

**Report of the
Faculty of Health Council
March 2019**

ITEMS FOR ACTION (2):

1. Changes to the Interdisciplinary Certificate in Aging • Faculty of Health

The Curriculum Committee recommends,

That Council approves the following changes to Interdisciplinary Certificate in Aging housed in the Faculty of Health, as set out in Appendix A, effective FW 2019-2020:

- Addition of HH/KINE 4646 3.00, HH/ HLST 3520 3.00 and HH/HLST 3530 3.00 to the list of optional courses.
- Adding the 3-credit version of the same course for AP/SOCI 3550 6.00 Sociology of Aging

Rationale:

The proposed changes provide more opportunity for students to complete the 12 optional credits for the certificate requirements.

2. Changes to York-Seneca Rehabilitation Services Certificate Program • Department of Psychology • Faculty of Health

The Curriculum Committee recommends,

That Council approves the following changes to York-Seneca Rehabilitation Services Certificate Program, as set out in Appendix B, effective FW 2019-2020:

- Eliminate HH/PSYC 3430 3.00 and AP/SOCI 3820 6.00
- Addition of HH/PSYC 3170 3.00 to the certificate requirement

Rationale:

In addition to the revised curriculum being more balanced and feasible for students from a workload perspective across the two years, the addition of Health Psychology as a required course will better prepare students to work in a variety of rehabilitation fields. This will enable students to acquire a scientific understanding of the principles and theory underlying the field of health psychology, which will in turn contribute to their ability to apply that knowledge out in the field.

HH/PSYC 3430 3.00 – Behaviour in Groups, this course was deemed less of a priority than HH/PSYC 3170 3.00 – Health Psychology which has more relevance for this program.

In terms of excluding AP/SOCI 3820 6.00; the first-year of this program is heavy for students as they need to meet the YSR requirements at York and Seneca to prepare for their final year. In addition, students are also required to complete 200 volunteer hours per term which makes it difficult for YSR students to add this to their schedule as this course, as a full course, extends full academic year.

Non-Major Modification Program Changes

1. Program: York-Seneca Rehabilitation Program
 2. Degree Designation: BA or BSc
 3. Type of Modification:(Example: changes to degree / admission requirements): Changes to degree requirements
 4. Effective Date: FW2019-2020
-

5. State what the changes are (Example: increase / decrease to the number of major credits):
Eliminate HH/PSYC 3430 3.00 and AP/SOCI 3820 6.00 from the degree requirements. Add the degree requirement HH/PSYC 3170 3.00
6. Provide the rationale for the proposed changes that is rooted in the program learning outcomes.

In addition to the revised curriculum being more balanced and feasible for students from a workload perspective across the two years, the addition of Health Psychology as a required course will better prepare YSR students to work in a variety of rehabilitation fields. This will enable students to acquire a scientific understanding of the principles and theory underlying the field of health psychology, which will in turn contribute to their ability to apply that knowledge out in the field.

PSYC 3430 – Behaviour in Groups, this course was deemed less of a priority than PSYC 3170 – Health Psychology which has more relevance for this program.

In terms of excluding AP/SOCI 3820; the first-year of this program is heavy for students as they need to meet the YSR requirements at York and Seneca to prepare for their final year. In addition, students are also required to complete 200 volunteer hours per term which makes it difficult for YSR students to add this to their schedule as this course, as a full course, extends full academic year.

7. Provide an updated mapping of the program requirements to the program learning outcomes to illustrate how the proposed requirements will support the achievement of program learning objectives.

The proposed requirements will support the achievement of the program learning outcomes since students in the YSR will meet these requirements through the Psychology program. See below **Year 3 of BA/BSc or Hons BA/BSc (also known as Year 1 of YSR program)**:

:

BA/BSC Psychology Degree: 90 credit and Honours

1. Depth and Breadth of Knowledge:

- Demonstrate broad knowledge of psycho/social determinants of behaviour.
- Demonstrate broad knowledge of cognitive/biological determinants of behaviour.
- Demonstrate in-depth knowledge in at least 2 sub-disciplines.
- Critically evaluate, synthesize and resolve conflicting results.

- Describe and evaluate current theory and research in core areas.

2. Application of Knowledge:

- Understand and interpret psychological information in everyday life.
- Articulate trends in sub-disciplines of psychology.
- Locate research articles and show critical thinking about research findings.

3. Communication Skills

- Express psychological knowledge in written form in more than 1 sub-discipline.
- Engage in evidence-based dialogue with course director and peers

4. Awareness of Limits of Knowledge

- Define causes of human behaviour from different perspectives.
- Describe and explain limits to generalizability of research findings.

5. Autonomy and Professional Capacity

- Demonstrate ability to relate information in psychology to own and others' life experiences
- Demonstrate an ability to work with others.

The above courses are the Program Learning Outcomes for all required for all PSYC, YSR course (not including PSYC 1010, PSYC 2020/2021/2022 and PSYC 2030 as these are required for all Psychology majors).

8. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

The UPD in Sociology was consulted via email. Email attached.

9. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

Not applicable. Course being added is offered each term.

