

# Psychology

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Course Learning Outcomes are measurable statements that are used to identify the specific knowledge and skills that a student should have at the end of a course.

## PSYC 1101

- L1- Students will identify the basic principles, concepts, and theories that comprise the discipline of psychology.
- L2- Students will recognize psychology as a scientific discipline.
- L3- Students will practice/demonstrate their ability to think critically.
- L4- Students will apply principles and concepts in psychology.

## PSYC 2200

- L1- Gain an understanding of the taxonomy, epidemiology, etiology, and sequelae of child maltreatment, including neglect; physical, sexual, and psychological abuse; and exposure to violence.
- L2- Become aware of salient research, forensic, child welfare, and mental health practices, issues, and policies related to child maltreatment, both past and present.
- L3- Advance critical thinking, research analysis, and academic writing skills.

## PSYC 2201

- L1- Students will obtain an understanding for career options available to those who pursue bachelors, masters, and doctoral degrees in psychology, as well as develop skills required for professional conduct within the discipline of psychology.
- L2- Students will develop critical thinking skills regarding psychological research and information presented about the discipline of psychology.

## PSYC 2205

- L1- Identify key theories, methods, and terminology within the scientific study of human sexuality.
- L2- Recognize and identify sexual anatomy structures, functions, and health issues. Differentiate gender, gender identity, and sexual orientation.
- L3- Recognize key findings and historical moments from the scientific literature on sexuality, sexual development, attraction, love, commitment, and sexual response and behavior.
- L4- Identify different types of sexual behavior, gender identities, sexual education, contraception, and safer sex practices.
- L5- Explain scientific perspectives on important topics in the study of gender and sexuality.

## PSYC 2225

- L1- Students can identify two changes in physical characteristics, cognition, emotions, and social behavior from infancy to adolescence.
- L2- Students can state three scientific theories related to changes in physical characteristics, cognition, emotions, and social behavior from infancy to adolescence.
- L3- Students will evaluate the utility of the current classification system for mental illnesses regarding issues such as: furthering scientific knowledge and treatment, the role of stigma, and the relevance of cultural/historical context.

## PSYC 3301

- L1- Obtain an understanding of the current system of classification and conceptualization of psychological disorders.
- L2- Students will be exposed to assessment methods and learn diagnostic criteria.
- L3- Students will obtain and demonstrate critical thinking skills.

## PSYC 3303

- L1- Learn about psychological research methods.

- L2- Learn about research methods by participating in the research process.
- L3- Learn to write in APA style and use correct research documentation and citation.

## PSYC 3310

- L1- Gain knowledge about the function and research support for selected applied techniques in the field of psychology.
- L2- Gain experience/practice using selected applied techniques in the field of psychology.

## PSYC 3328

- L1- To gain an understanding of the causes and mechanisms behind various developmental disabilities.
- L2- To understand the basic methods behind the identification and diagnosis of developmental disabilities.
- L3- To explore the various intervention approaches for treating individuals with developmental disabilities.
- L4- To gain an understanding and respect for the struggles that individuals with disabilities face and the importance of acceptance and support from the community.
- L5- To gain an understanding of the socio-political historical background of the treatment of individuals with developmental disabilities .
- L6- o gain knowledge regarding the importance on inter-disciplinary work in the assessment and treatment of developmental disabilities.

## PSYC 3332

- L1- Students can identify two changes in physical characteristics, cognition, emotions, and social behaviors in adolescence.
- L2- Students can state two to three scientific theories related to changes in physical characteristics, cognition, emotions, and social behaviors in adolescence.
- L3- Students can identify the different components of the scientific method and state how the scientific method is different from other methods.
- L4- Students can discuss one strength and one weakness of correlational (e.g., interviews/surveys, naturalistic observations, and structured observations) and experimental studies.
- L5- Students can state two differences between cross-sectional and longitudinal design.

## PSYC 3341

- L1- Students will be able to explain social psychology terms, research methods, theories, advances, and contemporary issues.
- L2- Students will practice critically evaluating concepts, theories, methodologies, and interpretations of research results.
- L3- Students will apply knowledge gained to inform their views of social phenomenon in daily life.
- L4- Students will explain their understanding of the material and their rationale for viewpoints via discussions and a reflection.

## PSYC 3344

- L1- Define the psychological changes that occur within the later stages of life.
- L2- Outline psychological conditions that affect older adults.
- L3- Explain the psychological processes of normal aging versus age-related disease.
- L4- Demonstrate the psychological adjustments in growing older.

