College of Arts and Sciences
Annual Assessment Report

Part 1. General Information

Program(s) Discussed:	Psychology
Current Semester:	Spring, 2022
Date of Assessment Meeting(s):	The majority of monthly departmental meetings
Participants in Assessment Meeting(s):	(see below)

The entire department participated in assessment meetings, including:
Anthony Tarescavage, Ph.D. (Coordinator, Assistant Professor)
John Yost, Ph.D. (Department Chair, Associate Professor)
Sheri Young, Ph.D. (Associate Professor)
Angela Canda, Ph.D. (Associate Professor)
Denise Ben-Porath, Ph.D. (Full Professor)
Tracy Masterson, Ph.D. (Associate Professor)
Helen Murphy, Ph.D. (Full Professor)
Thomas Frazier, Ph.D. (Full Professor)

> All Annual Assessment Reports are available to the appropriate Associate Dean, Dean, and the Provost, as well as to other administrators for institutional effectiveness and accreditation purposes. Please indicate the degree to which your program would like this information more widely shared.

On-Campus Users	Off-Campus Users
☒ Freely available	☒ Freely available
☐ Available upon request	☐ Available upon request
☐ Unavailable	☐ Unavailable

Part 2. Assessment Process
2A. Learning Goals

Prompt: Paste your program learning goals here, then, address the following questions in a sentence or two: Did you gather data on all of your program's student learning goals? If not, which student learning goals did you measure in this assessment cycle?

The psychology department has the following learning goals (**bolded** were assessed this cycle; **please note that program assessment was significantly hampered by COVID-19 pandemic disruptions and associated precautions. Specifically, one major planned assessment could not be completed:1) Psychology Major Field Test**:

1. A fundamental knowledge base in the core areas of psychological science;
2. Critical thinking skills and their application;
3. Proficiency in the use of the language of psychological science in both written and verbal form;
4. Expertise in the methods of information gathering, organization, and synthesis as applied to psychological science;

5. Mastery of the experimental method and statistical analysis as practiced by psychologists;
6. An understanding of the ethics and values of the discipline;
7. A readiness for graduate study or for transition into the workforce; and
8. Recognition of how psychological science contributes to the understanding of human diversity.

2B. Measuring Learning

Prompt: In one or two paragraphs, describe your assessment process. What tools did you use to attempt to measure student learning? Where and how were they administered? Who scored them?

Goal 5) Mastery of the experimental method and statistical analysis as practiced by psychologists

One of two courses that all students in the Psychology major must complete is PS 301/PS 301Lab (Experimental Design and Analysis). In Summer, 2017, the department (primarily those faculty teaching PS 301) created a 25-item multiple choice exam to assess student knowledge and student learning regarding the experimental method and statistical analysis as practiced by psychologists (Goal 5). Questions were modeled after those from a test bank included with a research methods textbook commonly used for the course, and the 301 faculty members judged the content validity of the exam as adequate. The test is administered by 301 faculty in their classrooms to all 301 students during the first week (pre-test) and last week (post-test) of class. Students complete the test as they do other exams, by using a scantron form (without names). This increases the generalizability of the test scores as representing student learning. Scantrons are scored via Akindi and returned to the assessment coordinator.

Goal 6) An understanding of the ethics and values of the discipline

Each Psychology major is required to complete the Basic course in the Collaborative Institutional Training Initiative (CITI) as part of the PS 301 class. This is an online program that provides a high quality, peer-reviewed, web-based educational course in research, ethics, regulatory oversight, responsible conduct of research, research administration, and other similar topics. Students are tested on their learning of the material via an online questionnaire after each module. They are required to achieve a minimum score of at least 85% correct in order to pass the training.

Goal 7) A readiness for graduate study or for transition into the workforce

We resumed our professional development survey of seniors, which was on hiatus during the early stages of the pandemic.

8. Recognition of how psychological science contributes to the understanding of human diversity.

This is a new assessment for this academic year. In PS190, which all students take (mostly as underclassmen), students are taught about psychological research that informs an appreciation for diversity of thought in all of its forms (including thought diversity stemming from cultural/demographic differences).

Part 3. Findings

Prompt: Describe, in words, what your program learned about student learning during this assessment cycle. What were your strengths? In what ways did students fail to meet the goals you set for them? Along with this report, please submit the data charts the program used during the assessment meeting.

