Assessment Plan

Psychology Program

West Virginia University Institute of Technology

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Psychology: Program Outcomes

1. Summarize key concepts, principles, and overarching themes in psychology [*Bloom’s*: Comprehension]
2. Assess and apply psychological concepts to real-world practices; [*Bloom’s*: *Evaluation* and *Application*]
3. Engage in integrative thinking and problem solving [*Bloom’s*: Application, Synthesis, & Evaluation]
4. Interpret, design, and conduct basic psychological research [*Bloom’s*: Evaluation, Synthesis, & Application]
5. Interpret psychological phenomena using scientific reasoning [*Bloom’s*: Analysis & Application]
6. Demonstrate effective writing skills [*Bloom’s*: Application]
7. Exhibit effective presentation skills [*Bloom’s*: Application]
8. Apply ethical standards to evaluate psychological science and practice [*Bloom’s*: Application & Evaluation]
9. Develop and use effective teamworking skills [*Bloom’s*: Application]

Curriculum Map

| **Course** | **Term Taught** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PSYC 101 | F, Sp, S | X | X | X | X | X | X | X | X |  |
| PSYC 201 | Sp | X | X | X |  |  | X |  |  |  |
| PSYC 203 | F | X |  | X | X | X | X | X | X | X |
| PSYC 204 | Sp | X |  | X | X | X | X |  | X | X |
| PSYC 234 | F | X | X | X |  | X | X |  | X | X |
| PSYC 241 | F, Sp, S | X | X |  | X (?) | X | X |  | X |  |
| PSYC 281 | F, Sp | X |  | X | X (?) | X | X |  | X |  |
| PSYC 301 | F | X | X | X | X | X | X | X | X | X |
| PSYC 302 | Sp | X |  |  | X | X | X |  | X | X |
| PSYC 350 / 351 | Note[[1]](#footnote-1) | X | X | X | X (?) | X | X |  | X |  |
| PSYC 362 | Note | X |  | X | X | X | X | X |  | X |
| PSYC 363 | Note | X | X | X |  | X | X |  | X |  |
| PSYC 382 | F | X | X | X |  | X | X |  | X |  |
| PSYC 401 | Sp | X | X | X | X | X | X | X | X |  |
| PSYC 424 | Sp | X | X | X | X | X | X |  | X | X |
| PSYC 474 | Sp | X | X | X | X | X | X |  | X | X |
| PSYC 491 |  | X |  | X |  | X | X |  | X | X |
| PSYC 493 [[2]](#footnote-2) |  |  |  |  |  |  |  |  |  |  |
| PSYC 495 | F, Sp | X |  | X | X | X | X |  | X | X |

Selected Assessments for Each Course

The tables in this section identify the assignments to be used in each course for the purpose of program assessment.

**EXAMPLE**

|  |
| --- |
|  |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **PSYC 101** | **Assignment** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | | 3. Classical and Operant Conditioning homework assignment. [Data: Overall Score] | X |  | X |  |  |  |  |  |  | | 5. Social Psychology Assignment [Data: Overall Score] | X |  |  |  | X |  |  | X |  | | 7. Developmental Assignment [Data: Overall Score] | X |  |  |  | X |  |  | X |  | |
|  |

