

**STUDENT LEARNING OUTCOMES**  
**Core Set of Outcomes for PSYCHOLOGY courses**  
**2012-2013**

Instructions. Syllabi for courses must contain the core set of student learning outcomes that have been approved by the Department and are listed below. Instructors are free to add other outcomes to their individual syllabi as desired.

**PSY 200:**

1. Students will comprehend generally accepted psychological concepts.
2. Students will comprehend the basic research methods used to discover psychological concepts.
3. Students will apply psychological principles to everyday situations.
4. Students will integrate psychological concepts across the discipline of psychology.

**PSY 250: Information Literacy in Psychology**

By the end of this course you should be able to:

1. Distinguish common-sense, non-scientific approaches versus scientific approaches to knowledge.
2. Understand Information literacy (Competency Standards of the American Library Association, 2009)

Standard 1. Students will be able to determine the need for information, to identify potential sources, to specify the nature and extent of information necessary for specific purposes.

Standard 2. Students will be able to access the information efficiently and accurately by selecting appropriate data sources, formulating effective search strategies (e.g., using various search systems and identifying keywords), refining search strategies if necessary, and managing information and its sources (e.g., extract format of information and proper citation format).

Standard 3. Students will be able to evaluate information and its sources critically and be able to incorporate selected information into their knowledge base through summarizing main ideas, applying initial criteria (authority, accuracy, objectivity; scope, audience, timeliness) for evaluation of the information and its sources, synthesizing main ideas to construct new concepts, and comparing new knowledge with prior knowledge (in order to identify consistencies and contradictions). As applied specifically to literacy in Psychology, students will be able to read, comprehend, summarize, analyze, integrate and synthesize information sources in Psychology by doing the following: defining basic research terminology, identifying research questions and related hypotheses, recognizing conceptual and operational definitions in research articles, identifying the research design employed, evaluating research examples for threats to validity (internal, construct, external), integrating information from several sources in order to detect consistencies or contradictions and synthesizing main ideas of a body of research in order to construct new research questions and related hypotheses.

Standard 4. Students will be able to utilize the selected information in order to accomplish the specific purpose of a writing assignment through applying new and prior information for a specific purpose, revising the product, and

communicating the result effectively to others.

**Standard 5.** Students will be able to distinguish economic, legal and social issues surrounding the use of information and will access and use information ethically and legally.

3. Demonstrate the ability to read, analyze and summarize scientific literature in the field of Psychology.
  - A. You will comprehend basic research terminology and content of entry-level journal articles in the discipline.
  - B. You will analyze and integrate information from research articles to create research questions/predictions for future research.
4. Evaluate research for internal, external and construct validity issues.
5. Demonstrate the skill to write reports in the style, process and format required by the discipline.

### **PSY 258: Beyond the Undergraduate Degree**

Students will

1. Describe Psychology-related job options that require a graduate degree.
2. Describe Psychology-related job options that require an undergraduate degree.
3. Locate graduate programs in Psychology, and determine one's competitiveness for a program.
4. Locate jobs related to Psychology, and determine one's competitiveness for a job.
5. Implement effective strategies for networking.
6. Critique and compose your own Resume and/or Vita.
7. Critique and compose your own Personal Statement
8. Identify areas of strengths and weakness regarding personal, academic and career goals.

### **PSY 280: Lifespan Developmental Psychology**

1. Demonstrate knowledge and comprehend major theoretical perspectives on human development
2. Demonstrate knowledge about research methods and findings related to development throughout the lifespan
3. Identify and integrate major concepts and themes crossing the various topics of development
4. Analyze and apply developmental principles and theories to their own lives and to their chosen fields of study and work
5. Demonstrate understanding of variability across cultural, individual, and temporal contexts regarding development over the lifespan