10. Provide a summary of how students currently enrolled in the program will be accommodated.

If students completed courses as per the old requirements, would be eligible to follow the old requirements as these courses are still offered.

11. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

Please see below.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>This is a joint program with Seneca College.</p> <p>York-Seneca Rehabilitation Services Certificate Program</p> <p>This program is offered jointly by York University and Seneca College of Applied Arts and Technology. It prepares undergraduate students with a background in psychology to work in a variety of rehabilitation fields by integrating academic training in health sciences, and practical field experience. Graduates receive a BA / BSc or an Honours BA / Honours BSc degree at York in conjunction with a joint York-Seneca Certificate in Rehabilitation Services.</p> <p>A full-time student in the joint program would normally require four years of study for a BA or BSc degree, and five years of study for an Honours BA or Honours BSc degree. The extra year of study allows the student to complete five full-year Seneca courses, in addition to fulfilling the requirements for their undergraduate degree. In addition to in-class academic instruction, the student is required to complete two full-year (September to April) practica involving a total of 800 hours of supervised fieldwork in each of the three major domains of rehabilitation: physical, emotional and developmental. Practicum placements can be tailored to each student through discussion with the practicum coordinator.</p> <p>ADMISSION REQUIREMENTS</p> <p>Students who wish to enter the York-Seneca Rehabilitation Services Certificate program should apply to the psychology department in the year preceding the final year of their BA or BSc degree program. While the program is targeted to undergraduates in the Psychology program, students in the Kinesiology and Health Science program may also apply provided the required psychology courses for the joint program can be met.</p>	<p>This is a joint program with Seneca College.</p> <p>York-Seneca Rehabilitation Services Certificate Program</p> <p>This program is offered jointly by York University and Seneca College of Applied Arts and Technology. It prepares undergraduate students with a background in psychology to work in a variety of rehabilitation fields by integrating academic training in health sciences, and practical field experience. Graduates receive a BA / BSc or an Honours BA / Honours BSc degree at York in conjunction with a joint York-Seneca Certificate in Rehabilitation Services.</p> <p>A full-time student in the joint program would normally require four years of study for a BA or BSc degree, and five years of study for an Honours BA or Honours BSc degree. The extra year of study allows the student to complete five full-year Seneca courses, in addition to fulfilling the requirements for their undergraduate degree. In addition to in-class academic instruction, the student is required to complete two full-year (September to April) practica involving a total of 800 hours of supervised fieldwork in each of the three major domains of rehabilitation: physical, emotional and developmental. Practicum placements can be tailored to each student through discussion with the practicum coordinator.</p> <p>ADMISSION REQUIREMENTS</p> <p>Students who wish to enter the York-Seneca Rehabilitation Services Certificate program should apply to the psychology department in the year preceding the final year of their BA or BSc degree program. While the program is targeted to undergraduates in the Psychology program, students in the Kinesiology and Health Science program may also apply provided the required psychology courses for the joint program can be met. <u>Students from other York University degrees (other than Psychology and Kinesiology) and/ or those with a minor in psychology, who have appropriate volunteer and / or work experience will also be eligible to apply for the Rehabilitation Services Certificate York/Seneca Program.</u></p>

The application deadline is normally in early March. In order to be eligible to apply, applicants must have:

completed 60 University-level credits towards a BA or BSc or 90 University-level credits towards an Honours BA or Honours BSc with a minimum cumulative grade point average of 5.00 (C+);
completed HH/PSYC 1010 6.00 (Introduction to Psychology) with a minimum grade of C;
fulfilled the general education requirements of York University;
good intellectual ability, emotional stability and a strong interest in working with individuals with various types of disabilities;
previous employment or volunteer work experience in the field of rehabilitation is recommended, but not required.

In order to be considered for admission, all applicants must submit a complete application (i.e. application form, official transcripts and two letters of recommendation). Students from other universities should contact ysrehab@yorku.ca for further information about applying to this program.

Further information about this program and online instruction applications are available at the following website: <http://psyc.info.yorku.ca/york-seneca-rehabilitation-services-certificate-program/>.

FOR STUDENTS COMPLETING THE HONOURS BA OR HONOURS BSC DEGREE

Years 1, 2 and 3

Requirements at York

90 credits including HH/PSYC 1010 6.00 (with a minimum grade of C). ~~So as not to exceed the maximum number of credits allowed by the Psychology program, students should not take more than 24 credits towards the major (including HH/PSYC 1010 6.00) and some of these should be from the required list of the joint program.~~

Years 4 and 5

Students will proceed to take the courses listed under Years 3 and 4 below.

The application deadline is normally in early March. In order to be eligible to apply, applicants must have:

completed 60 University-level credits towards a BA or BSc or 90 University-level credits towards an Honours BA or Honours BSc with a minimum cumulative grade point average of 5.00 (C+);
completed HH/PSYC 1010 6.00 (Introduction to Psychology) with a minimum grade of C;
fulfilled the general education requirements of York University;
good intellectual ability, emotional stability and a strong interest in working with individuals with various types of disabilities;
previous employment or volunteer work experience in the field of rehabilitation is recommended, but not required.