**Tables Identifying Assignments to be Used for Program Assessment**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 101*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 3. Classical and Operant Conditioning homework assignment. [Data: Overall Score] | X |  | X |  |  |  |  |  |  |
| 5. Social Psychology Assignment [Data: Overall Score] | X |  |  |  | X |  |  | X |  |
| 7. Developmental Assignment [Data: Overall Score] | X |  |  |  | X |  |  | X |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 201*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| *2. Curriculum Vita/Resume Assignment.* (This same assignment is completed in PSYC 401). [Data: ???] |  | X |  |  |  | X |  |  |  |
| 4. Students complete a test of “What do you know so far?”. This is the pre-test phase (students also complete this same test in PSYC 401 which is taken before graduation). [Data: Overall Score] | X |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 203*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 1. APA Manuscript and Research Project & Poster Presentation [Data: Overall Score based on rubric] | X |  | X | X | X | X | X | X | X |
| 3. CITI Ethics Training [Data: Overall Score] |  |  |  |  |  |  |  | X |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 204*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 1. APA Manuscript and Research Project & PPT Presentation [Data: Overall Score based on rubric] | X |  | X | X | X | X | X | X | X |
|  |  |  |  |  |  |  |  | X |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 234*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 2. Reading Discussions. [Data: Overall Score] | X | X | X |  | X | X |  |  | X |
|  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 241*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 2. Wild Child Documentary Analysis. [Data: Overall Score] | X |  | X |  | X | X |  | X |  |
| 6. Three Generations Project Interview Analysis [Data: Overall Score] | X | X | X |  | X | X |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 281*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 1. Movie Review Analysis. [Data: Overall Score] | X | X | X |  | X | X |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 301*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 2. Reading Discussions [Data: Overall Score] | X | X | X | X | X | X |  |  | X |
| 3. Laboratory Assignments [Data: ???] | X | X | X | X | X | X | X |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 302*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 2. Laboratory Reports [Data: ???] | X |  |  | X | X | X |  | X | X |
|  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 350 / 351*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 5. Research Proposal Manuscript [Data: Rubric] | X |  | X | X | X | X |  | X |  |
|  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 362*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 1. Complete Test Manual and Poster Presentation [Data: Rubric] | X | X | X | X | X | X | X | X | X |
|  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 363*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 4. Literature Review Paper [Data: Rubric] | X |  | X | X | X | X |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 382*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 1. Final Paper Project [Data: Rubric] | X | X | X |  | X | X |  | X |  |
|  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 401*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 2. Vita/Resume and Personal Statement/Cover Letter [Data: ???] |  | X |  |  |  | X |  |  |  |
| 3 & 4. Senior Thesis/Research Proposal and Presentation [Data: Rubrics] | X |  | X | X | X | X | X | X |  |
| 5. Post-test [Data: Overall Score] | X |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 424*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 2. Reading Discussions [Data: Overall Score] | X | X | X | X | X | X |  | X | X |
| 3. Research Paper [Data: Rubric] | X | X | X | X | X | X |  | X |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***PSYC 474*** | ***Assignment*** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| 2. Reading Discussions [Data: Overall Score] | X | X | X | X | X | X |  | X | X |
| 3. Research Paper [Data: Rubric] | X | X | X | X | X | X |  | X |  |

Draft of Implementation Schedule

Implementation of program assessment will begin in the 202101 term using the courses identified in Table 1. Implementation of the remaining courses will be spread across the next four terms with full implementation occurring in 202301. The implementation schedule will be reviewed prior to each term and adjusted as needed.

Table 1. Draft of the Implement Schedule

| **Course** | **Term Taught** | **202101** | **202108** | **202201** | **202208** | **202301** |
| --- | --- | --- | --- | --- | --- | --- |
| PSYC 101 | F, Sp, S | X | -- | -- | -- | -- |
| PSYC 201 | Sp | -- |  | X | -- | -- |
| PSYC 203 | F | -- | -- | -- | X | -- |
| PSYC 204 | Sp | -- | -- | -- | -- | X |
| PSYC 234 | F | -- | X | -- | -- | -- |
| PSYC 241 | F, Sp, S | -- | -- | -- | X | -- |
| PSYC 281 | F, Sp | -- | -- | X | -- | -- |
| PSYC 301 | F | -- | X | -- | -- | -- |
| PSYC 302 | Sp | -- | -- | X | -- | -- |
| PSYC 350 / 351 | Note[[3]](#footnote-3) | -- | -- | X | -- | -- |
| PSYC 362 | Note | X | -- | -- | -- | -- |
| PSYC 363 | Note | -- | X | -- | -- | -- |
| PSYC 382 | F | -- | X | -- | -- | -- |
| PSYC 401 | Sp | X | -- | -- | -- | -- |
| PSYC 424 | Sp | -- | -- | X | -- | -- |
| PSYC 474 | Sp | -- | -- | -- | -- | X |

Assignments by Course

The following tables describe the assignments, quizzes, and exams in each Psychology course. Assignments to be used for the purpose of program assessment are selected from these tables.

