



Final Report Prepared for Ontario Council for Articulation and Transfer (ONCAT)

Bachelors of Arts/Science in Psychology with a Certificate in Addictions and Mental Health: A new, combined credential

Contract/File: 2017-15

April 15th, 2018



Lakehead
UNIVERSITY



Confederation
COLLEGE

Acknowledgements

We would like to document and acknowledge all those who assisted in the discussions, planning and development of this novel blended programming.

Confederation College

- Kim Gerrish
- Shane Strickland

Lakehead University

- Nancy Luckai
- Andrew Heppner
- Michel Bédard
- Mirella Stroink
- Rupert Klein

Table of Contents

Project Purpose and Goals	4
Methodology, Analysis and Timelines	5
Outline and Timeline	5
Admission Criteria	8
Blended Program	9
Specific Course Credit Requirements	10
Appendices	
Appendix A: Lakehead University Proposed HBA Program	11
Appendix B: Confederation College Proposed Mental Health and Addictions Program	12
Appendix C: Signed Agreement (in Principle) between Confederation College and Lakehead University	13

Project Purpose and Goals

The primary purpose of this project was to develop a program that blends both the theoretical knowledge of a 4-year undergraduate psychology degree from Lakehead University with the applied skills and practicum component of Confederation College's 1-year post graduate Certificate in Concurrent Disorders.

The Department of Psychology saw an opportunity to collaborate with Confederation College to address a growing societal concern: the rise in addictions and mental health problems.

As part of a recent and extensive curriculum review, the Psychology Department recognized the value of incorporating a practical component into our degree offerings. Aligning with a College that has a pre-existing post-graduate certificate program (recently renamed Addictions and Mental Health) precisely meets the needs of students who are requesting more experiential learning opportunities. The two institutions agreed to explore the potential for partnering in order to offer students an enhanced education to prepare them for careers in the growing and demanding field of addictions and mental health.

The specific goals of this project therefore were:

- a. complete the course and program learning outcomes mapping that will inform the final structure and content of a modified 4 year BA/BSc degree with a Specialization in Addictions and Mental Health
- b. complete the governance processes in both institutions, if required, to bring the new degree credential into service
- c. offer the new credential for student intake as of September 2018

At the initial meeting between the College and University it was mentioned that both programs were undergoing substantial changes to their curriculum and course delivery. Over the course of developing this blended program the goals and purposes were both refined and modified:

- a. course and program learning outcomes would still be completed for the HBA/HBSc degrees
- b. due to the complexity of the curriculum changes at the College and especially the University the governance processes in both institutions are going to take longer than expected. Lakehead will submit program modifications beginning in the Fall of 2018 and with a launch date in the Fall of 2020. The College will begin changes to their curriculum in September 2018 and have completed their program modifications by the Fall of 2020. Both institutions will therefore be aligned in the Fall of 2020 to begin the planned Blended Program.
- c. Since intake of students will not commence until both the University and College have completed their program changes the new credential will not be available until September 2020.

Methodology, Analysis and Timeline

January 2017	<p>Institutional Partnerships</p> <p>Team Leaders met with Provost and Vice-President Academic at Lakehead University to discuss timeline for Senate Approval and to receive approval through Lakehead University's Institutional Quality Assurance Process</p>
May/June	<p>Confederation College / Lakehead University Meetings</p> <p>Team Leaders introduced themselves to the College Program Director, Kim Gerrish, and discussed roles, responsibilities, and confirmed the timeline and objectives.</p> <p>During the initial meeting with the College Program Director it was determined that both the College and University programs would be simultaneously undergoing curriculum modifications that would not be complete and initiated until September 2020.</p> <p>The College program had several major modifications:</p> <ul style="list-style-type: none"> • Certificate name was being changed from <i>Concurrent Disorders to Addictions and Mental Health</i> • Course expansion from 8 half credits to 12 half credits • The courses would no longer be in-class but become online modules and asynchronous. <p>The University Psychology degree was also in the process of a major curriculum modification:</p> <ul style="list-style-type: none"> • New Program Learning Outcomes • Clearly explicating Course Learning Outcomes for all courses • Modifying all psychology courses into being half-credit courses (with the exception of Introductory Psychology). • Changing course requirements for the first two years to reflect the breadth of the field of psychology. Course requirements to obtain a BA, HBA, BSc, HBSc will therefore change.
	<p>Lakehead Initial Curriculum Development Discussions</p> <p>Discussions surrounding the major modifications to the Psychology degree began in 2015 with a consultant hired in 2016 to assist with the development of the Program Learning Outcomes. This work continued in June with an evaluation of curriculum and the revision of existing program learning outcomes.</p> <p>A summer student was hired to assist with the curriculum development by comparing various psychology program and also in searching for comparable pathways or programs affiliated with college Addictions and Mental Health certificate programs.</p>
July	<p>Project Manager: as part of the initial grant application we had intended on hiring a project manager to oversee the curriculum development, student surveys, and coordination with the College in developing the Blended Program. However, after a failed search for an appropriate Project Manager that was willing to work as an employee for the university it was decided that the Project Lead, Rupert Klein, would take on the majority of responsibilities of the Project Manager in exchange for a course buyout. A consultant, Christine Boyko-Head, was also contracted twice</p>