### **PSY 280W: Lifespan Developmental Psychology**

1. Demonstrate knowledge and comprehend major theoretical perspectives on human development
2. Demonstrate knowledge about research methods and findings related to development throughout the lifespan
3. Identify and integrate major concepts and themes crossing the various topics of development
4. Analyze and apply developmental principles and theories to their own lives and to their chosen fields of study and work
5. Demonstrate understanding of variability across cultural, individual, and temporal contexts regarding development over the lifespan
6. Using Bloom's taxonomy as a guide, student writing will demonstrate critical and creative thinking through: topic creation, comprehension, application, analysis, synthesis, and interpretation/evaluation
7. Student writing will demonstrate control of written language and communication through: sentence and paragraph structure, demonstrating ability to use a professional style (APA) appropriate style for the different types of assignments/audiences and organization
8. Student written products will be researched and integrated across sources and across the various concepts addressed in the course

### **PSY 300: Social Psychology**

1. Students will understand and apply theories and findings in social psychology.
2. Students will describe the different methodologies in social psychology and their importance.
3. Students will evaluate and critique research in social psychology.
4. Students will synthesize knowledge of social psychology with their own life experience
5. Students will demonstrate a writing process that produces effective documents appropriate for an undergraduate course in social psychology; they will recognize effective writing strategies.
6. Students will identify the psychological causes of, consequences of, and cures for prejudice.

### **PSY 305: Personality Psychology**

1. Students will comprehend major concepts and empirical findings from personality psychology.
2. Students will apply the major themes of each chapter to understand their own lives.
3. Students will apply concepts from the course to understand the personalities of inspirational people who can serve as role models for their own lives.

**PSY 308: Abnormal Psychology**

1. Students will comprehend the major concepts and theories of Abnormal Psychology
2. Students will identify, define, and explain the physiological, behavioral, and psychological correlates of abnormal behavior.
3. Students will critically examine issues surrounding methods of assessing, diagnosing, and treating psychopathology.
4. Students will understand the historical foundations of current methods of assessment, diagnosis, and treatment of psychopathology.
5. Students will analyze, synthesize, and evaluate psychological theories, principles, concepts, and interventions as they relate to the treatment of mental disorders in a changing multicultural world.
6. Students will demonstrate effective communication skills (written and oral) during several class demonstrations and tasks.

**PSY 309: Statistical Experimental I**

1. Understand and apply principles of design that underlie sound psychological research.
2. Design and conduct studies to address psychological questions using appropriate principles underlying sound psychological research.
3. Analyze, report, and interpret data using appropriate statistical strategies.
4. Understand and apply the APA Ethics Code in the treatment of human and nonhuman participants in the design, data collection, analysis, interpretation, and reporting of psychological research.
5. Apply principles of sound research design to develop research and to analyze and evaluate reports of research.
6. Be able to search for, read, summarize, analyze, evaluate, integrate, and synthesize scientific literature that addresses a psychological question.
7. Demonstrate skills in using a statistical software package for analyzing research data.
8. Use APA style effectively in presenting empirically based reports and literature reviews.

**PSY 310: Statistical Experimental II**

1. Students will comprehend scientific methodologies and statistical techniques used in Psychology.
2. Students will understand and apply appropriate statistical tests to common research designs.
3. Students will demonstrate skills in using a statistical software package for analyzing research data.
4. Students will write an APA-style experimental research paper, in which they will use appropriate methods of critical thinking and quantitative reasoning to integrate scientific material with research and theory for the advancement of knowledge.

### **PSY 311: Physiological Psychology**

1. Students will understand major concepts, theoretical perspectives, and empirical findings in Physiological Psychology.
2. Students will weigh evidence and use critical thinking to examine and evaluate sources of psychophysiological information.
3. Students will identify, understand, and apply principles of physiological psychology in many areas of life including personal and social issues.

### **PSY 312: Infant and Child Development**

Students will

1. recall and understand theory and research in physical, cognitive, communication, emotional, and social development of the infant and child.
2. critically analyze and synthesize child development constructs and research.
3. apply knowledge of infant and child development to facilitate and understanding of developmental outcomes.
4. apply and analyze course material in relationship to infants and children in their own lives, to their own childhood history, and/or to their chosen fields of study and work.

### **PSY 314: Adolescent and Adult Development**

Students will

1. recall and understand theory and research in physical, cognitive, communication, emotional, and social development of the adolescent and young adult
2. critically analyze and synthesize child development constructs and research.
3. apply knowledge of adolescent and young adult development to facilitate and understanding of developmental outcomes.
4. apply and analyze course material in relationship to adolescents and young adults in their own lives, to their own history, and/or to their chosen fields of study and work.