# PSYC 101: Introduction to Psychology

Program Outcomes Assessed: 1, 2, 3, 4 with tweaked wording, 5, (option of 6), 8

| **Assignment (PSYC 101)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. Worksheet on applying the functions of various brain structures/regions/circuits to everyday activities. | 1, 2 |
| 1. Sensation and Perception demonstration, discussion, and short write-up responding to specific questions with vision examples and parallel processing | 1 |
| 1. *Two-part assignment*: Classical Conditioning homework involving self-examination of how classical conditioning has played a role in the student’s life. Students must tell the story and then identify the various elements of Classical Conditioning. Operant Conditioning worksheet on identifying the correct learning schedule based on given examples. | 1, 2 |
| 1. *Social Psychology assignment*. Watch the Stanford Prison Experiment video and respond to questions. | 1, 5, 8 |
| 1. Memory demonstration and completion of various memory activities. | 1, 3, 5 |
| 1. *Emotion, Stress, & Health*. Complete the College Student Stress Survey (adapted from Holmes-Rahe) and brief writing assignment about how students might utilize the coping mechanisms discussed in class. | 1, 2, 5 |
| 1. *Developmental Psychology*. Watch video about Harry Harlow and his research. Respond to several questions relating to the video. | 1, 5, 8 |
| 1. *Personality*. Complete a brief personality questionnaire (Big Five Inventory) and associated writing assignment providing examples from real life about why or why not the questionnaire was accurate.  *Research Participation Options:* Students may choose one of the following options or complete a mixture of both. | 1, 2 |
| 1. *Option 1: Participate in Research Projects –* throughout the course of the semester students in various psychology classes will be conducting research projects and seeking volunteers to participate in their projects.  *Option 2: Journal Article Critiques* – Complete article critiques using the guide of questions provided. | 4 with tweaked wording 1, 3, 4 with tweaked wording, 5, 6, possibly 8 |

# PSYC 201: Research Methods in Psychology

Program Outcomes Assessed: 1, 2, 3, 6

| **Assignment (PSYC 201)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. *Involvement Activities.* Students are expected to participate in 2 out-of-class, psychology related activities (for at least one hour each). Activities might include but are not limited to: attending presentations of psychology-related guest speakers, attending PSYC 401 presentations, attending 2 psychology club meetings (meetings last about 30 minutes, so 2 meetings count for 1 activity), assisting in a psychology club fundraiser, volunteering for psychology-related events hosted by student life, etc. | depends on activity |
| 1. *Curriculum Vita/Resume Assignment.* PSYC 201 is early in the students’ career and is an appropriate time to begin building and updating their vita or resume. Each student will submit either a Vita or a Resume. (This same assignment is completed in PSYC 401.) (Data: Rubric) | 2, 6 |
| 1. *Goal Setting Assignment.* Each student will complete a brief paper addressing their 2-year and 5-year goals. Steps to meet these goals should also be addressed. More information will be given closer to the due date. | 1, 2, 3 |
| 1. Students complete a test of “What do you know so far?”. This is similar to an entrance exam and includes questions related to the learning outcomes and objectives of every required psychology course in the major. This is the pre-test phase (students also complete this same test in PSYC 401 which is taken before graduation) | 1 |

# PSYC 203: **Research** Methods **& Analysis 1**

Program Outcomes Assessed: 1, 3, 4, 5, 6, 8, 9

| **Assignment (PSYC 203)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. *APA Manuscript and Research Project*: Throughout the semester students will develop, implement, and analyze research projects culminating in a manuscript and research presentation. This is to be an original research project. More information will be given about the sections of the paper as the semester progresses. Manuscripts will consist of Title Page, Abstract, Introduction, Methods, Results, Discussion, and References (format outlined in the APA Manual, 7th Edition). | 1, 3, 4, 5, 6, 7, 8, 9 |
| 1. *Lab and SPSS Assignments:* Throughout the course, students will complete a series of assignments utilizing SPSS to analyze data. There may be time to complete these assignments in-class assignments; however, if extra time is needed, the assignment can be completed as homework. Students will receive a zero for the assignment if lab computers are used for work other than completing the assignments during class. | 3, 4, 5, 8 |
| 1. First Assignment is completing WVU CITI Training for the Use of Humans in Research | (Ethics) |
| 1. *Statistical Homework:* Students will complete several homework assignments dedicated to practicing statistical techniques. | 3, 5 |

# PSYC 204: Research **Methods & Analysis 2**

Program Outcomes Assessed: 1, 3, 4, 5, 6, 8, 9

| **Assignment (PSYC 204)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. *APA Manuscript*: Throughout the semester students will develop, implement, and analyze research projects culminating in a manuscript and research presentation. This is to be an original research project. More information will be given about the sections of the paper as the semester progresses. Manuscripts will consist of Title Page, Abstract, Introduction, Methods, Results, Discussion, and References (format outlined in the APA Manual, 7th Edition). | 1, 3, 4, 5, 6, 7, 8, 9 |
| 1. *Lab and SPSS Assignments:* Throughout the course, students will complete a series of assignments utilizing SPSS to analyze data. There may be time to complete these assignments in-class assignments; however, if extra time is needed, the assignment can be completed as homework. Students will receive a zero for the assignment if lab computers are used for work other than completing the assignments during class. | 3, 4, 5 |
| 1. *Statistical Homework:* Students will complete several homework assignments dedicated to practicing statistical techniques. | 3, 5 |
| 1. Final Cumulative Exam identifying the design and appropriate statistical analysis of given examples. | 1, 3 |