In order to be considered for admission, all applicants must submit a complete application (i.e. application form, official transcripts and two letters of recommendation). Students from other universities should contact ysrehab@yorku.ca for further information about applying to this program.

Further information about this program and online instruction applications are available at the following website: <http://psyc.info.yorku.ca/york-seneca-rehabilitation-services-certificate-program/>.

FOR STUDENTS COMPLETING THE HONOURS BA OR HONOURS BSC DEGREE

Years 1, 2 and 3

Requirements at York

90 credits including HH/PSYC 1010 6.00 (with a minimum grade of C).

Years 4 and 5

Students will proceed to take the courses listed under Years 3 and 4 below.

Note: in addition to completing the above courses, students must also fulfill their specific degree requirements (for a detailed description of degree requirements, please refer to the Programs of Study description for the major).

FOR STUDENTS COMPLETING THE BA OR BSC DEGREE

Years 1 and 2

Requirements at York

60 credits including HH/PSYC 1010 6.00 (with a minimum grade of C). ~~So as not to exceed the maximum number of credits allowed by the Psychology program, students should not take more than 12 credits towards the major (including HH/PSYC 1010 6.00) unless taken from the required list for the joint program.~~

Year 3 (Year 1 of program)

Requirements at York

HH/PSYC 2130 3.00, HH/PSYC 3140 3.00, HH/PSYC 2230 3.00, ~~HH/PSYC 3430 3.00 and AP/SOCI 3820 6.00.~~

Requirements at Seneca

YSR 819 Physical Disabilities - Part I, YSR 824 Interviewing and Case Management, YSR 826 Community Resources, YSR 828 Introduction to Rehabilitation and FWK 901 Rehabilitation Field Work (two days per week-two semesters).

Year 4 (Year 2 of program)

Requirements at York

HH/PSYC 4030 6.00 and HH/PSYC 4060 6.00.

Requirements at Seneca

YSR 820 Physical Disabilities - Part II, YSR 821 Theories of Vocational Development and Counselling, YSR 823 (half course) Canadian Social Policy Evolution, YSR 825 Rehabilitation Process (two semesters), YSR 901 Life Skills Coaching, and FWK 902 Rehabilitation Field Work (two days per week-two semesters).

Note: in addition to completing the above courses, students must also fulfill their specific degree requirements (for a detailed description of degree requirements, please refer to the Programs of Study description for the major).

FOR STUDENTS COMPLETING THE BA OR BSC DEGREE

Years 1 and 2

Requirements at York

60 credits including HH/PSYC 1010 6.00 (with a minimum grade of C).

Year 3 (Year 1 of program)

Requirements at York

HH/PSYC 2130 3.00, HH/PSYC 3140 3.00, HH/PSYC 2230 3.00, **HH/PSYC 3170 3.00.**

Requirements at Seneca

YSR 819 Physical Disabilities - Part I, YSR 824 Interviewing and Case Management, YSR 826 Community Resources, YSR 828 Introduction to Rehabilitation and FWK 901 Rehabilitation Field Work (two days per week-two semesters).

Year 4 (Year 2 of program)

Requirements at York

HH/PSYC 4030 6.00 and HH/PSYC 4060 6.00.

Requirements at Seneca

YSR 820 Physical Disabilities - Part II, YSR 821 Theories of Vocational Development and Counselling, YSR 823 (half course) Canadian Social Policy Evolution, YSR 825 Rehabilitation Process (two semesters), YSR 901 Life Skills Coaching, and FWK 902 Rehabilitation Field Work (two days per week-two semesters).

From: [Karen Fergus](#)
To: [Jennifer Malisani](#)
Subject: Fwd: Fwd: Re: York-Seneca Rehab Program and SOCI 3820
Date: Thursday, February 21, 2019 5:44:15 PM

Dr. Karen Fergus
Undergraduate Program Director
Department of Psychology
updpsyc@yorku.ca

----- Forwarded Message -----

Subject: Fwd: Re: York-Seneca Rehab Program and SOCI 3820
Date: Thu, 31 Jan 2019 12:41:08 -0500
From: Karen Fergus <updpsyc@yorku.ca>
To: Susan J. E. Murtha <smurtha@yorku.ca>

fyi pls see thread below

Dr. Karen Fergus
Undergraduate Program Director
Department of Psychology
updpsyc@yorku.ca

----- Forwarded Message -----

Subject: Re: York-Seneca Rehab Program and SOCI 3820
Date: Wed, 16 Jan 2019 17:17:40 -0500
From: Deborah Davidson <debd@yorku.ca>
To: Karen Fergus <updpsyc@yorku.ca>
CC: Zuzana Chovancova <zuzanach@yorku.ca>, Eric Mykhalovskiy <ericm@yorku.ca>

Thanks kindly.