	<p>to assist with the curriculum development and in the preparation of the Senate Quality Assurance and Major Modification documentation.</p> <p>Lakehead Curriculum Development</p> <p>The College Program Director was on holidays from July until September so meetings were suspended until her return in September.</p> <p>During this time a curriculum consultant, Christine Boyko-Head, was hired to assist in the development of the Psychology Degree course learning outcomes and program learning outcomes. With her assistance the initial drafts of the revised Lakehead Undergraduate Curriculum Modifications were created.</p>
September	<p>To facilitate in the development of the Blended Program various models of blended programs both internal and external to the university had been reviewed. With the understanding that the College Certificate Program would become online and asynchronous it allowed for the opportunity to blend the courses seamlessly into an HBA degree without causing students the disruption of alternating between campus classrooms.</p> <p>Meeting again with the College Director it was determined that the blended program would be trialed, at first, with the HBA degree and not the HBSc or BA/BSc programs. The rationale for focusing on one degree seemed sensible as the psychology department at Lakehead has 23 separate degree options in psychology and the largest number of students are registered in the HBA. Additionally, students in the HBA degree must maintain a minimum grade point average to remain in the program and their curriculum allows them to take specific classes that would count for course exemptions from the college.</p> <p>At this same meeting the College Director reviewed with us the course descriptions and learning outcomes for the Certificate Program and broad discussions began on which courses contained redundant material with the University psychology courses. An Alumnus from the Certificate program who held a Psychology degree was interviewed regarding redundant information, as was an instructor for one of the Certificate courses.</p> <p>The Summer Student completed her work and a senior Graduate student was hired to assist with the Curriculum Development and Blended Program. During this time she compared various psychology programs across the country in regards to their requirements and program learning outcomes. Additionally, she assisted in the comparison of various Blended Program Models.</p>
	Interim Report Submitted to ONCAT on September 15 th
October	<p>- College Strike -</p> <p>Several Drafts of the Modified Curriculum are continuing to be edited and revised within the Psychology Department.</p>
December	<p>Blended Program Completed Draft</p> <p>The University met again with the College Director, Kim Gerrish. A draft of the Blended Program was presented, edited and revised draft completed. At this meeting the Psychology Department had a preliminary modified HBA degree and the College Courses were to be staggered over the last two years of this degree. Several course exemptions were suggested and several partial exemptions from a majority of program modules. The College offering their courses online in a clear modular platform makes this latter partial exemption possible as students can skip</p>