### **PSY 315: Sensation and Perception**

1. Explain the area of psychophysics and how it relates the physical world to perception.
2. Describe how physiological studies have enhanced our understanding of human/animal sensation and perception.
3. Describe/identify the physical structures of the five major sensory systems (vision, hearing, smell, taste and somatosensation) trace the neural pathways of these sensory systems and explain how they affect our perception.
4. Identify and describe some of the major theories of perception, be able to cite supporting evidence, and critically evaluate their quality.

### **PSY 316: Aging and Senescence**

1. You'll be able to describe and illustrate five cross-cutting issues (see below) as they apply to the biological, psychological and social aspects of aging.
2. You'll be able to describe and illustrate five cross-cutting issues (see below) as they apply to the biological, psychological and social aspects of aging.
3. You'll be able to analyze every day (real-life) situations and apply your knowledge to them. You will be able to analyze the pros and cons of real-life problems/issues related to aging. Some situations might include driving restrictions, changing lifestyles to result in successful aging, changing social policy (such as those associated with Medicare, Social Security, Family Leave, Nursing Home regulation), modification of housing, and life long learning. To do this, you will draw upon appropriate theories and research to support your conclusions.
4. You'll be able to connect your personal experience and that of people close to you (parents, grandparents) to the material presented in class and the readings. You will be aware of the positive aspects of aging as well as the losses.
5. You will be able to describe the "diverse interactions of aging", that is the interaction of age with gender, race, ethnicity, social class, religion, ability, sexual orientation, and historical time period.
6. You will recognize that the quality of your own aging is, in large part, determined by the life-style choices you are making now.

### **PSY 317: Cognitive Psychology**

By the end of the course, students will:

1. understand the principle questions asked in investigations of cognition, theories proposed, the methods used, and findings of these investigations so far.
2. apply cognitive psychological research and theories to their self-understanding and to their everyday life. Discuss how cognitive psychology can provide insights into how we think and understand the world around us.
3. integrate and write about a set of research findings in a specific topic area, and identify a question or hypothesis that follows from these findings.

### **PSY 319: Psychology of Work**

The student who successfully completes this course will:

1. Comprehend the field and sub-areas involved in I/O psychology, as well as what I/O psychologists do for organizations that employ them.
2. Comprehend and critically evaluate the major concepts, issues, principles, and research findings in the area of I/O psychology.
3. Apply major psychological concepts and principles to practices engaged in by I/O psychologists and to your own experiences.

### **PSY 319S: Psychology of Work**

The student who successfully completes this course will:

1. Comprehend the field and sub-areas involved in I/O psychology, as well as what I/O psychologists do for organizations that employ them.
2. Comprehend and critically evaluate the major concepts, issues, principles, and research findings in the area of I/O psychology.
3. Comprehend ethical and socially responsible behavior on the part of organizations (i.e., organizational members) and will demonstrate ethical behavior while completing a service learning project.
4. Apply major psychological concepts and principles to practices engaged in by I/O psychologists and to your own experiences.
5. Apply appropriate strategies for working in a team to accomplish a service learning project.

### **PSY 320: Health Psychology**

Upon successful completion of this course you will be able to do the following:

1. You will comprehend the major theoretical concepts and empirical findings in health psychology.
2. You will be able to describe how psychological principles can be applied to explaining and changing health-related behavior
3. Analyze the mechanisms by which physical and psychological health affect each other
4. Apply the principles and methodology of health psychology to developing a healthy lifestyle

### **PSY 333: Comparative Psychology**

1. Students will understand the major concepts, theoretical perspectives, and empirical findings in Comparative Psychology.
2. Students will understand the historical development of comparative psychology as a field.
3. Students will use critical and creative thinking, and skeptical inquiry, when reading, discussing, and evaluating the scientific comparative psychology research and diverse methodologies used to study the psychology of animals.
4. Students will be able to tolerate ambiguity, weigh evidence, and integrate the research findings in comparative psychology.