—
Deborah Davidson, PhD
Associate Professor
Undergraduate Program Director
Department of Sociology
York University, 4700 Keele St.
Toronto ON, M3J 1P3
416-736-2100 x60310
debd@yorku.ca

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On Jan 16, 2019, at 4:49 PM, Karen Fergus <updpsyc@yorku.ca> wrote:

Hi Deborah,

Sure - happy to elaborate. The YSR is a two year program and our students have generally found the 2nd year to be particularly heavy because alongside their YSR requirements they must also fulfill their Psychology degree requirements. In the old curriculum structure this meant that during the 2nd year of the YSR program, our YSR students had to complete two, full required psychology courses + an honours thesis + 3 full Seneca courses + 200 field placement hours. This led to the USC undertaking a re-examination of the YSR curriculum and a subsequent rejigging of the program requirements such that the psychology course requirements are more evenly and manageably distributed over the two years. More specifically, this meant moving the Behaviour Modification course to the 1st year. The USC also deemed Health Psychology to be a necessary course for the YSR diploma. So essentially we have had to re-establish priorities for required courses for our YSR students such that they were not overburdened now in the 1st year - which led to the decision to remove AP/SOCI 3820 6.0 as a required course. Having said that, we are happy to continue to encourage YSR students to take SOCI 3820 as an elective.

I hope this information clarifies things, but pls let me know if you or Zuzana have any more questions,

Thanks,

Karen

Dr. Karen Fergus
Undergraduate Program Director
Department of Psychology
updpsyc@yorku.ca

On 1/15/2019 11:59 AM, Deborah Davidson wrote:

Hello Karen,

Nice to meet you. Thanks for this information.

The Undergraduate Program Committee and the faculty member who usually teaches the course wonders if they can have a sense of why this was changed.

Regards, Deborah

—
Deborah Davidson, PhD
Associate Professor
Undergraduate Program Director
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On Jan 14, 2019, at 5:11 PM, Karen Fergus
<updpsyc@yorku.ca> wrote:

Dear Deborah,

We have not had an opportunity to meet as yet but I'm the UPD for Psychology. I'm writing to update you on a recent curriculum change that was approved by the Psychology USC with respect to our York-Seneca Rehabilitation certificate program. We have made a change to course requirements such that students will no longer be required to take AP/SOCI 3820 6.0 Sociology of Health and Health Care. We thought that you would appreciate being informed of this change. Please let me know if you have any questions.

Kind regards,

Karen

--

Dr. Karen Fergus
Undergraduate Program Director
Department of Psychology
updpsyc@yorku.ca

Non-Major Modification Program Changes

1. Program: Interdisciplinary Certificate in Aging
 2. Degree Designation: Certificate
 3. Type of Modification: (Example: changes to degree / admission requirements)
 - A) Addition of Kinesiology and Health Science course to selection of optional courses.
 - B) Addition of two School of Health Policy and Management (SHPM) courses to selection of courses that are optional.
 - C) Update the calendar copy to reflect the change in number of credits for the AP/SOCI 3550 6.00 to include the 3 credit version of the course as LAPS created this change after the Certificate was originally launched.
 4. Effective Date: September 2019
-

5. State what the changes are (Example: increase / decrease to the number of major credits)

- A) Add KINE 4646 3.00 “Delivering Exercise to the Aging: Knowledge to Action” to the list of optional courses for the Certificate in Aging.
- B) Add HLST 3520 3.00 ‘Aging: Comparative perspectives’ and HLST 3530 3.00 ‘Population Aging and Health: Policies, Programs, and Issues’ to the list of optional courses students can select from to complete the Certificate in Aging.
- C) Add in 3 credit version of the same course for AP/SOCI 3550 Sociology of Aging

6. Provide the rationale for the proposed changes that is rooted in the program learning outcomes.

- A) Adding KINE 4646 3.00 as an optional selection provides more opportunity for students to complete the 12 optional credits for the certificate requirements.

KINE 4646 contributes to the following Aging Certificate program level objectives:

- Facilitate/promote independence from patient focused perspective;
- Reflect on aging issues from a diverse cultural perspective;
- Use knowledge in response to circumstances, specifically the course learning outcomes are
 - ✓ Describes anatomical and physiological changes with aging,
 - ✓ Defines needs associated with these changes,
 - ✓ Describes multiple views of aging (cognitive, physical, functional);
- Designs intervention capacity regarding mental health concerns and other age related concerns, i.e.,
 - ✓ Determines what aging individual needs in order to define preventative and proactive health care.
- Research/analysis to problem solve on a case-by-case basis , i.e.,

May11, 2017

✓ Applying own healthcare solution

B) By adding in the two HLST course we will be giving students more opportunities for fulfilling the 12 credits from the list of optional courses. In addition, it creates the opportunity for students completing their BHS degree in SHPM to also enroll in discipline specific courses that can contribute to them fulfilling the requirements for the Certificate in Aging making the Certificate in Aging potentially more attractive to them.

HH/HLST 3520 3.00 Aging: Comparative Perspectives and HH/HLST 3530 Population Aging and Health: Policies, Programs, and Issues contributes to the following learning outcomes for the Certificate in Aging:

- Reflect on aging issues from a diverse cultural perspective;
- Advocates on behalf of older adult;
- Use knowledge in response to circumstances, specifically the course learning outcomes are
 - ✓ Defines needs associated with these changes,
 - ✓ Defines Ageism/ social attitudes,
 - ✓ Describes multiple views of aging (cognitive, physical, functional);
- Designs intervention capacity regarding mental health concerns and other age related concerns, specifically the course learning outcomes are
 - ✓ navigates and shows others the health care system;
- Research/analysis to problem solve on a case-by-case basis.

