Amritsar by train (approximately 2 hours train ride)

Day 16 – Field trip to the world's largest community kitchen

Day 17 – Travel to Delhi

Day 18 – Return to Canada

Consultation Email and Feedback

Special Topics Course Proposal_HUBI 4241.pdf728 KB

Good afternoon,

As part of our ongoing initiatives towards offering more "study abroad" experiences, we are planning to offer a new Special Topics course this spring, HUBI 4241 Nutrition, Culture and Health: Perspectives from India. The proposal is attached for review.

Please forward your comments by Dec 14, 2023.

Thanks very much!

.....
Janet Brunton, PhD
Professor and Deputy Head (Undergraduate)
Department of Biochemistry
Memorial University of Newfoundland

phone 709 864-8533 fax: 709 864-242

Engineering Consult <engrconsult@mun.ca>

Reply

Wed 11/15, 9:40 AM

BiocDHundergrad;

George,Glyn;

Edmunds, Jayde;

Qiu, Wei

A special topics course does not require approval beyond the faculty council level.

I see no impact on our programs.

Dr. Glyn George, Chair
Committee on Undergraduate Studies
Faculty of Engineering and Applied Science
Memorial University of Newfoundland
St. John's NL A1B 3X5

Iain J Mcgaw <ijmcgaw@mun.ca>

Wed 11/15, 10:48 AM

Hi Janet

This sounds like an interesting course. Will that \$5000 be available each year for the students to access? Or is this a one time payout e.g. first year? If it is an annual payout to be it seems a trifle unfair - that is a lot of money going to a very small number of students? In addition, what risk assessments are there to travel to India - vaccinations, safety, public safety - as well as pre-education for students on how to behave in this very different culture?

Just some ideas

Iain

--

Professor

Department of Ocean Sciences

0 Marine Lab Road

Memorial University

St John's, NL

Canada

A1C 5S7

Tel: 709 864-3272

Fax: 709 864-3220

====BiocDHundergrad

Today, 12:30 PM

Hi Iain,

Thank you for reviewing our Special Topics proposal.

The money comes from the federal government as part of the Global Skills Opportunity Fund. I believe the Internationalization Office at MUN applies for the funds each year, so there is currently no guarantee for continued funding. Students can apply for GSO funds as a travel bursary to study abroad in MUN-affiliated programs in countries other than the UK, Australia, France and the USA. Students can also get travel bursaries for UK travel if they are Indigenous, have a disability, or are from a low-income background. We hope some of our Harlow students can receive a bursary based on those criteria.

Here is the link to the information FYI:

<https://www.mun.ca/goabroad/go-global-outbound/global-skills-opportunity-gso-fund/>

As for the safety issues surrounding travel to India, that is covered through mandatory sessions with staff from the Internationalization Office. The IO will also conduct the risk assessment based on

political events and will make the final decision about student travel. Finally, in terms of cultural norms, both professors involved in the course for 2024 are experienced travellers in India and intend to be with the students for the entire time.

Best regards,

Janet

.....
Janet Brunton, PhD
Professor and Deputy Head (Undergraduate)
Department of Biochemistry
Memorial University of Newfoundland

phone 709 864-8533 fax: 709 864-2422

=Oldford, Erin

Reply

Wed 11/15/2023 12:28 PM

To:

BiocDHundergrad

Hi Janet,

Thank you for the opportunity to review. We think this is a very interesting course, but we don't think a special topics course needs to go out for consultation.

Erin

ERIN OLDFORD, PhD (she/her)
Associate Dean of Undergraduate Programs and
Accreditation,
Associate Professor of Finance, and
Faculty Advisor to The Fund
Faculty of Business Administration
Memorial University of Newfoundland
St. John's, Newfoundland & Labrador
www.business.mun.ca

DeanNurse

Fri 11/17, 7:31 PM

Good evening.

Dr. Pike, our interim dean at the Faculty of Nursing, tells me that she has reviewed the course materials and that Nursing has no concerns or comments.

Thank you for your time, I hope you are having a great day!

Jane

Dold, Patricia

Mon 11/20, 3:45 PM

Special Topics Course Proposal_HUBI 4241.pdf728 KB

Download

HSS supports this exciting development. Good luck with it!

P Dold

Patricia Dold (she/her)
Associate Professor, Religious Studies
Associate Dean, Curriculum and Programs
Humanities and Social Sciences

McGrath, Gerona

Reply

Tue 11/21, 12:03 PM

BiocDHundergrad;
Davis,Erin

Thank you so much for the opportunity to review the proposed special topics course: HUBI 4241. There is no impact on the School of Pharmacy.