# PSYC 234: Drugs and Behavior

Program Outcomes Assessed: 1, 2, 3, 5, 6, 8, 9

| **Assignment (PSYC 234)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. *Quizzes:* Students will complete quizzes every week to assess their understanding of the assigned readings. | 2, 3, 5 |
| 1. *Reading Discussions:* Throughout the semester you will complete both individual and group discussion assignments with your small groups. The discussions are intended to help you further explore and think critically about the information you are reading. The first two weeks you will write individual posts describing and explaining the importance of what you believe to be the top 3 topics from the information presented each week. Group members are encouraged to discuss and provide encouragement and feedback on these individual posts in week 1 and 2. In week 3, the group will write a thorough consensus document where you decide upon the top 3 topics from all weeks combined. You will greatly expand your description and explanation of importance, with an emphasis on providing examples to support your argument and persuading your reader of the importance of this information. | 1, 2, 3, 5, 6, 9 |
| 1. *Exams:* There will be 4 exams throughout the semester, each covering the modules listed below. Exams will include multiple choice and short essay and are designed to thoroughly evaluate students grasp of the topics presented in each module.  * *Module 1*- Neural Foundations of Drug Action will focus on the nervous system, its organization and the action of drugs on the nervous system. * *Module 2*- Drugs 101 will focus on the major drug classes: Amphetamines, Benzodiazepines, Barbiturates, Alcohol, Opioids, Psychedelics, and Cannabis * *Module 3*- Drugs and Mental Disorders will focus on psychoactive drugs used in the treatment of psychological disorders and substance abuse. | 1, 2, 3, 5, 6, 8 |

# PSYC 241: Introduction to Human Development

Program Outcomes Assessed: 1, 2, 3, 4?, 5, 6, 8

| **Assignment (PSYC 241)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. *Research Participation Options:* Students may choose one of the following options or complete a mixture of both.  * *Option 1: Participate in Research Projects –* throughout the course of the semester students in various psychology classes will be conducting research projects and seeking volunteers to participate in their projects. * *Option 2: Journal Article Critiques* – Complete article critiques using the guide of questions provided. | 4 with tweaked wording  1, 3, 4 with tweaked wording, 5, 6, possibly 8 |
| 1. Assignment 1: Watch the Wild Child video and write a 2 page paper responding to several questions about critical/sensitive periods for attachment, language development, etc. Discuss the ethics of the case of “Genie”. Analyze the evidence regarding whether or not Genie had a congenital intellectual disability or developed cognitive/intellectual disabilities due to abuse. | 1, 3, 5, 6, 8 |
| 1. Assignment 2: Select a developmental disability and from a list of options. Research the disability/disorder and write a 2-page paper about the symptoms, etiology, prevalence, and effective treatment options. | 1, 5, 6 |
| 1. Assignment 3: Watch the video about David Reimer. Write a 2-page paper responding to several questions about the ethics of the case and David’s gender development as it relates to current theories. | 1, 3, 5, 6, 8 |
| 1. Assignment 4: Select a childhood psychological disorder or a disorder of aging. Research the disorder and write a 2-page paper about the diagnostic criteria, etiology, prevalence, and effective treatment options. | 1, 5, 6 |
| 1. SEMESTER PROJECT Interview with 3 Generations.  * Goals: Observe and describe differences in development over the lifespan and classify individuals according to various stage theories.   + Part 1: Develop 5 interview questions appropriate for all ages. Keep in mind these questions need to probe particular aspects of development.   + Part 2: Briefly interview 3 generations of individuals and record their responses.   + Part 3: Write a 3 – 4 page paper discussing the stages of development each individual is currently undergoing. Be sure to use terminology from lecture and your textbook. Remember, the goal is to demonstrate developmental changes! | 1, 2, 3, 5, 6 |

# PSYC 281: Introduction to Abnormal Psychology

Program Outcomes Assessed: 1, 2, 3, 4?, 5, 6, 8?