	<p>several online components and move directly into relevant content. It was also determined that if Psychology HBA students completed the College Certificate they would be exempted 1.5 Full Credit Equivalent.</p>
	<p>Approval of Modified Psychology Degrees</p> <p>Approved in Principle the Major Modifications of the Undergraduate Psychology Programs including the 4-Year HBA non-thesis option (Appendix A)</p>
January 2018	
February	<p>University Faculty, Mirella Stroink and Rupert Klein, went to Orillia, ON, where Lakehead University has a campus, to meet with a representative from Georgian College. Georgian College has had an Addictions and Mental Health Program for over 20 years and we went to discuss with them the possibility of a Blended Degree Program. Georgian College seemed interested in the concept and conversation with them will continue in expanding the option of a Blended Program with them. The program at Georgian is both philosophically and practically different than Confederation College in that it focuses more on addiction and gambling treatment and has a practicum experience that involves supervision in a therapeutic setting. As Lakehead University may soon offer a Psychology degree in Orillia it seemed prudent to explore this blended option with the local College.</p>
	<p>Department of Psychology meets to Affirm Commitment to the Blended Program</p> <p>At a Department meeting the Blended Program was presented to the department to seek approval (in principle) to proceed. It is considered 'in principle' as several modifications to the College and University must occur in the next two years to insure that the program launch is not only feasible but also successful.</p>
March	<p>University Student Survey Distributed and Responses Analyzed</p> <p>On March 5th all undergraduate psychology majors at Lakehead (approximately 333 students) were emailed a brief survey requesting their opinions on the program learning outcomes, their satisfaction with various course offerings and interest in the proposed blended program with the College. Eighty students completed the survey (approximately 24% of students in the program) across year levels 1 through 4. Of those that responded 60 (75%) of students indicated that they would be interested in the Blended Certificate Option, 10 (12.5%) said they were not interested and 10 (12.5%) said they were unsure. In a follow-up question inquiring as to <i>how</i> interested they were: 38 (47.5%) said they were extremely interested and 24 (30%) were very interested with 9 (11.25%) saying they were neutral and 9 (11.25%) saying they were 'not so interested' or 'not interested at all'. This simple, direct, question reflects the interest from students in considering this blended program option.</p> <p>Rubric to Track Enrolling Students, their Success and Satisfaction in the Program</p> <p>In the initial ONCAT grant submission we anticipated tracking and accounting for student successes and satisfaction with the program. Several ideas emerged over the course of the grant that modified some aspects of this goal and delayed others. Specifically, in tracking enrolling students the University Registrar and Chair will be aware of the students enrolling into the program, as they will, at the very least, have to indicate their <i>intent</i> and <i>completion</i> of specific College courses to receive a 1.5FCE exemption of a non-psychology elective course. Likewise, the College Program</p>



	<p>Director will be aware of students entering into the Blended program as they will be an exception to the usual registration process. Consequently, no system needs to be put in place as we will be aware of students enrolling.</p> <p>In regards to developing a rubric to track successes and satisfaction with the program a two part solution was discussed. The first part was to utilize the regular quality assurance data the College collects to track the employment success and satisfaction graduates of the Certificate program reported about their experiences and satisfaction.</p> <p>The second part was to send out a survey to students after they graduate to assess more specifically their satisfaction with courses and to query whether they believed the Course Learning Outcomes presented to them in promotional material, the course calendar and syllabi (both in college and university courses) matched their actual experience. As well, whether they felt that these course learning outcomes contributed to the Program Learning Outcomes for the Degree and Certificate. Similar questions regarding courses and Program Learning Outcomes were developed for the aforementioned survey above; however, a finalized version of this for the Blended Program was put on hold until the start of the program in 2020. The rationale was that it was premature to develop questions on specific course learning outcomes and program learning outcomes that may still be modified, in a minor way, in the next two years. A framework for an online survey has already been created and needs only to be modified for the graduates several years from now.</p>
	Dean Strickland Signs Agreement (in Principle) for the Blended Program
	<p>Prepare documents for Senate and IQAP</p> <p>The hired consultant, Christine Boyko-Head, continues to work with the University to prepare the documents for Senate/IQAP.</p>
April 15th	Final Report Submission to ONCAT

Blended Program
Between
Lakehead University Honours Baccalaureate in Arts (HBA)
&
Confederation College Addictions and Mental Health Certificate

Admission criteria

Lakehead University Psychology HBA Students require a minimum overall average of 70% by the end of their second year to qualify for admission via this articulated program.

Blended Program Outline and Timeline

	 Lakehead UNIVERSITY 4yr HBA in Psychology	 Confederation COLLEGE Mental Health & Addictions Certificate
Year 3	<ul style="list-style-type: none"> • Principles of Psychopharmacology • Choose 0.5 from either (a) Cognition II OR (b) S&P • Foundations of Mental Health • 1.0 Psychology electives <ul style="list-style-type: none"> ○ Mental Health Disorders (required) • 1.5 open elective (Reduction of 0.5 FCE if college courses taken) • 1.0 non-psychology elective 	<p><i>FALL</i></p> <ul style="list-style-type: none"> • Addiction: Issues & Interventions • Selection of Modules <ul style="list-style-type: none"> ○ <i>Epistemology of Concur Disorders</i> <p><i>WINTER</i></p> <ul style="list-style-type: none"> • Field Practicum • Safety and Crisis • Selection of Modules <ul style="list-style-type: none"> ○ <i>Pharmacology</i>
SPRING SUMMER		Trauma Informed Care
Year 4	<ul style="list-style-type: none"> • 2.5 Psychology electives at the 3rd or 4th year level (1 FCE minimum required 4th year) <ul style="list-style-type: none"> ○ <i>Psychotherapy</i> * ○ <i>Aboriginal Mental Health</i> ○ <i>Addictions</i>* • 1.5 open elective (Reduction of 1.0 FCE if college courses taken) • 0.5 non-Psychology elective 	<p><i>FALL</i></p> <ul style="list-style-type: none"> • Counseling & Treatment • Case Management & Practices <p><i>WINTER</i></p> <ul style="list-style-type: none"> • Mindfulness • Motivational Interviewing

Note: * recommended when courses are available.

