

SLO Presentation

PSYC

Date: 09-15-2022

ISLO

Civic Engagement

- Students will develop values and beliefs in their role as a member of local, national and global societies to promote truth, fairness and goodwill to others. They will use the democratic process to further their values and beliefs and recognize and accept differing perspectives based on cultural diversity. They will engage in actions which provide service to others and have a positive impact on their local community.

Communication and Expression

- Students will demonstrate the ability to effectively and appropriately communicate their thoughts and ideas both in written and oral forms. They will develop verbal and non-verbal delivery skills, in an appropriate manner, to communicate their ideas as well as evaluate the ideas of others in a wide variety of contexts.

Critical Thinking and Quantitative Reasoning

- Students will demonstrate the ability to recognize assumptions within an argument and actively and skillfully analyze underlying reasoning to develop a conclusion. They will apply qualitative and/or quantitative analysis to solve problems, predict outcomes, test hypotheses, and explore alternatives in an ethical manner.

Information Literacy

- Students will demonstrate the ability to determine when gathering additional information is necessary. They will use appropriate resources and technologies to locate, evaluate and incorporate the information when developing supporting arguments and drawing conclusions. Students will also develop the ability to understand any legal, ethical or social issues regarding the use of information.

Personal Knowledge and Responsibility

- Students will develop the necessary skills to define, maintain and complete their personal educational goals. They will learn to work independently to accomplish personal goals toward realizing their full potential academically, physically and emotionally whether for personal enrichment, further education or career advancement.

Humanities and Social Sciences
PSYC
Mental Health Worker <ul style="list-style-type: none">• Student use personal and professional communication appropriate to the client's developmental age, educational level, communication style, and cultural/ethnic identify.• Student use personal and professional communication appropriate to the client's developmental age, educational level, communication style, and cultural/ethnic identify.• Students employ basic documentation of client care and care coordination.• Students engage in problem solving that will lead to the client's desired outcome. Student differential between the psycho-social and the medical paradigms of mental illness, rehabilitation, and recovery.• Students identify clients' individual needs, wants, choices, and preferences.• Students recognize the ethical, legal, and confidentiality issues that apply to the community mental health field.• Students use basic interviewing techniques and the active listening skills of empathy, compassion, and self-awareness.• Students utilize the DSM classification system, not as a diagnostic but as an assessment tool, to distinguish and assess abnormal behaviors.
Psychology--AAT <ul style="list-style-type: none">• Students use scientific reasoning to interpret psychological phenomena.• Students apply ethical standards to evaluate psychological science and practice.• Students apply psychological content and skills to career goals.• Students demonstrate effective writing and presentation skills.• Students describe key concepts, principles, and overarching themes in psychology.
CSLO ETHN262 - The Psychology of Oppression

PSYC

Mental Health Worker

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 - Students use basic interviewing techniques and the active listening skills of empathy, compassion, and self-awareness.
 - Students utilize the DSM classification system, not as a diagnostic but as an assessment tool, to distinguish and assess abnormal behaviors.
- Select PSLO Classes

Psychology--AAT

- Students use scientific reasoning to interpret psychological phenomena.
- Students apply ethical standards to evaluate psychological science and practice.
- Students apply psychological content and skills to career goals.
- Students demonstrate effective writing and presentation skills.
- Students describe key concepts, principles, and overarching themes in psychology.

CSLO

ETHN262 - The Psychology of Oppression

- A. Differentiate concepts such as oppression, stereotyping, discrimination, prejudice, racism, ethnocentrism, eurocentrism, equity, and antiracism
- B. Describe historical and contemporary cases of oppression within African-American, Asian-American, Latinx American, and Native American communities
- C. Evaluate and analyze current research and theories on antiracism issues
- D. Describe contributions of psychology to scientific racism
- E. Evaluate psychological theories on oppression and racism
- F. Discuss the intersection of race and ethnicity with other forms of difference affected by oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
- G. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
- H. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- I. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
- J. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- K. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

ETHN275 - Cultural Psychology

- A. Describe how culture impacts human development.
- B. Compare variations in cognitive processing among cultures.
- C. Distinguish between culture-bound psychological disorders and "universal" psychological disorders.
- D. Compare and contrast contemporary cultural psychological findings and historical psychological findings.
- E. Describe how emotional experience can vary across cultures

PSYC101 - General Introductory Psychology

- Students demonstrate mastery of the different approaches to psychology, including the psychodynamic, humanist, biological, socio-cultural, cognitive, and behaviorist perspective.
- Students describe psychology as a discipline and explain why it is scientific.
- Students identify the goals of Psychology.