| **Assignment (PSYC 281)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. *Movie Review Paper.* Select a movie from the approved list that portrays a character or characters who is/are experiencing a psychological disorder/mental illness. Watch the movie and then please do the following:  * Write a description of how of the psychological disorder that was portrayed. Provide examples of the character’s behavior that exemplifies the symptoms. Also, it may be useful to include behaviors that are inconsistent with the disorder. * Write a critical analysis of how accurate or inaccurate you found the portrayal of the disorder/therapy. Show evidence of your knowledge of the psychological disorder/mental illness or the type of therapy (i.e. include information from class or the text). * The paper should be written in APA V. 7 format and include the following: (a) Title Page, (b) Literature Review, and (c) References. The paper should be 3 pages (not including the title page and references page). | 1, 2, 3, 5, 6 |
| 1. *Literature Review Paper.* Investigate a psychiatric disorder either not covered or not covered in depth during lecture*.* Using the DSM-V, your textbook, and peer-reviewed journal articles as your sources discuss: symptoms, theories of etiology, prevalence, demographic differences, treatments, and any other essential information. The paper should be written in APA V. 7 format and include the following: (a) Title Page, (b) Literature Review, and (c) References. The paper should be 5 pages (not including the title page and references page). | 1, 5, 6 |
| 1. *Research Participation Options:* Students may choose one of the following options or complete a mixture of both.  * *Option 1: Participate in Research Projects –* throughout the course of the semester students in various psychology classes will be conducting research projects and seeking volunteers to participate in their projects. * *Option 2: Journal Article Critiques* – Complete article critiques using the guide of questions provided. | 4 with tweaked wording  1, 3, 4 with tweaked wording, 5, 6, possibly 8 |
| 1. There are Chapter Quizzes and a Cumulative Final Exam. | 1, 3 |

# PSYC 301: **Biological** Foundations **of Behavior**

Program Outcomes Assessed: 1, 2, 3, 4, 5, 6, 8, 9

| **Assignment (PSYC 301)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. *Quizzes:* Students will complete quizzes every week to assess their understanding of the assigned readings. | 2, 3, 5 |
| 1. *Reading Discussions:* Throughout the semester students will read 4 assigned peer reviewed research journal articles. The discussions are intended to help students further explore and think critically about the information they are reading. There will be 2 components to the discussions. First, a journal summary in which the student summarizes the article in enough detail to show that they have read and understood the information presented. Secondly, they will discuss the article with their classmates on the discussion board. Each student is required to post 2 questions and answer 3 of their classmates’ questions regarding the article. These questions should be something that the student did not understand after reading the article. This could be a question about how the research was completed, about the background information, or about the interpretation of the results. | 1, 2, 3, 4, 5, 6, 9 |
| 1. *Laboratory Assignments*: The purpose of the laboratory assignments are to complement the textbook, journal and lecture note subject matter with hands on simulations or practicums including computer simulated labs, statistical analyzes, searching literature databases, and learning to summarize lab results in graphs, tables and written format. | 1, 2, 3, 4, 5, 6, 7 |
| 1. *Exams:* There will be 4 exams throughout the semester, each covering the modules listed below. Exams will include multiple choice and short essay and are designed to thoroughly evaluate students grasp of the topics presented in each module.  * *Module 1*- **Neural Foundations of Behavior: The Basic Equipment** will focus on communication with the nervous system and organization of the nervous system. * *Module 2*- **Motivation and Emotion: What Makes Us Go** will have three primary focuses, first on the neural basis of reward and internal drives fueling addiction, obesity, and eating disorders. Second, the biology of sex and gender. Finally, emotions and the effect of personality, stress, society and genes on emotions. * *Module 3*- **Interacting with the World** will focus on the senses including: hearing, language, vision, proprioception, touch, vestibular sense, somatosensory cortex, pain and movement. * *Module 4*- **Complex Behavior** will focus on learning, memory, intelligence, sleep, and psychological disorders. | 1, 2, 3, 5, 6, 8, 9 |

# PSYC 302: Behavior Principles

Program Outcomes Assessed: 1, 4, 5, 6, 8, 9

| **Assignment (PSYC 302)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. Completion of WVU’s IACUC Ethical Training related to Using Rats in Behavioral Research | 8 |
| 1. Several lab reports based on the various types of training schedules. | 1, 4, 5, 6, 8, 9 |