The only course learning outcome that is unique to HH/HLST 3530 Population Aging and Health: Policies, Programs, and Issues and applies to the Certificate in Aging is that students in this course 'determine what an aging individual needs in order to define preventative and proactive health care' and by so doing this learning outcome contributes to the Certificates program level objective of "Designs intervention capacity regarding mental health concerns and other age related concerns"

C) Currently students are given permission to either take AP/SOCI 3550 6.00 or AP/SOCI 3550 3.00 as a substitute for AP/SOCI 3550 6.00 to fulfill the certificate requirements. We are just updating the university calendar to reflect the change to credit weighting.

7. Provide an updated mapping of the program requirements to the program learning outcomes to illustrate how the proposed requirements will support the achievement of program learning objectives.

See Appendix A (excel spreadsheet) for these details (text in red are the additions).

8. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

Consulted with Kinesiology and Health Science Chair and School of Health Policy and Management program director and curriculum committee as they are the programs who will be offering the additional courses being included. (see Appendix B)

9. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to

implement the changes.

No new resources required. In fact, one of the reasons we can now add in these courses is that new hires in the individual schools have created the opportunity to offer these courses more regularly.

10. Provide a summary of how students currently enrolled in the program will be accommodated.

In general, students currently in the certificate program will be able to take any of the new courses to meet the certificate requirement. Specifically,

- A) Students who are currently interested in attaining the Certificate are being given permission to enroll in KINE 4646 to complete their certificate requirements.
- B) Beginning in September 2019 students who are currently enrolled in the Certificate can be also granted permission to count HLST 3520 and/or HLST 3530 as contributing to the 12 credits required from the optional list of courses to satisfy the Certificate in Aging requirement.
- C) Currently, students are given permission to take AP/SOCI 3550 3.00 as a substitute for AP/SOCI 3550 6.00

11. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

See Appendix C for these details (underlined are the additions).

Appendix A: Certificate in Aging additions (highlighted in red).

Key themes of skills/attributes/abilities defined by stakeholders, 2013, have now been changed to program level outcomes and course specific outcomes	course expected learning outcome (elaboration of expected exit competency)	HH/KINE 3350 3.00 - Physical Activity, Health and Aging	HH/KINE 4645 3.00 - Active Living and Ageing	HH/KINE 4646 3.00 - Delivering Exercise to the Aging: Knowledge to Action	HH/PSYC 3490 3.00 - Adult Development and Aging	HH/PSYC 3495 3.00 - Neuroscience of Aging and Cognitive Health	GL/PSYC 3530 6.00 - Human Neuropsychology	GL/PSYC 3550 3.00 - Psychological Testing and Measurement	GL/PSYC 3555 3.00 - Learning, Behaviour Modification, and Behaviour Management	PSYC 4000/4001, KINE 4100 (Aging related Honours Thesis Research Project)	GL/PSYC 4260 3.00/6.00 Applied Research Practicum	HH/NURS 3000 3.00 - Trends and Contemporary issues for the Aging Adult in the Canada	HH/NURS 3600 3.00 - Patterns in the Health Experience of Older Persons	AP/SOCI 3550 6.00/3.00 Sociology of Aging	HH/IHST 4005 6.00 Health Aging: Current Trends and Issues	HH/HLST 3520 3.00 Aging: Comparative Perspectives	HH/HLST 3530 Population Aging and Health: Policies, Programs, and Issues.
											Requires permission of Glendon Psyc	Only available to BSCN students	Only available to BSCN students		Only available to students in the Certificate in Aging		
Develops professionalism (e.g., patience, compassion, intuition, empathy, teamwork) through interpersonal experience	Develops conflict resolution and mediation skills (e.g., professionalism, teamwork, empathy)										x				x	x	
Facilitate/promote independence from patient focused perspective			x	x			x	x	x						x	x	
Reflect on aging issues from a diverse cultural perspective			x	x	x							x	x		x	x	x
Advocates on behalf of older adult												x	x		x	x	x
Use knowledge in response to circumstances	Describes anatomical and physiological changes with aging	x	x	x	x	x	x						x		x		
	Defines needs associated with these changes	x	x	x	x	x							x		x		x
	Defines and describes dementia and other chronic diseases of aging	x	x		x	x	x	x					x		x		
	Defines services for patients with dementia	x	x					x			x		x		x		
	Describes multiple views of aging (cognitive, physical, functional)	x	x	x	x	x							x		x		x
	Describe Elder abuse	x	x		x							x	x		x		x
	Defines Age-ism/ social attitudes	x	x		x							x	x		x		x
Provide education about aging to aging individuals and families											x	x	x		x		
Increases respite capacity for caregivers								x				x	x				x
Designs intervention capacity regarding mental health concerns and other age related concerns	Determines what aging individual needs in order to define preventative and proactive health care	x	x	x	x	x							x		x		x
	Develop assessment capacity regarding mental health concerns and other age related concerns	x			x			x									
	Identifies how to breakdown a complex task to simpler tasks								x				x				x
	Navigates and shows others the health care system	x										x	x				x
Research/analysis to problem solve on a case-by-case basis				x			x	x	x	x	x						x