Course Credit Requirements

Lakehead HBA students must complete:	To be exempted from the Mental Health and Addiction Courses
Foundations of Mental Health	Mental Health: Issues and Interventions (CD130)
Mental Health Disorders	<i>Modules from</i> Epistemology of Concurrent Disorders (CD120)
Statistics Research Methods	Evidence Based Research (CD201)
Principles of Psychopharmacology	<i>Modules from</i> Psychopharmacology (CD 220)

Additionally:

Lakehead University HBA Psychology students who successfully complete the Mental Health and Addictions courses will be credited 1.5 FCEs of non-psychology elective courses.

Appendix A
Program of Study Psychology HBA non-thesis (4 year program) – approved in principle

First year:

- Introductory Psychology (PSYC 1100)
- 4.0 FCE non-psychology electives, including: 2 Type A (.5 ENGL 1015 Academic Writing and .5 PHIL 1117 Introduction to Thinking recommended), 1 Type B, 0.5 Type E ICR

Totals: 1 Required Psychology, 4.0 non-psychology electives, 5 overall

Second year:

- Research Methods 0.5 (Fall) (REQUIRED) with lab
- Statistics 0.5 (Winter) (REQUIRED) with lab
- Foundations of Neuroscience 0.5 (REQUIRED)
- Foundations of Cognition 0.5 (REQUIRED)
- Social psychology 0.5 (REQUIRED)
- Choose 0.5 from either: (a) Child Development OR (b) Adult Development & Aging
- 1.0 open elective
- 1.0 non-psychology elective

Totals: 3.0 Required Psychology, 1.0 open elective, 1.0 non-psychology elective, 5 overall

Third year:

- Choose 0.5 from either (a) Principles of Psychopharmacology OR (b) Behavioural Neuroscience
- Choose 0.5 from either (a) Cognition II OR (b) S&P
- Choose 0.5 from either (a) Personality OR (b) Foundations of Mental Health
- 1.0 Psychology electives
- 1.5 open elective
- 1.0 non-psychology elective

Totals: 1.5 Required Psychology, 1.0 Psychology electives, 1.5 open elective, 1.0 non-psychology elective, 5 overall

Fourth Year:

- 1.5 FCE 4th year Psychology electives*
- 1.5 Psychology electives at the 3rd or 4th year level
- 1.5 open elective
- 0.5 non-Psychology elective

Totals: 3.0 Psychology electives (1.5 at 4th year), 1.5 open elective, 0.5 non-psychology elective

* Several 4th year Psychology courses will adopt a capstone element and address integrative PLO's. A new course, "Advanced Seminar in Psychology" will be a capstone course option

Appendix B
Addictions and Mental Health
Proposed 2020 Program

Fall

- Epistemology of Concurrent Disorders
- Mental Health: Issues and Intervention
- Counseling and Treatment Practice
- Trauma Informed Care
- Addiction: Issues and Intervention
- Mindfulness

Winter

- Evidence Based Research
- Case Management Practices
- Psychopharmacology
- Motivational Interviewing
- Safety and Crisis Intervention
- Field Practicum

Appendix C

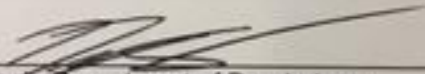
Signed Agreement (In Principle) between Confederation College and Lakehead University

Objectives and Rationale


This articulation agreement will allow an undergraduate Psychology Honours Bachelor or Arts (H.B.A.) degree student with an average of 70% or higher to concurrently take the 1 year Addictions and Mental Health certificate program offered at Confederation College. Graduating students will therefore receive upon graduation both a 4-year H.B.A. from Lakehead University along with a Certificate in Addictions and Mental Health from

The primary objectives of *this proposed* articulation agreement are to:

- Collaboratively enhance professional knowledge and skills relating to addictions and mental health work and to;
- Support psychology students in the field of Addictions and Mental Health through the integration of online courses offered at Confederation College that focus on the practical information and skills. This blended program allows university HBA students to build on their existing education by simultaneously adding to their credentials a Certificate in Mental Health and Addictions from Confederation College.


Chair, Department of Psychology

March 29/18
Date


Dean, Faculty of Health and Behavioural Sciences

March 29/18
Date

Faculty of Health, Behavioural,
& Community Services