# PSYC 350/351: Topics in Social Psychology

Program Outcomes Assessed: 1, 2, 3, 4?, 5, 6, 8

| **Assignment (PSYC 350 / 351)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. Assignment #1: Attribution Theory/Cognitive Dissonance  * Write a 2-page paper using APA-style manual vol. 6 guidelines about 1 of the following (your choice):  1. Describe an event in your life (that happened to you or someone you know) where you did something you would not normally do, because other people expected you to. How did it make you feel and how did those feelings influence your subsequent behaviors? 2. Describe an event in your life where you did something unintentionally, but other people believed you meant to do it. How did it make you feel and how did those feelings influence your subsequent behavior? 3. Describe an event where you did something that was inconsistent with your beliefs and/or values. What caused you to perform the behavior? How did this event make you feel and how did it influence your subsequent behaviors? | 1, 2, 6 |
| 1. Assignment #2: Violating a Social Norm   1. Identify a social norm, the situation(s) that it operates in, and the function that it serves.  2. Enter the appropriate situation and violate the norm.  - Pay careful attention to the reaction of other people.  - What was their reaction and why do you think they reacted in the way they did.  - Pay careful attention to your own reaction.  - How did it feel to be the violator of a norm.  3. Write it up  - At least 2 page, double spaced, 12 pt. type, 1-inch margins, etc.  - Be sure to include complete descriptions of the elements listed above. i.e. Parts 1 and 2  4. Limitations  - Don’t do anything Illegal  - Don’t do anything that is potentially dangerous to yourself, others, or property.  - If people become visibly upset, back off. Apologize. Explain your behavior.  - Just because you are doing this as a part of a class, does not give you license to be evil.  - Avoid being overtly rude to people  - Try to be creative and humorous. If someone has to be the butt of the "joke" then it should be you. | 1, 2, 5, 6, 8 |
| 1. Assignment #3: Implicit Associations Task   First, go to <https://implicit.harvard.edu/implicit/takeatest.html> and follow the instructions to complete a task.  Second, select the task you wish to complete, you may complete any of the tests for credit.  After you complete the task, take a screen shot of your results and paste it into a document. Then discuss your results in relationship to the concepts in the textbook. Your discussion and analysis of your results should be approximately 2 pages in length. | 1, 2, 5, 6 |
| 1. Assignment #4: Social Psychology: History vs Science  * In a 2-page APA style paper, discuss and evaluate the evidence provided throughout the course suggesting social psychology is a scientific endeavor versus a historical account. | 1, 3, 5, 6 |
| 1. *Research Proposal Manuscript (200 points)*: This paper will involve a critical review of the literature, proposed directions for new research in some area of social psychology. Use APA style (6th edition). Please discuss your paper with the instructor before proceeding. The completed paper is due no later than April 23rd and your possible grade will be reduced by 10% for each day it is late. | 1, 3, 4 with tweaks, 5, 6, 8 |

# PSYC 362: Psychological Assessment

Program Outcomes Assessed: 1, 2, 3, 4, 5, 6, 7, 8, 9

| **Assignment (PSYC 362)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. *Module Assignments*: Students will complete five assignments representing progressive steps in developing and validating a new psychological instrument. Specific requirements for each assignment are attached. The fifth and final assignment will be the completed test manual for the proposed psychological instrument. | 1, 2, 3, 4, 5, 6, 7, 8, 9 |

# PSYC 363: Personality Theory

Program Outcomes Assessed: 1, 2, 3, 5, 6, 9

| **Assignment (PSYC 363)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. *Class Participation.* Four in-class activities will be completed during the course of the semester. These activities consist of a demonstration and/or short writing assignment and must be turned in before the end of class on the day of the activity. Approximate timing of activities are listed on the tentative course schedule.  * Observer ratings of personality based on appearance of participants’ bedrooms. * Lemon juice test of extraversion/introversion. * Analysis of a documentary demonstrating a personality change from the perspective of a randomly chosen famous psychologist/paradigm. In-class discussion follows. | 1, 5  2, 5  1, 3, 5, 9 |
| 1. *Autobiography Paper (200).* This assignment allows students to explore and analyze their own personality traits. For part one of this assignment, you will write your own autobiography (3-5 typed pages). Describe your personality, including your main traits, your typical style and manner of interacting with people and stressful situations, the main features or “quirks” that make you unique, and the ways that others who know you well would describe you. How do you think you became the person you are today? What psychological, social, genetic, physical, or situational factors do you believe have most influenced your personality development? Be aware that your descriptions and analyses may change over the semester as you read, study, and do more introspection. |  |
| 1. For part two of this assignment, you will complete, score, and interpret several assigned measures of personality. For part three students will compare and contrast their initial description of their personality with the results from the completed measures. Students should address the following: were the results consistent with your interpretation of your own personality? How so? Provide examples from your behaviors to demonstrate how the measures fit or do not fit with your interpretation. Total paper length should be between 6 to 8 pages. | 1, 2, 5, 6 |
| 1. *Literature Review Paper (300 points)*. This assignment will allow you to study a particular topic of personality of your choosing in more detail. You will select and read empirical personality journal articles available from the library and summarize the research in a paper. You will also propose an overall summary of the research topic and suggestions for future directions. A handout outlining specific ideas, requirements, and expectations will be given in class. | 1, 3, 4 with tweaked wording, 5, 6 |