### **PSY 349: Cooperative Study in Psychology**

1. Apply psychological concepts, theories and research findings to the workplace.
2. Students will collaborate and work effectively with others to accomplish work objectives
3. Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits and post graduate training settings that meet personal goals and societal needs.

**PSY 397: Topics in Psychology**

1. Students will comprehend the principles and major concepts of \_\_\_\_\_.
2. Students will understand the principles and major concepts of \_\_\_\_\_.
3. Students will analyze\_\_\_\_\_.
4. Students will apply\_\_\_\_\_.

**PSY 400: Senior Seminar**

1. Critically analyze and integrate current peer reviewed research on \_\_\_\_\_ across multiple disciplines.
2. Analyze and apply psychological theories, principles, and concepts from the course to relevant examples from their other studies, life experiences, or current world events.
3. Demonstrate integration of \_\_\_\_\_ across multiple disciplines through written and oral presentation assignments.

**PSY 401W: Senior Thesis**

By the end of this course you will

4. Demonstrate comprehension of a specific problem or topic in psychology.
5. Analyze, interpret, and evaluate previous research on your topic.
6. Create original research predictions based on a synthesis of previous literature, and state an appropriate rationale for those predictions.
7. Apply the scientific method to develop appropriate research procedures to test your predictions.
8. Understand issues involved in the ethical treatment of human participants in research.
9. Apply statistical knowledge to plan appropriate data analyses, and apply SPSS knowledge to analyze data.
10. Integrate present and past findings to discuss connections among studies, and conclusions and implications of your research.
11. Create a poster of your research appropriate for “poster sessions” of profession conferences.
12. Give an oral presentation of your research.
13. Demonstrate a writing process that produces effective documents appropriate to course level.
14. Be able to recognize effective writing strategies.
15. Students will be able to use critical thinking to expand, express, explore, and evaluate course content through written communication.

**Psychology 402: Independent Work in Psychology**

1. Students will familiarize themselves with the fundamental theory behind the project, including some basic terminology and core concepts.
2. Students will apply the scientific method to a particular research problem in psychology; they will establish an understanding of basic concepts and principles of design; they will follow the ethical principles guiding psychological research.
3. Students will evaluate and integrate past research into their project; they will create new research questions or predictions for their project.
4. Students will gain experience in collaboration with a faculty member and/or other students by participating in an ongoing research project; they will present the

results of their research in the form of a written report prepared according to APA manual guidelines.

### **Psychology 403: Practicum in Psychology**

1. Students will utilize their knowledge of psychological theory and/or methodology in an applied setting.
2. Students will gain experience in collaboration with a faculty member and/or other students by participating in an ongoing project.

### **PSY 405: Interviewing**

1. Students will attain the basic skills that are needed to conduct an effective interview and communicate effectively in a variety of situations.
2. Students will identify the functions and techniques for the three major components of an interview: the opening, the body, and the closing.
3. Students will increase their sense of self-awareness by examining personal values and biases, reflect on beliefs, and understand how they might impact how they communicate with others of diverse backgrounds.
4. Students will develop their interviewing skills and competencies in working with diverse populations.
5. Students will identify, explain, and apply general theoretical principles related to interviewing, including the major types of interviews, those involved in interviews, the roles enacted during interviews, the role of perception in interviews, and the nature of communication interactions.
6. Students will critically evaluate verbal and nonverbal messages conveyed during an interview.

### **PSY 406: Behavior Therapy**

Upon successful completion of this course you will be able to do the following:

1. You will comprehend the major theoretical concepts and empirical findings in behavioral and cognitive-behavioral therapy.
2. You will be able to describe the major behavioral and cognitive-behavioral interventions.
3. You will be able to analyze and evaluate the outcome assessment literature with regard to the efficacy of behavioral and cognitive-behavioral therapies.
4. You will be able to explain how behavioral and cognitive-behavioral interventions can be applied to the treatment of psychological disorders
5. You will be able to weigh evidence with regard to the pros and cons of evidence-based practice.