Course Code	Credit Value	Name	Short Course Description	CCE or Cross listing(s)?	Unit responsible for the course?	Existing or new course?	Required vs. Optional for Certificate in Aging	Specific to certain programs?	Frequency of Offering	Faculty member who teaches this course
HH/PSYC 3490	3.00	Adult Development and Aging	An examination of data and theories relating to the psychology of adult development and aging. Major topics include biological and psychological theories of aging; age changes in intelligence, personality and social relations; pathologies of old age and methods of intervention.	GL/PSYC 3310 3.00	Psychology	Existing	Required		yearly	Contract faculty (Heather Jenkin)
HH/PSYC 3495	3.00	Neuroscience of Aging and Cognitive Health	This course investigates the neural basis of cognitive changes across the adult lifespan. Students will learn how the brain is altered in structure and function as people age and how these changes impact cognition. The course will examine the border between normal and abnormal aging and how neuroscience research is informing strategies to sustain cognitive health into older adulthood.	None	Psychology	Existing	Required		yearly	Full-time faculty (Gary Turner)

HH/KINE 3350	3.00	Physical Activity, Health and Aging	The course examines the aging process, lifestyle changes and the effect of physical activity on the health of aging adults.	None	KINE	Existing	Required		yearly	Contract faculty (Kathy Broderick)
HH/KINE 4645	3.00	Active Living and Ageing	The purpose of this course is to assist students in developing insight into the physical and health needs of the elderly. Emphasis is placed upon identifying active ageing opportunities and exploring environments in which physical activity is integrated into daily living.	None	KINE	Existing	Required		yearly	Contract faculty (Robert Grisdale)
GL/PSYC 3530	6.00	Human Neuropsychology	Neuropsychology is concerned with the behavioural expression of brain dysfunction. This course will review the major neuropsychological disorders associated with brain dysfunction and the mechanisms underlying these deficits. Recovery and advances in assessment, diagnosis, and treatment will also be discussed.	None	Glendon - Psychology	Existing	Optional		yearly	Contract faculty (Guy Proulx)
GL/PSYC 3550	3.00	Psychological Testing and Measurement	Theoretical and practical aspects of testing and measurement are treated, with particular attention being given to the principles and problems of measurement in the areas of personality, social psychology and psychopathology.	HH/PSYC 3090 3.00	Glendon - Psychology	Existing	Optional		yearly	Contract faculty (Larry Leach)

GL/PSYC 3555	3.00	Learning, Behaviour Modification, and Behaviour Management	This course will examine fundamentals in learning and behaviour modification, with an emphasis on the application of behavioural principles in a clinical setting. Topics include classical and operant conditioning, reinforcement stimulus and environmental control, self-monitoring, and behavioural intervention geared to people who suffer from various cognitive disorders.	None	Glendon - Psychology	Existing	Optional		yearly	Contract faculty (Geneviève Quitin)
GL/PSYC 4260	3.00/6.00	Applied Research Practicum (through Glendon)	This course affords the opportunity for students to conduct "hands on" practical research. Students will be engaged in thinking about designing, executing, analyzing, and interpreting the results of research projects carried out in applied settings.	None	Glendon - Psychology	Existing	Optional	Glendon only students	yearly	Co-coordinated by two Glendon full-time faculty members (Tim Moore and Anne Russon). Each student also has their own supervisor
HH/PSYC 4000/4001	6.00	Honours Thesis Research Project (Aging topic)	Students carry out an individual piece of psychological research in consultation with a thesis supervisor and write a thesis.	HH/PSYC 4170, GL/PSYC 4000	PSYC (including Glendon)	Existing	Optional		yearly	Each student has their own thesis supervisor

HH/KINE 4100	6.00	Honours Thesis Research Project (Aging topic)	Students complete a thesis involving empirical research. Students arrange for supervision by a faculty member in the School of Kinesiology and Health Science.	None	KINE	Existing	Optional		yearly	Each student has their own thesis supervisor
HH/NURS 3000	3.00	Trends and Contemporary issues for the Aging Adult in the Canada	Presents aging as a normal part of the life cycle and explores topics that demonstrate quality of life at every age. Examines current trends and issues for the aging adult in Canada with a nursing focus. Explore current topics such as ageism, sexuality, technology, abuse, care giving, mental wellness, cross-cultural issues and the positive contributions of older adults	None	Nursing	Existing	Optional	open to BScN students only	Offered in the year opposite to NURS 3600	Malini Persaud
HH/NURS 3600	3.00	Patterns in the Health Experience of Older Persons	Explores theories and practices related to health experiences of older persons. Students will examine their construction of nursing praxis in a variety of social environments by engaging in relationships with older persons through a variety of modalities.	None	Nursing	Existing	Optional	open to BScN students only	Offered in the Year opposite NURS 3000	Malini Persaud