# PSYC 382: Exceptional Children

Program Outcomes Assessed: 1, 2, 3, 5, 6, 8

| **Assignment (PSYC 382)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. *Final Paper Project.* Based on a given case study, students will write an 8+ page paper outlining the etiology, prognosis, IDEA classification, and research-based therapy/treatment recommendations. The students have the option to present this as a clinical report or an IEP. | 1, 2, 3, 5, 6, 8 |

# PSYC 401: Psychology Capstone Experience

Program Outcomes Assessed: 1, 2, 3, 4, 5, 6, 7, 8

| **Assignment (PSYC 401)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. *Class Participation*: Each student will earn points for engaging in sustained, relevant verbal behavior with the class during discussions. Students are expected to be prepared to discuss weekly readings. | 5 |
| 1. *Vita/Resume and Personal Statement/Cover Letter:* PSYC 401 is near the end of the students’ program and is an appropriate time to review and update their vita or resume. In addition, a Personal Statement will accompany the vita while a Cover Letter will be written for the resume. (Data: Rubric) | 2, 6 |
| 1. *Senior Thesis/Manuscript/Research Proposal*: Each student will submit one 15+-page research proposal (not including title page, abstract, and references) at the end of the course, in APA format, on a research topic of your choice. Sections which must be included are: Title Page, Abstract, Introduction, Method, Data Analysis Plan, and References. The instructor will assist you in refining your ideas into a suitable topic, if necessary. A substantial literature review will be required (at least 15 primary sources), and your work should consist of an original contribution to the understanding of one or more relevant concepts in the field of psychology. | 1, 3, 4, 5, 6, 8 |
| 1. *Paper Presentation/Thesis Defense*: Each student will deliver one 15-minute presentation in PowerPoint format to the class and faculty, followed by a question-and-answer period. The topic of the presentation will be the same as your Senior Thesis. | 7 |
| 1. Post-test matching pre-test in PSYC 201. Similar to an Exit Exam. | 1 |

# PSYC 424: Learning and Behavior Theory

Program Outcomes Assessed: 1, 2, 3, 4, 5, 6, 8, 9

| **Assignment (PSYC 424)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. *Quizzes:* Students will complete quizzes every week to assess their understanding of the assigned readings. | 2, 3, 5 |
| 1. *Reading Discussions*: Throughout the semester students will answer discussion questions presented by the professor on topics relevant to the information presented in the course. The discussions are intended to help students further explore and think critically about the information they are reading and viewing in class. Integration of text concepts into the discussions is a fundamental expectation. Inclusion of outside sources is strongly encouraged. These discussion posts should demonstrate objective, scholarly thinking and reflections and be supported by the assigned readings. There will be 2 components to the discussions. First, students will answer the discussion question posed by the professor. Secondly, they will reply to one of their classmate’s posts. These replies must be substantive. Students will explain why they agree or disagree with their classmate and provide evidence to support their arguments. Citations from trusted sources are required to back up both the discussion post and reply. | 1, 2, 3, 4, 5, 6, 8, 9 |
| 1. *Research Paper:* Throughout the course of the semester, students will work on a research project, culminating in an 8-page research manuscript. They will choose a socially significant behavior and do a thorough literature review of the current interventions available to improve this behavior. Students will then propose a new intervention they hypothesize will improve this behavior more effectively, building upon the most effective interventions available right now. The manuscript will include an introduction, methods, results, discussion and reference list. Results and figures will be hypothetical. The purpose of the class project is for students to learn about the variety of socially significant behaviors that behavior analysts can improve upon, to practice the skill of developing behavioral interventions to improve those socially significant behaviors, and to develop professional writing skills. | 1, 2, 3, 4, 5, 6, 8 |
| 1. *Exams:* There will be 2 exams throughout the semester, each covering the modules listed below. Exams will include multiple choice and short essay and are designed to thoroughly evaluate students grasp of the topics presented in each module.   *Module 1*- **What is Behaviorism?** will focus on the history and philosophy of Behaviorism. In addition, we will examine how the philosophy of Behaviorism interprets subjective phenomena, objective phenomena, natural events and fictional events.  *Module 2*- **A Scientific Model of Behavior** will focus on evolutionary theory and how it provides a powerful framework to talk about various types of behaviors. In addition, we will learn how context and a history of reinforcement or punishment influence behaviors.  *Module 3*- **Social Issues** will focus on social issues such as freedom, responsibility, relationships, government, religion, and culture and how they influence behavior. | 1, 2, 3, 5, 6, 8, 9 |