PSYC103 - Critical Thinking in Psychology

- Students distinguish between science and pseudoscience.
- Students examine their assumptions and biases.
- Students recognize errors in reasoning.
- Students use credible evidence in support of their claims.

PSYC150 - Personal and Social Adjustment

- Students discuss the primary differences between correlational and experimental research methodologies
- Students identify how aspects of modern life influence personal and social dynamics that impact well-being
- Students explain how psychological principles can be applied to everyday life challenges to help individuals cope constructively
- Students explain and illustrate the biopsychosocial model as it pertains to adaptive adjustment processes

PSYC210 - Elementary Statistics

- A. Demonstrate knowledge of the difference between descriptive and inferential statistics.

- B. Identify appropriate measures of central tendency depending on the shape of the distribution and scale of measurement.
- C. Differentiate between measures of variability.
- D. Conduct hypothesis testing (i.e., z-test, t-test, Analysis of Variance, Correlation, Regression, Chi-square) to draw inferences about data and report in APA style.
- E. Use statistical software to interpret results.

PSYC220 - Research Methods

- Students identify the major differences of a correlational study versus a true experimental study on a written examination or through a research paper at the end of the semester.
- Students generate an operational definition for a psychological construct.
- Students articulate threats to internal validity and identify them in design.
- Students will demonstrate their ability to conduct a novel research study and communicate their findings in an APA style paper and/or oral presentation
- Students will demonstrate their ability to synthesize the literature in a literature review.

PSYC241 - Introductory to Psychobiology

- Describe how the neuron works to create behavior
- Explain how transmission within and between neurons results in specific behaviors.
- Discuss how brain structures are involved in the development and maintenance of a behavior
- Explain how neurotransmitters work to create a behavior.

PSYC245 - Drugs and Behavior

- Students demonstrate understanding of behavior that results from drug use/abuse and the basic psycho-active properties.
- Students compare and contrast the ways different drugs affect the brain and behavior, including legally-restricted drugs, legal drugs, and medicinal drugs, through research papers, periodic reflection papers, and/or oral presentations.
- Students identify and describe the pros and cons of the different strategies used for intervention, treatment, education, and prevention.

PSYC251 - Developmental Psychology

- Students demonstrate mastery of the different theories of human development (lifespan approach). The theories include psychoanalysis, psychosocial development, learning models, information processing model, cognitive developmental theory, attachment theory, socio-cultural theory, and ecological systems theory.
- Students distinguish among the three types of research designs used primarily to track development (i.e., longitudinal, cross-sectional, and sequential designs).
- Students explain nature vs nurture interaction by differentiating among three types of genetic-environment correlations (i.e., passive, evocative, active)
- Students describe the biopsychosocial factors that influence the developing person at different periods of the lifespan, including prenatal period, infancy, toddlerhood, early childhood, middle childhood, adolescence, early adulthood, middle adulthood and late adulthood.

PSYC261 - Social Psychology

- Students will be able to describe social psychology as a discipline and explain why it is scientific.
- Students will demonstrate mastery of the impact of others on self.
- Students will be able to describe attribution theories and how they account for bias in self and person perception. Specifically, students will be able to pick out a behavioral example as demonstrating a particular attribution bias.
- Students will be able to describe different research methods used to test social psychological theory.
- Students will be able to pick out illustrations of how an individual or a group can exert influence the self. Given a particular behavior and its context, students will identify the particular social psychological construct (e.g., conformity, compliance, obedience, social facilitation, social loafing).