Gerona

Gerona McGrath MBA, M.Ed.
Manager of Academic Programs
School of Pharmacy

Memorial University of Newfoundland
3435 Health Sciences Centre
St. John's, NL A1B 3V6 Canada

709-864-2013

**SCHOOL OF
GRADUATE STUDIES**

Adobe Reader, minimum version 8, is required to complete this form. Download the latest version: <http://get.adobe.com/reader>. (1) Save the form by clicking on the diskette icon on the upper left side of the screen; (2) Ensure that you are saving the file in PDF format; (3) Specify where you would like to save the file, e.g. Desktop; (4) Review the [How to create and insert a digital signature](#) webpage for step by step instructions; (5) Fill in the required data and save the file; (6) Send the completed form by email to: sgs@mun.ca.

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: Regular Course Special/Selected Topics Course

Course No.: PSYC6122

Course Title: Child development and social-emotional learning

I. To be completed for all requests:

A. Course Type:

<input type="checkbox"/> Lecture course <input type="checkbox"/> Laboratory course <input checked="" type="checkbox"/> Directed readings	<input type="checkbox"/> Lecture course with laboratory <input type="checkbox"/> Undergraduate course ¹ <input type="checkbox"/> Other (please specify)
--	--

B. Can this course be offered by existing faculty? Yes No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)? Yes No
 If yes, please specify:

D. Will additional library resources be required (if yes, please contact munul@mun.ca for a resource consultation)? Yes No

E. Credit hours for this course: 3 credit hours

F. Course description (please attach course outline and reading list):

This course is designed to build upon the student's current knowledge of developmental psychology, while critically examining social-emotional learning using a developmental lens. Students will examine and critically evaluate theoretical issues, while reviewing the current literature in order to further enhance one's understanding of development. After completing this course students can expect to have gained knowledge and understanding of how development and an individual's current age and stage are implicated in their abilities and understanding of concepts, particularly in relation to one's emotional development.

	Written	Oral
G. Method of evaluation:	Percentage	
Class tests		
Assignments	Development of mental health psychoeducation sessions content and materials for grades 3-5 (40%)	
Other (specify):	Oral presentations to teachers and parents (30%); delivery of psychoeducation to students in school setting (30%)	
Final examination:		
Total		

¹ Must specify the additional work at the graduate level

II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

Instructor's initials

1. duplication of thesis work

NH

2. double credit

NH

3. work that is a faculty research product

NH

4. overlap with existing courses

NH

Recommended for offering in the Fall Winter Spring 20 24

Length of session if less than a semester:

III. This course proposal has been prepared in accordance with General Regulations governing the School of Graduate Studies



Course instructor

January 10, 2024

Date

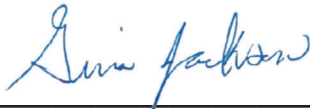


Approval of the head of the academic unit

January 11, 2024

Date

IV. This course proposal was approved by the Faculty/School/Council



Secretary, Faculty/School/Council

Feb. 5, 2024

Date

**Syllabus for Psychology 6122:
Child Development and Social-Emotional Learning
Spring Term 2024**

Course Instructor: Nick Harris, Ph.D., R.Psych.

E-mail: nharris@mun.ca

Telephone: (709) 864-7676

Office: SN 3087

Office Hours: By appointment

LAND ACKNOWLEDGEMENT:

I respectfully acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and I acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

COURSE DESCRIPTION AND GOALS:

This course is designed to build upon the student's current knowledge of developmental psychology, while critically examining social-emotional learning using a developmental lens. Students will examine and critically evaluate theoretical issues, while reviewing the current literature in order to further enhance one's understanding of development. After completing this course students can expect to have gained knowledge and understanding of how development and an individual's current age and stage are implicated in their abilities and understanding of concepts, particularly in relation to one's cognitive and emotional development.

EVALUATION:

Development of a school social-emotional learning protocol - 40%

Oral presentations - 30%

Delivery of social-emotional learning protocol to children - 30%

EVALUATION:

Development of a school social-emotional learning protocol (40%):

Students will create a protocol for a six to eight-session psychoeducation program using a social-emotional learning approach for children in grades three to five. The protocol will be developed using developmentally appropriate language, activities, and homework. Dr. Harris will provide ongoing consultation throughout the development of the protocol. Students will submit a binder of the protocol and additional materials to Dr. Harris at the end of the course (July 26th, 2024).

For each session, the protocol will include:

1. Brief goals and guidelines for clinicians
2. An application activity for children

3. A reflection journal activity for children
4. Conversational prompts for parents

ORAL PRESENTATIONS (30%):

Oral presentation of social-emotional learning protocol to teachers- 15%

Students will deliver a one-hour PowerPoint presentation to teachers at Morris Academy elementary school. The presentation will focus on reviewing the planned protocol for students, providing psychoeducation with regards to social-emotional learning in the classroom from the teacher's perspective, and answering questions that teachers may have related to the protocol (dates to be determined with school).

Oral presentation of social-emotional learning protocol to parents - 15%

Students will deliver a one-hour PowerPoint presentation to parents at Morris Academy. The presentation will focus on reviewing the planned protocol for students, providing psychoeducation with regards to social-emotional learning at home from the parent's perspective, and answering questions that parents may have related to the protocol. Additionally, parents will be given a handout with the conversational prompts that their children will be bringing home in their booklets (dates to be determined with school).