Goal 5) Mastery of the experimental method and statistical analysis as practiced by psychologists

PS301 pre-post test results are presented below in Table 2. The Cohen's *d* statistic quantifies the degree to which students' scores on the post-test improved from the pre-test. According to Cohen (1992), *d* values of |.20| are small, |.50| are medium, and |.80) are large. Thus, there is a **medium to large improvement** in student knowledge in the area of the experimental method and statistical analysis as practice by psychologists as a result of PS 301. Of note, this assessment was on hiatus from the start of the pandemic through the end of Spring, 2021.

Fall, 2021 Pre-Post Test Results for 301

Pre-Test		Post-Test		
M	*SD*	*M*	*SD*	**Cohen's *d***
14.8	5.2	19.8	3.2	**1.20**

Of note, we have over 150 pre-post-tests since the inception of this assessment. As we planned in our last assessment report, we evaluated the functioning of the items and found that all questions were functioning appropriately. Thus, no changes to the assessment were needed.

Goal 6) An understanding of the ethics and values of the discipline

As noted earlier, all Psychology majors are required to complete the Basic course in the Collaborative Institutional Training Initiative (CITI) as part of the PS 301 class. This is an online program that provides a high quality, peer-reviewed, web-based educational course in research, ethics, regulatory oversight, responsible conduct of research, research administration, and other similar topics. Students are tested on their learning of the material via an online questionnaire after each module.

All students who took the assessment achieved a minimum score of at least 85% correct and successfully passed the training. They received certificates

documenting their completion, which are logged by the John Carroll University Institutional Review Board.

Goal 7) A readiness for graduate study or for transition into the workforce

The full professional development survey results are located here: https://drive.google.com/file/d/1O6qvo6rA291XhAE9dUmQV6mfDw1QIKqZ/view?usp=sharing. Below are the highlights.
- 33 seniors completed the survey
- Approximately half of seniors took PS190 and only about 1/8 took the class during Freshmen year, which is when we designed the course to be taken. In large part this is due to the fact that PS190 became a required course only two years ago. We will continue to monitor these trends.
- Only about 7% planned on using their undergraduate degree to enter the workforce as their primary goal
- On average students estimated a 3.3 GPA was needed for a good chance to get into a Master's program and a 3.7 GPA was needed for a good chance to get into a doctoral program. These are consistent with averages for admitted students, indicating students had a good understanding of the academic requirements.
- Nearly all students reported having a good understanding of how to make a resume, write a cover letter, find relevant experiences, and to undergo a good interview.
- Nearly everyone reported that they could get a job after graduation or attend a master's program, if they wanted to go this route. Students were less confident about doctoral programs.
- Qualitative feedback indicated that students felt like there were many research opportunities, they valued the PS190 course, and they also valued the personal connections/advise from department faculty. Constructive feedback was regret that students did not have a chance to take PS190 earlier in their education.

8. Recognition of how psychological science contributes to the understanding of human diversity.

All PS190 students were administered a campus climate survey developed by Heterodox Academy. Below are the highlights in terms of reluctance to express viewpoints:
- <5% were uncomfortable speaking on a non-controversial topic
- 15% were uncomfortable speaking on topics related to religion (which is relevant to learning goal of "openness to transcendence")
- 25% were uncomfortable speaking on topics related to gender, race, and sexual orientation
- 50% were uncomfortable speaking on topics related to politics

- Primary reasons for lack of comfort were fears that their opinions would be deemed offensive and that their instructor would give them a lower grade in the course
- 40% or more of psychology majors (which lean progressive) agreed that individuals from the following groups have a harder time expressing their viewpoints on campus (beginning with least comfortable): Transgender, Gay, Muslim, Hispanic, Black, Asians, Jewish, Conservative

After this initial survey, students completed an online civil discourse training (OpenMind[3]) informed by scientific findings from psychology that detail why we have thought diversity and why it is important to engage with people from diverse viewpoints. Overall, students' reluctance discussing their views on a range of topics decreased by one-half standard deviation, which is a "moderate improvement" (Cohen, 1988).

Part 4. Planned Changes to the Assessment System
4A. Changes to the Assessment System
Prompt: What changes, if any, do you need to make to your assessment system? (Questions to consider include: 1) Do your measures and processes provide useful data with a reasonable amount of effort? and 2) Are your measures reliable, valid, and sufficient?) On which student learning goals do you plan to focus your attention during the next assessment cycle? Do you need to implement additional formative assessment tools to better understand some of your findings? If so, describe those here.