PSYC262 - The Psychology of Oppression

- A. Differentiate concepts such as oppression, stereotyping, discrimination, prejudice, racism, ethnocentrism, eurocentrism, equity, and antiracism
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- C. Evaluate and analyze current research and theories on antiracism issues
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- E. Evaluate psychological theories on oppression and racism
- F. Discuss the intersection of race and ethnicity with other forms of difference affected by oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
- G. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
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- J. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- K. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

PSYC265 - Psychology of Gender

- Students demonstrate understanding of gender specific behavior as it is studied using traditional, feminist, and gender-fair research methods.
- Students compare and contrast gender differences present in ability, achievement, work, social interactions, sexuality, and/or mental illness.
- Students identify and describe several racial, ethnic, cultural, religious, and/or class differences that exist between and within each gender.

PSYC271 - Abnormal Psychology

- Students demonstrate mastery of the different approaches to abnormal psychology, compare and contrast each of the major approaches. This will include the key theoretical ideas of the psychodynamic, humanistic, biological, behavioral, cognitive, sociocultural, and rehabilitation/recovery model.
- Students describe the subcategories of anxiety disorders, discuss one biological and psychological cause of the disorders, and indicate one biological and psychological treatment of the disorders.
- Students describe the symptoms of major depression, pick out one biological and psychological cause of the disorder, and indicate one biological and psychological treatment of the disorder.
- Students describe the symptoms of schizophrenia (both positive and negative symptoms), pick out one biological cause of the disorder, and indicate one biological and psychological treatment of the disorder.

PSYC273 - Mental Health Worker Field Experience

- Students utilize resume development, interview skills, and networking for employment in the mental health field.
- Students apply collaborative techniques to work with a mental health recovery team under the direct supervision of a professional mental health worker.
- Students develop a professional attitude in all phases of psychosocial rehabilitation, including the legal and ethical aspects of rehabilitation.
- Students identify community resources that meet the needs of the clients they serve.
- Students identify field sites to help clients with case management services, such as employment, housing and community integration.
- Students identify the five factors of decision-making as applied to their field experience site.

PSYC275 - Cultural Psychology

- A. Describe how culture impacts human development.
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- D. Compare and contrast contemporary cultural psychological findings and historical psychological findings.
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PSYC276 - Forensic Psychology

- A. Describe the relationship between the fields of psychology and law and the roles and scope of practice of forensic psychologists.
- B. Demonstrate an understanding of basic theory, research findings, assessment, and methods of investigation used in forensic psychology.
- C. Evaluate and analyze current research and theories on issues around violent behavior, psychopathy, delinquency, and sexual behavior.
- D. Describe contributions of psychology in legal proceedings (i.e., jury selection, expert testimony, eyewitness testimony)
- E. Distinguish between the issues involved in competency and insanity and their relation to psychopathology.

PSYC278 - Psychology of Wellness

- Explain how the biopsychosocial model can help us understand the processes of disease and illness and how to maintain or promote well-being.
- Analyze your sources of stress and evaluate your use of adaptive versus maladaptive coping styles.
- Explain how the dynamics of the health care provider-patient relationship and quality of communication may affect treatment adherence.
- Illustrate how an individual's attitudes, beliefs, values, cultural background, and environmental context may connect to or influence a health care provider or patient in the medical decision-making process.
- Utilize research findings from health psychology to evaluate medical information presented in the media.

PSYC281 - Careers in Psychology

- Identify training pathways required for careers in the psychological sciences, including the ability to search and identify likely salaries associated with a variety of careers in the psychological sciences
- Develop and demonstrate professional standards in psychological science communication (both personal and public communications)
- Identify demonstrable skills developed through training in the psychological sciences that can be applied to a variety of careers
- Analyze differences across both discipline and cultural contexts with respect to psychological science application
- Identify and investigate barriers to rigorous application of psychological science in applied settings
- Identify and critique how the psychological sciences have been applied in a variety of applied settings