### **PSY 408: Child Psychopathology**

1. Demonstrate knowledge and comprehend major theoretical perspectives on etiology, intervention, and assessment/diagnosis in Child Psychopathology
2. Demonstrate understanding of physiological, behavioral, psychological, developmental, and cultural/environmental influences on definitions of and children's display of abnormal behavior.
3. Demonstrate understanding of how children's mental health and behavioral problems were seen in the past and how this history underlies current changes that have taken place in methods of assessment, diagnosis, and treatment of psychopathology.
4. Demonstrate effective critical thinking and written communication skills in relationship to media experiential resources related to overall foundations of child psychopathology and for each of the main diagnostic groups covered during this class.
5. Analyze and apply psychological theories, principles, and concepts to real-life examples related to their own experience or in popular media.
6. Identify and integrate the research literature in an individually chosen subtopic within child psychopathology.
7. Identify and integrate theoretical concepts and themes as they apply across psychological and behavioral disorders in children.

### **PSY413: Mind and Brain**

1. Students will understand major concepts, theoretical perspectives, and empirical findings in Cognitive Neuroscience.
2. Students will weigh evidence and use critical thinking when reading, discussing, writing, and evaluating the sources of information in cognitive neuroscience.
3. Students will identify, understand, and apply principles of cognitive neuroscience in many areas of life including personal and social issues.

### **PSY 414: Political Psychology**

1. Students will analyze and integrate concepts, theories and findings in political psychology.
2. Students will apply concepts, theories and findings in political psychology to current political events.

### **PSY 415: Multicultural Psychology**

1. Students will understand the importance of psychological, political, historical, economic and social forces which shape the development of the "isms" in our society.
2. Students will understand the unique issues and problems experienced by diverse groups in the face of the "isms".
3. Students will critically analyze past and current psychological theories related to multiculturalism.
4. Students will understand diverse theories and scientific methodologies aimed at trying to critically analyze the "isms".
5. Students will apply information to their own lives and experiences.

### **PSY 420: Psychology of Women and Gender**

1. Students will demonstrate the ability to analyze and challenge many of the gender role stereotypes and misconceptions that have been perpetuated by sources of gender bias in the media and in psychological research.
2. Students will demonstrate the ability to analyze components for distinguishing cultural, social, emotional, psychological and behavioral differences and similarities in females and males.
3. Students will demonstrate the ability to critique various paradigms and methodologies for studying gender from a psychological (e.g., cognitive, social learning, behavioral, gender schema, and feminist perspectives).
4. Students will demonstrate the ability to integrate information on female and male differences and similarities resulting from the social construction of gender, while becoming cognizant of the impact of their own social/cultural conditioning and how it may influence all aspects of their behavior.

### **PSY 466: Forensic Psychology**

1. Students will comprehend the principles and major concepts of forensic psychology.
2. Students will identify and analyze the various roles that psychologists can play in the legal system.
3. Students will analyze, evaluate, and integrate theories and information from various areas of psychology (Social, Cognitive, Developmental, Abnormal, Personality, Clinical) with the legal system. For example, how does Social Psychology inform our understanding of jury decision making? What are the developmental pathways to a psychopathic personality?
4. Students will comprehend the purposes and basic procedures of forensic psychological assessment.
5. Students will analyze and evaluate the psychological underpinnings of aggressive and violent behavior.
6. Students will examine the evidence of the impact of mental illness on criminal behavior and society's responsibility to treat mentally ill offenders.
7. Students will apply aspects of the course during several exercises. For example, students will apply the techniques of forensic interviewing during a mock forensic psychological evaluation.

### **PSY 477: Psychology of Intellectual and Developmental Disabilities**

1. Demonstrate understanding of physiological, behavioral, psychological, developmental, and cultural/environmental influences on developmental disabilities.
2. Demonstrate understanding of historical and current trends in prevention and intervention related to intellectual and developmental disabilities.
3. Compare the characteristics, needs, and experiences of people with intellectual and developmental disabilities in childhood, adolescence, and in transition into adulthood.
4. Demonstrate effective critical thinking, concept application, and written communication skills in relationship to case studies of major developmental disabilities diagnostic groups.

5. Analyze and apply developmental disabilities theories, principles, and concepts to real-life examples related to their own experience or in popular media.
6. Identify and integrate scientific and/or community-resource based research related to subtopics within developmental disabilities.

