

# SLO Presentation

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PSYC

Date: 09/11/2019

<b>HUMANITIES AND SOCIAL SCIENCES</b>
<b>PSYC</b>
<b>Mental Health Worker</b> <ul style="list-style-type: none"><li>• Student use personal and professional communication appropriate to the client's developmental age, educational level, communication style, and cultural/ethnic identify.</li><li>• Student use personal and professional communication appropriate to the client's developmental age, educational level, communication style, and cultural/ethnic identify.</li><li>• Students employ basic documentation of client care and care coordination.</li><li>• 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.</li><li>• Students identify clients' individual needs, wants, choices, and preferences.</li><li>• Students recognize the ethical, legal, and confidentiality issues that apply to the community mental health field.</li><li>• Students use basic interviewing techniques and the active listening skills of empathy, compassion, and self-awareness.</li><li>• Students utilize the DSM classification system, not as a diagnostic but as an assessment tool, to distinguish and assess abnormal behaviors.</li></ul> Select PSLO Classes
<b>Psychology--AAT</b> <ul style="list-style-type: none"><li>• Students use scientific reasoning to interpret psychological phenomena.</li><li>• Students apply ethical standards to evaluate psychological science and practice.</li><li>• Students apply psychological content and skills to career goals.</li><li>• Students demonstrate effective writing and presentation skills.</li><li>• Students describe key concepts, principles, and overarching themes in psychology.</li></ul>
<b>CSLO</b>
<b>PSYC101 - General Introductory Psychology</b> <ul style="list-style-type: none"><li>• Students demonstrate mastery of the different approaches to psychology, including the psychodynamic, humanist, biological, socio-cultural, cognitive, and behaviorist perspective.</li><li>• Students describe psychology as a discipline and explain why it is scientific.</li><li>• Students identify the goals of Psychology.</li></ul>
<b>PSYC103 - Critical Thinking in Psychology</b> <ul style="list-style-type: none"><li>• Students distinguish between science and pseudoscience.</li><li>• Students examine their assumptions and biases.</li><li>• Students recognize errors in reasoning.</li><li>• Students use credible evidence in support of their claims.</li></ul>
<b>PSYC150 - Personal and Social Adjustment</b> <ul style="list-style-type: none"><li>• Students discuss the advantages and disadvantages of the clinical case study, correlational method, and experimental method.</li><li>• Students explain the Triangular Theory of love and apply the theory to the relationships of infatuation, romantic love, and companionate love.</li><li>• Students explain the Attachment Theory of love and discuss both infant and adult attachment styles.</li><li>• Students explain and illustrate the biopsychosocial model as it pertains to health psychology, social psychology, developmental psychology, and abnormal psychology.</li></ul>
<b>PSYC210 - Elementary Statistics</b> <ul style="list-style-type: none"><li>• Demonstrate knowledge of the difference between descriptive and inferential statistics.</li><li>• Identify appropriate measures of central tendency depending on the shape of the distribution and scale of measurement.</li></ul>

- Differentiate between measures of variability.
- 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.
- 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

- Explain the concept of evolution, including natural selection, and apply evolutionary explanations to behaviors discussed within the class.
- 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).

### 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.