# PSYC 474: Applied Behavior Analysis

Program Outcomes Assessed: 1, 2, 3, 4, 5, 6, 8, 9

| **Assignment (PSYC 474)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. *Quizzes:* Students will complete quizzes every week to assess their understanding of the assigned readings. | 2, 3, 5 |
| 1. *Reading Discussions*: Throughout the semester students will answer discussion questions presented by the professor on topics relevant to the information presented in the course. The discussions are intended to help students further explore and think critically about the information they are reading and viewing in class. Integration of text concepts into the discussions is a fundamental expectation. Inclusion of outside sources is strongly encouraged. These discussion posts should demonstrate objective, scholarly thinking and reflections and be supported by the assigned readings. There will be 2 components to the discussions. First, students will answer the discussion question posed by the professor. Secondly, they will reply to one of their classmate’s posts. These replies must be substantive. Students will explain why they agree or disagree with their classmate and provide evidence to support their arguments. Citations from trusted sources are required to back up both the discussion post and reply. | 1, 2, 3, 4, 5, 6, 8, 9 |
| 1. *Research Paper*: Throughout the course of the semester, students will work on a research project, culminating in a 10-page research manuscript. Students will choose an application area of ABA. By the end of the course, students will complete an APA style manuscript with two sections: literature review and best practices. The literature review will provide a thorough literature review summarizing all the empirical peer-reviewed research that has been completed on this topic. The best practices section will go into further detail on the best interventions used to improve the topic behaviors for the application area. Students will attempt to persuade the reader that the intervention(s) are the best and most effective available. The purpose of the class project is for students to learn about the different applications of applied behavioral analysis, complete and in-depth study of one of these applications and determine what the current best practices are for this application. In addition, the project will help you to develop professional writing skills, learn how to conduct a thorough literature review, and practice reading peer reviewed research articles. | 1, 2, 3, 4, 5, 6, 8 |
| 1. *Exams:* There will be 2 exams throughout the semester, each covering the modules listed below. Exams will include multiple choice and short essay and are designed to thoroughly evaluate students grasp of the topics presented in each module.   *Module 1*- **Applied Behavior Analysis** will review concepts, methods, and specialized applications/extensions of behavior analysis.  *Module 2*- **Production & Consumption of ABA Research** will focus on the development of skills necessary to both produce and consume research in behavior analysis.  *Module 3*- **Basic ABA Procedures** will focus on basic procedures used by practitioners in the field. | 1, 2, 3, 5, 6, 8, 9 |

# PSYC 491/493/495: Professional **Field Experience / Special Topics / Independent Study**

NOTE: This will vary depending on the option the student selects (they only need to complete 1 of the 3 courses).

| **Assignment (PSYC 491 / 493 / 495)** | **Program Outcomes Assessed** |
| --- | --- |
| 1. PSYC 491 – Journal of activities completed during field experience/internship. Letter of evaluation from supervisor. | 1, 3, 5, 6, 8, 9 |
| 1. PSYC 493 – Special Topics Class – assignments will vary based on class. |  |
| 1. PSYC 495 – Independent Research Study – Final project is completed manuscript. | 1, 3, 4, 5, 6, 8, and sometimes 9 |

1. PSYC 350 / 351: every three semesters; alternates with PSYC 362 and 363. [↑](#footnote-ref-1)
2. PSYC 493: Special Topics—Not used for assessment purposes [↑](#footnote-ref-2)
3. PSYC 350 / 351: every three semesters; alternates with PSYC 362 and 363. [↑](#footnote-ref-3)