## PSYC 3352

- L1- Gain domain knowledge in key topics within cognitive neuroscience, such as perception, attention, memory, and decision-making.

L2- Understand the tools used to probe the biological basis of cognition, including the role of newer computational analyses.

PSYC 3369

- L1- To understand basic HIV/AIDS virus and how it is transmitted.
- L2- To understand how HIV affects the body.
- L3- To understand prevention strategies of HIV/AIDS.
- L4- To understand the psychological and social aspects of the epidemic.

PSYC 3375

- L1- Develop foundational knowledge of the philosophical underpinnings of ABA. Recognize and outline the steps to BCaBA certification. Recognize and describe the many uses of ABA in daily life.
- L2- Be able to exhibit understanding of the basic concepts and principles of ABA. Develop foundation knowledge in the measurement and experimental design of ABA.
- L3- Be able to understand and complete a functional assessment.
- L4- Become familiar with the ethical and professional standards of ABA Practice.

PSYC 4401

- L1- Learn what personality is, the main theories that are used to explain and understand personality, and how personality influences thought and behavior.
- L2- Learn how to apply the theories with the goal of understanding personality and predicting behavior.
- L3- Learn about research methods within the area of Personality Psychology.

PSYC 4404

- L1- Understand how people can obtain reliable and useful information about the environment.
- L2- Develop a depth of knowledge about the emergence of visual perception and a breadth of knowledge about other sensory systems.
- L3- Be able to develop, carry out, and critically evaluate psychophysical methods for probing perceptual function.

PSYC 4408

- L1- Students will be able to discriminate between the methods and perspectives that guide a scientific view of the world and the methods and perspectives that define pseudoscientific and fringe-science claims.
- L2- Students will learn to identify the common errors in human judgment that support non-scientific beliefs.
- L3- Students will apply an understanding of science and pseudoscience to contemporary social issues that are likely to be encountered.

PSYC 4412

- L1- Describe ethical decision-making based on ethical principles and codes of conduct for the field of psychology.
- L2- Students will be able to describe the history and structure and content of the American Psychological Association (APA) code of ethics.
- L3- Display an ability to consider multiple viewpoints and factors when discussing ethical issues.

PSYC 4417

- L1- Students will demonstrate knowledge, competence, and skills related to the theory and empirically informed practice of clinical psychology.
- L2- Understand and critically evaluate the psychometric properties of psychological tests and measures; learn the rationale, purpose, administration methods, and interpretative guidelines associated with widely used psychological tests and measures; display competencies relevant to the formulation of a functional analysis, client conceptualization, and diagnosis; write well-organized, informative evaluation reports; and interpret assessment findings and/or case formulations to clients.
- L3- Perform clinical assessments and interventions with diverse demographic groups, across diverse areas of psychopathology, and in diverse treatment

settings. Additionally, students will be exposed to the interdisciplinary process in which they will interact with colleagues from other professional disciplines; learn the general functions provided by different disciplines; screen for, refer to, and consult with appropriate interdisciplinary colleagues; synthesize information to arrive at diagnostic and intervention strategies in concert with an interdisciplinary staffing process; and develop critical thinking skills that can be used across disciplines and subject matters.

PSYC 4420

- L1- Develop scholarly knowledge of child trauma, its sequelae, and trauma-informed care.
- L1- Deepen empathic understanding of child trauma and its effects.
- L3- Develop clinical reasoning skills relevant to trauma-informed care for children.
- L4- Advance professional scholarship, writing, and communication skills.

PSYC 4430

- L1- Students should exit this course with a basic knowledge of the physiological regulation of eating.
- L2- Students should exit this course with a basic knowledge of the role of environment in eating.
- L3- Students should exit this course with a basic knowledge of the role of environment in eating.
- L4- Students should exit this course with a basic knowledge of behavioral economic principles related to eating.

PSYC 4431

- L1- Become familiar with major concepts, terms, and basic facts that are fundamental to behavioral neuroscience.
- L2- To develop the ability to read and understand original articles in the field of neuroscience.
- L3- To appreciate the complexity of behavior and the mechanisms producing behavior, and to develop the ability to think about these things in an analytic fashion.

PSYC 4432

- L1- Become familiar with classical and contemporary tools for examining the biological basis of behavior.
- L2- To develop the ability to read and understand original empirical articles in the field of neuroscience.
- L3- Build skill in presenting complex neuroscientific topics in understandable, high-level formats.