AP/SOCI 3550	6.00	Sociology of Aging	This course examines interpersonal, cultural, demographic and political aspects of aging and retirement. Gender, class and other major factors are discussed, along with familial, government and self-help responses to seniors' needs.	AP/HREQ 3550 3.00 (prior to Fall 2013), AP/HREQ 3550 6.00 (prior to Summer 2013), AP/SOCI 3560 3.00 (prior to Fall 2013).	Faculty of Liberal Arts and Professional Studies, Department of Sociology	Existing	Optional		Yearly	CLA Suzanne Cook
HH/IHST 4XXX	6.00	Healthy Aging: Current Trends and Issues	Develops knowledge, skills and experience regarding healthy aging and current trends and issues in optimizing the aging process. Within a community setting, students engage in community service learning where they apply the concepts, methods and theories for aging optimally.	HH/NURS 3000	IHST	New	Optional		Yearly	Suzanne Cook, Susan Murtha, Gary Turner

Name (first, last)	Faculty	Aging Related Research
Joe Baker	Health	Motor and cognitive skill maintenance with age. Masters athletes. Physical activity and successful aging. Aging stereotypes and ageism effects on health and functioning.
Ellen Bialystok	Health	Cognitive aging. Bilingualism and dementia. Cognitive reserve.
Tamara Daly	Health	Quality working and living conditions in long term care. International comparative long-term care research.
Mary Fox	Health	Health survey development and testing for older populations. Bedrest and activity. Intervention, design, and evaluation. The Acute Care for Elders (ACE) model/health services research with a focus on acute care services
William Gage	Health	Biomechanics, neuromuscular control of movement, postural control, balance and locomotion, falls in the elderly, stroke rehabilitation, osteoarthritis, knee joint replacement.
Lucia Gagliese	Health	Pain, cancer. palliative care and aging. Health education for older people.
David Hood	Health	Biological aspects of aging muscle.
Jennifer Kuk	Health	Aging related changes in the relationship between physical activity, obesity diet and health using epidemiological methods.
Christina Jonas Simpson	Health	Academic lead for the Bitove Wellness Academy which is an arts-based wellness program informed by research providing engaging programming for participants with memory loss, the Wellness Academy also provides activities for family members to share and support each other.
Gail Mitchell	Health	Quality of life. Stigma, and dementia. Person-centred dementia care. Knowledge Mobilization through the Arts (drama) about living with dementia). Evaluating person-centred dementia care. Fostering a culture of possibility in dementia care.
Susan Murtha	Health	Keeping older adults living independently longer through activity (targetting cognitive activity). Attention & working memory changes with age.
Malini Persaud	Health	Qualitative research focused on positive affect and persons living with advanced dementia of the
Jill Rich	Health	Associative memory abilities in normal aging and other aspects of cognitive neuropsychology of aging, particularly memory processing. Cognitive effects of chemotherapy and cancer-related cognitive dysfunction in women, particularly among breast cancer survivors. One focus of this research is on the role of hormonal changes in cognitive changes among postmenopausal cancer patients. Emotional regulation via cognitive reappraisal in relation to cognitive control abilities in healthy older

Ellen Schraa	Health	Costs reported and the meta-analysis on the effectiveness of acute geriatric unit care using ACE
Anthony Scime	Health	Studying the molecular and cellular basis of stem cells in muscle that become deficient during the aging
Mina Singh	Health	
W. Dale Stevens	Health	Cognitive aging and the brain primarily using neuroimaging (e.g., MRI) to investigate age-related neurocognitive changes in older adulthood.
Hala Tamim	Health	Effects of Tai Chi on mental and physical health of older adults. Evaluation of physical activity programs. Adherence and sustainability to physical activity programs among older adults
Gary Turner	Health	Cognitive neuroscience of aging. Neural markers of age-related cognitive decline. Neuroscience of aging and cognitive health.
Fran Wilkinson	Health	Vision and healthy aging (past work on higher level visual functions; future work more likely to be more qualitative and to address issues around universal design, especially as related to lighting; also lighting and circadian issues as related to health)
Melody Wiseheart	Health	Learning and memory (spacing effect). Executive function and processing speed
Guy Proulx	Glendon	Applied research in clinical assessments and treatment programs.
Josee Rivest	Glendon	Cognitive evaluation and intervention for adults who suffered brain damage to the visuo-perceptual system. Attention and mild cognitive impairment; topographic disorientation intervention; intervention for left-side neglect; recognition of faces and objects.
Gerald Young	Glendon	Neo-Piagetian cognitive development throughout the age span.
Norma Sue Fisher-Stitt	Fine Arts	Dance with older adults: physical, psychological and cognitive benefits. Dance with special populations.
Pat Armstrong	LAPS	Reimagining long-term residential care: An international study in promising practices.
Suzanne Cook	LAPS	Reinvention and renewal in later life. The new retirement. Later life growth, development, health and well-being. Lifelong learning. Intergenerational learning and mentoring. Civic engagement, volunteerism and
Barbara Crow	LAPS	Ageing, communication, mobility and media.
Thomas Klassen	LAPS	Retirement in Canada. Income security for older people, especially pensions.

Appendix B: Kinesiology and Health Science and School of Health Policy and Management email responses.