DELIVERY OF SOCIAL-EMOTIONAL LEARNING PROTOCOL TO CHILDREN (30%):

Students will deliver the designed protocol to children in grades three to five at Morris Academy. Each class will be divided into two groups, with each group participating in the session for 30 minutes. Students will be assessed on their ability to engage, manage the class, and adaptability to the needs of the class. Students are expected to implement their protocol in ways that are developmentally appropriate. The protocol will be delivered for six to eight weeks (dates to be determined with school).

REQUIRED TEXTBOOK:

Unified protocol for transdiagnostic treatment of emotional disorders in children

Children's Thinking: Cognitive Development and Individual Differences, Sixth Ed. Bjorklund, D., & Causey, K.

REQUIRED READINGS:

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Lockwood, P. L. (2016). The anatomy of empathy: Vicarious experience and disorders of social cognition. *Behavioural Brain Research*, 311, 255–266. <http://doi.org/10.1016/j.bbr.2016.05.048>

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Killen M, Malti T. (2015). Moral judgments and emotions in contexts of peer exclusion and victimization. *Advances in child development and behavior*, 48, 249-76. doi: 10.1016/bs.acdb.2014.11.007.

Sugimura, N., Berry, D., Troop-Gordon, W., & Rudolph, K. (2017). Early Social Behaviors and the Trajectory of Peer Victimization across the School Years. *Developmental Psychology*, 53(8), 1447–1461. <http://doi.org/10.1037/dev0000346>

Greenberg, M.T., Weissberg, R.P., O'Brien, M.U., Zins, J.E., Fredericks, L., Resnik, H., Elias, M.J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58(6-7), 466-474

Taylor, R.D., Oberle, E., Durlak, J.A., Weissberg, R.P. (2017) Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Development*, 88(4):1156-1171. doi: 10.1111/cdev.12864.

Students with Disabilities:

Memorial University of Newfoundland is committed to supporting inclusive education based on the principles of equity, accessibility and collaboration. Accommodations are provided within the scope of the University Policies for the Accommodations for Students with Disabilities (www.mun.ca/policy/site/policy.php?id=239). Students who may need an academic accommodation are asked to initiate the request with the Glenn Roy Blundon Centre at the earliest opportunity (www.mun.ca/blundon).

It would be appreciated if students who *receive accommodations via the Blundon Centre* would contact the instructor at the beginning of the course. This will ensure enough time to make appropriate arrangements.

Academic Integrity:

Students are expected to adhere to those principles which constitute proper academic conduct. A student has the responsibility to know which actions, as described under Academic Offences in the University Regulations, could be construed as dishonest or improper. Students found guilty of an academic offence may be subject to a number of penalties commensurate with the offence including reprimand, reduction of grade, probation, suspension or expulsion from the University. For more information regarding this policy, students should refer to the University Regulations for Academic Misconduct (Section 6.12) in the University Calendar.

Plagiarism:

Plagiarism is a serious offence and jeopardizes the academic integrity of all involved. Memorial University of Newfoundland and the Faculty of Science view plagiarism as unacceptable. Any student who submits a piece of work (e.g., assignment) in which there is evidence of plagiarism will automatically receive a mark of zero for that piece of work. The faculty and/or the university may also take further action depending on the situation. Guidelines for plagiarism are available from the Faculty of Science or the Faculty of Graduate Studies. If you are unsure of what constitutes plagiarism, please feel free to ask the instructor.

Equity, Diversity and Inclusivity:

Memorial University of Newfoundland is committed to the provision of a safe learning environment regardless of race, colour, nationality, ethnic origin, social origin, religious creed, religion, age, disability, disfigurement, sex (including pregnancy), sexual orientation, gender identity, gender expression, marital status, family status, source of income or political opinion.

COVID-19/On-campus: *All information pertaining to Memorial University's response to the COVID-19 pandemic can be found here: <https://www.mun.ca/covid19/>*

Additional Supports: Memorial University offers a broad range of supports, many of which are listed at <http://www.mun.ca/currentstudents/student/> and <https://munsu.ca/resource-centres/>. In particular, you might want to make use of:

- The Commons (QEII library) provides access to print, electronic and technology resources. *NOTE that practices have changed due to COVID-19 restrictions, so please check <https://www.library.mun.ca>*
- The Student Counselling Centre (UC-5000) helps students develop their personal capabilities, ranging from study strategies to assisting distressed students.
- Student Life (ASK, UC-3005) answers questions about such things as courses, housing, books, financial matters and health.
- The Writing Centre (SN-2053, now online, <https://www.mun.ca/writingcentre/>) is a free facility for students and helps them become better writers and critical thinkers.
- The Memorial University MUNUP hub (<https://www.mun.ca/munup/>) provides a virtual academic success centre.