### **PSY 490 Clinical Psychology**

1. Students will comprehend the major theories and areas of Clinical Psychology.
2. Students will demonstrate an ability to integrate and apply information from other psychology courses (e.g., Abnormal, Cognitive, Developmental, Personality) to the applied aspects of Clinical Psychology.
3. Students will demonstrate effective communication skills in class writing assignments and orally during several class assignments (e.g., mock psychological evaluation conducted by students during class).
4. Students will understand how the best practices in the various areas of clinical psychology stem from sound empirical foundations.
5. Students will be exposed to competing viewpoints on several controversies in the field of clinical psychology and exhibit an ability to formulate opinions based on the empirical data from both sides (e.g., Prescription Privileges for psychologists, empirically supported treatments).
6. Students will integrate concepts from various theories and apply them to case study material.

### **PSY 497: Topics in Psychology**

1. Students will comprehend the principles and major concepts of \_\_\_\_\_.
2. Students will understand the principles and major concepts of \_\_\_\_\_.
3. Students will analyze \_\_\_\_\_.
4. Students will apply \_\_\_\_\_.
5. Students will evaluate \_\_\_\_\_.

### **PSY 530: Cognitive Development**

1. Develop broad knowledge base of research and theory of cognitive development.
2. Critically analyze cognitive development through the application of the fundamental concepts of cognitive development.
3. Apply information through the analysis of a toy or activity marketed to parents of infants, children and adolescents.
4. Understand and critically analyze topics in cognitive development.
5. Develop oral presentation skills.

### **PSY 577: The Autism Spectrum**

1. Demonstrate their comprehension of the viewpoints and ideas of psychology, speech language pathology, occupational therapy, and other areas of study and disciplines related to aspects of autism assessment, intervention, and adaptation to society.
2. Synthesize information and readings from the media and research literature and develop models of intervention and support for ASDs.
3. Evaluate both the published and Internet literature and research on autism spectrum disorders.
4. Compare, contrast, and apply empirically supported and/or best practice strategies for

assessment, intervention, support, and work with parents of a child, children, adolescents, or with adults with autism.

5. Demonstrate the ability to integrate understanding of associated environmental/social factors such as legal, community-based resources, and culture that affect families and individuals with autism.
6. Demonstrate awareness of the characteristics and needs of people with autism spectrum disorders across the lifespan.

### **PSY 579: History and Systems of Psychology**

1. Understand diverse approaches (schools) to the study of psychology throughout its history. How this objective is evaluated: Exams.
2. Evaluate and talk knowledgeably about the history of psychology, having read original work in and historical studies about the history of psychology.
3. Know about diverse aspects of psychology and its history.
4. Integrate ideas in reading material.
5. Understand and apply diverse psychological principles that have been developed during the history of psychology and apply them to their own experiences.
6. Weigh evidence and tolerate ambiguity.

### **PSY 590: Tests and Measurements**

1. Students will comprehend major concepts and empirical findings in tests and measurements.
2. Students will evaluate real examples of psychological tests for usefulness, applicability, strengths and weaknesses, and validity.
3. Students will apply methods for evaluating the quality of psychological tests to real examples of psychological tests.
4. Students will apply knowledge of testing methods to measurement in real world situations.
5. Students will write a paper that compares and contrasts perspectives on some controversial issue (e.g., intelligence testing) within the field of psychological testing.

### **PSY 597: Advanced Topics in Psychology**

1. Students will comprehend the principles and major concepts of \_\_\_\_\_.
2. Students will understand the principles and major concepts of \_\_\_\_\_.
3. Students will analyze \_\_\_\_\_.
4. Students will apply \_\_\_\_\_.
5. Students will evaluate \_\_\_\_\_.
6. Students will create \_\_\_\_\_.

### **ALL WRITING INTENSIVE COURSES:** Include the following two SLOs

1. Students will demonstrate a writing process that produces effective documents appropriate to course level.
2. Students will recognize effective writing strategies.

### **No SLOs at this time:**

PSY 315L            PSY 392  
 PSY 317L            PSY 412