PSYC 4435

- L1- Students will become familiar with major principles, concepts, and theories of animal behavior.
- L2- Students will develop an appreciation for the complexity of behavior and the mechanisms producing behavior, and develop the ability to think about these things in an analytic fashion.

PSYC 4439

- L1- Identify theories and methods within the field of social neuroscience.
- L2- Recognize social neuroscience and neuroanatomy terminology.
- L3- Evaluate the quality of research evidence within social neuroscience.
- L4- Develop scientific communication skills.
- L5- Discuss current topics in neuroscience.

PSYC 4445

- L1- Principles of operant conditioning (selection of behavior by consequences).
- L2- Principles of respondent conditioning (reflexive learning)
- L3- An understanding and appreciation of why animal research is important to the science of psychology.
- L4- The ability to understand behavior as such, without the use of mentalistic terms and folksy descriptions.

L5- An understanding of the utility and power of single subject design.

#### PSYC 4446

L1- Be able to explain the evolution of cognitive psychology within the broader discipline of psychology (i.e., the origins of cognitive psychology)

L2- Gain knowledge in the various research areas of cognitive psychology (e.g., attention, memory, reasoning, problem-solving, decision-making, and language)

L3- Continue to develop your critical thinking skills.

#### PSYC 4451

L1- Obtain an understanding of the scope of the field of clinical psychology, including how it compares to other fields, its history, current controversies in the field, the scope of the work completed by clinical psychologists, and cultural, ethical, and research issues in clinical psychology.

L2- Obtain a general understanding of current diagnostic and assessment methods in the field of clinical psychology.

L3- Obtain a general understanding of current treatment approaches in the field of clinical psychology.

#### PSYC 4453

L1- Gain foundational understanding of prominent evidence-based treatments for child psychiatric and behavioral diagnoses, including said treatments' structure, components, and techniques.

L2- Gain foundational understanding of how to find and evaluate evidentiary base of child clinical therapies.

L3- Develop basic evidence-based adult-child interaction skills that are foundational to most best practice child therapies.

L4- Increase professional scholarship, writing, and communication skills.

#### PSYC 4463

L1- Students will gain an understanding of the difference between forensic and general clinical practice.

L2- Students will obtain an understanding of how the American legal system is organized and the difference between case law and statutory laws and how these laws impact forensic practice. They will gain knowledge about how the science of psychology and the legal system interface in forensic issues.

L3- Students will develop an understanding of the impact of constitutional amendments on forensic practice.

L4- Students will obtain an understanding of why forensic psychologists must understand and apply ethical issues." Students will develop an understanding of the concept of "malingering.

L5- Students will obtain an understanding of a "psycho-legal construct" and be able to apply it to forensic practice.

L6- Students will demonstrate a commitment to active learning and to thinking critically.

#### PSYC 4465

L1- Describe the biopsychosocial foundations of behavioral medicine.

L2- Identify behavioral risk and protective factors for major chronic illnesses.

L3- Understanding of brief behavioral health assessments relevant to medical and mental health populations.

L4- Understand basics of evidence-based interventions (CBT, MI, biofeedback, lifestyle modification).

L5- Discuss the influence of behaviors on physical health.

L6- Think critically about factors that influence health at the level of the individual, family, community, and beyond.

#### PSYC 4472

L1- Students will gain knowledge of the historical progression of ideas that developed into current thoughts and perspectives within psychology. They will become familiar with major terms, individuals, theories, and problems that have significantly influenced the field of psychology.

L2- Students will continue to develop their critical thinking skills.

#### PSYC 4475

L1- Explain and discuss behavior following the philosophical assumptions of behavior analysis.

L2- Identify differences between methodological and radical behaviorism.

L3- Label and describe complex conditioning procedures.

L4- Understand operant-respondent interrelationships.

L5- Identify and interpret functional assessment data and conduct a functional analysis of problem behavior.

L6- Identify and perform procedures to promote stimulus and response generalization.

L7- Define and describe the basic verbal operants described by Skinner.

#### PSYC 4485

L1- Demonstrate and apply knowledge of the ethical behavior of behavior analysts by writing reflection papers that indicate critical thinking and ideas supported by the Ethics Code for Behavior Analysts.

L2- Evaluate the ethical behavior of behavior analysts as portrayed in vignettes by identifying the aspects of the Ethics Code for Behavior analysts that apply, explain how they could have avoided the dilemma, and explain what they would do in that situation.

L3- Identify and describe an ethical dilemma and potential solutions in a term paper, then support the answer with the relevant Ethics Code for Behavior Analysts codes