From: Angelo Belcastro
Sent: January 28, 2019 7:54 AM
To: Susan J. E. Murtha <smurtha@yorku.ca>
Subject: Fwd: recommended changes to the certificate in aging

Hi Susan

On regard to your request - we had received only one comment (see below). In general KHS is supportive but thought we needed to let you know about Brads comments.

Angelo
Angelo Belcastro, PhD, F-CSEP
Professor and Chair,
School of Kinesiology and Health Science, Faculty of Health
York University,
4700 Keele Street,
Toronto Ontario
Canada, M3J 1P3

From: Brad Meisner <meisnerb@yorku.ca>
Sent: Monday, January 28, 2019 7:08 AM
To: Angelo Belcastro
Cc: bakerj@yorku.ca; Hala Tamim; Lucia Gagliese
Subject: Re: recommended changes to the certificate in aging

Hi Angelo,

The addition of 4646 as an "either/or" option with 4645 might be based on the fact that 4645 hasn't been taught since 2013 (until this current term). Now that 4645 is taught this year, and next, and every year in the near future as we discussed in our last meeting (other than my sabbatical year), they may want to reconsider this proposed change. Their rationale for having the either/or option between these two courses might restrict students from completing both. This is important given that, from my understanding, 4646 is more closely related to 3350 than 4645. So, students would benefit from having both of these fourth-year courses in terms of being exposed to a broader range of aging-related topics. I'm wondering, if students complete both 4645 and 4646 will they only get credit for one based on this new change? Perhaps one of those courses would count toward another open-aging course requirement for that program? Just somethings to think about. I'm happy to chat more with you or Susan/Tamara if that would help.

Cheers,
Brad.

Brad A. Meisner, Ph.D.

Assistant Professor
School of Kinesiology and Health Science
York University

Hi Susan,

Yes, our School is supportive of adding those two HLST courses as electives in the Certificate of Aging,
Ellen

Ellen G. Schraa, PhD
Undergraduate Program Director
School of Health Policy and Management, Faculty of Health
York University
Room 415, Health, Nursing & Environmental Sciences Building
4700 Keele Street, Toronto, ON Canada M3J 1P3

Email: schraa@yorku.ca
School of Health Policy & Management <http://shpm.info.yorku.ca>

Appendix C: side by side calendar copy comparison (additions underlined)

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>Cross-Disciplinary Certificate in Aging</p> <p>Coordinator: TBA</p> <p>Admission: Students enrolled in an undergraduate degree program in the Faculty of Health are expected to apply for entry to the Certificate in Aging normally prior to completion of 36 credits of their undergraduate degree program. The applicant must indicate that he/she has completed all of the prerequisite courses in order for them to be eligible for enrolling in the upper 3000/4000-level courses that are a part of this certificate.</p> <p>Graduating with a certificate: a minimum cumulative grade point average of 4.00 or greater in the courses taken to satisfy certificate requirements. Students must also submit an application to graduate from a certificate program. Applications will be obtained from and filed with the academic unit providing oversight for the certificate. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar’s Office has received notice from the unit administering the certificate. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program.</p> <p>Required courses (12 credits): HH/KINE 3350 3.00 HH/KINE 4645 3.00 HH/PSYC 3490 3.00 HH/PSYC 3495 3.00</p> <p>A minimum of 12 credits selected from the following courses: HH/IHST 4005 6.00 HH/KINE 4100 6.00 GL/PSYC 3530 6.00 GL/PSYC 3550 3.00 GL/PSYC 3555 3.00 GL/PSYC 4260 3.00 GL/PSYC 4260 6.00 HH/PSYC 4000 6.00 HH/PSYC 4001 6.00 AP/SOCI 3550 6.00</p>	<p>Cross-Disciplinary Certificate in Aging</p> <p>Coordinator: TBA</p> <p>Admission: Students enrolled in an undergraduate degree program in the Faculty of Health are expected to apply for entry to the Certificate in Aging normally prior to completion of 36 credits of their undergraduate degree program. The applicant must indicate that he/she has completed all of the prerequisite courses in order for them to be eligible for enrolling in the upper 3000/4000-level courses that are a part of this certificate.</p> <p>Graduating with a certificate: a minimum cumulative grade point average of 4.00 or greater in the courses taken to satisfy certificate requirements. Students must also submit an application to graduate from a certificate program. Applications will be obtained from and filed with the academic unit providing oversight for the certificate. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar’s Office has received notice from the unit administering the certificate. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program.</p> <p>Required courses (12 credits): HH/KINE 3350 3.00 HH/KINE 4645 3.00 HH/PSYC 3490 3.00 HH/PSYC 3495 3.00</p> <p>A minimum of 12 credits selected from the following courses: <u>HH/HLST 3520 3.00</u> <u>HH/HLST 3530 3.00</u> HH/IHST 4005 6.00 HH/KINE 4100 6.00 <u>HH/KINE 4646 3.00</u> GL/PSYC 3530 6.00 GL/PSYC 3550 3.00 GL/PSYC 3555 3.00 GL/PSYC 4260 3.00 GL/PSYC 4260 6.00 HH/PSYC 4000 6.00 HH/PSYC 4001 6.00 AP/SOCI 3550 <u>3.00</u> or AP/SOCI 3550 6.00</p>