As noted, we are collecting reliable and valid quantitative and qualitative data to assess a variety of student outcomes. We plan to continue this plan and continue to focus on goals relating to professional development this year. We plan to resume the Major Field Test this year.

4B. Changes to the Program in Response to Data
Prompt: What changes, if any, do you need to make to your program in response to what you now know about student learning? (Possibilities include changes to learning goals, pedagogy, assignments in particular classes, activities, and curricular requirements and/or structure.) What is your anticipated timeline for both implementation and assessment of the planned changes?

None indicated

Part 5. Institutional Assessment Committee Interactions
5A. Feedback from IAC
Prompt: Briefly summarize the feedback you received from the Institutional Assessment Committee about your last report.

We received positive feedback to continue monitoring student progress using reliable and valid assessments that statistically quantify success in objective terms. We were also given feedback to continue making an effort to revise and update assessment procedures.

5B. Response to Feedback
Prompt: Briefly describe how your program has made use of the feedback.

We continue to use objective measures of success, where possible (this was difficult over the past year due to the COVID 19 pandemic).

5C. Request for Feedback

Prompt: Do you have questions or concerns you would like the IAC or the Office of Institutional Effectiveness to address?

Not applicable.

Part 6. Evidence

6A. Of Changes

Prompt: Look at previous Annual Assessment Reports to see what changes that the program planned to make at that time. If the changes have been made, please submit evidence of the change (department meeting minutes, syllabi or Bulletin pages from before and after the change). If you have decided to not make change, please provide your rationale.

As planned we have re-introduced two assessments that were on hiatus during the pandemic.

6B. of Impact of Changes

Prompt: Consider the changes reported in Part VI of this and previous reports. What impact has the change had? When the impact of the changes has been assessed, discuss whether changes have had the intended impact and how you know. If the change is too recent or assessment is ongoing, you may wait for a future report.

Course feedback in PS190 was universally strong (average student rating of 4.9). Written feedback indicated that students liked the integration of career services (see below).

6C. Academic Program Review Action Plan Update

Prompt: If your program has completed an Academic Program Review since 2011, please review your Action Plan from your most recent Academic Program Review, and add a column indicating the progress made on each item. Attach your update to this report.

As we stated in our 2016 Action Plan, the primary action items involve a lack of resources. The Northeast Ohio Region (NEO) holds a national and international reputation for the strength of its medical programs.. The science of Psychology and its focus on the relationship between mental and physical health has become widely -accepted in the medical community. Given the appropriate supports, we believe that Department of psychology has the potential to develop programs that will allow us to continue to move students into the workplace and graduate programs that meet the needs of the growing STEM discipline, as well as more traditionally-based areas of study. We have former students who have served as Managers of major research programs, are Physicians, Psychologists and Psychometricians with the Cleveland Clinic Foundation. Our alumni are Neuropsychologists working with the NFL on the issue of head injury and trauma as a neuropsychologist, run nationally recognized sports medicine practices, and are working as executives in business settings. The problem is not a lack of opportunity, but a lack of resources. We believe that with the proper resources, the Psychology department has an opportunity to become a leader in the discipline, as well as in the NEO region.

The 2016 action plan items and progress are listed below in Table 5.

Table 5

2016 Academic Program Review Action Plan Items and Progress

Item	Progress

The primary resource we needed was **human resources**. We were a department of 9, down, from 13 faculty just two decades ago. Visiting faculty, who typically taught four courses per semester, had allowed us to address some of the shortage in covering courses, but are not able to help long term. In the brief years in which Visiting faculty were hired, the rate of turnover was typically annual, even for faculty with three year appointments.	Since the 2016 review, two new full-time faculty members were hired (Anthony Tarescavage and Thomas Frazier) and three full-time faculty members retired (Beth Martin, Abdul Imam, and Elizabeth Swenson)
Updated lab space. While our lab spaces are still relatively new, some of our equipment requires replacing. It is more difficult to conduct reaction time studies, for example, without touch screen stimuli. The only touchscreen equipment we have is more than a decade old, and requires the use of an outdated CRT monitor	Approximately 30 computers in department lab spaces were updated
The investment of faculty would allow us to consider developing a graduate level program. Drs. Abdul Imam and Tracy Masterson are currently working toward certification in BCBA, as noted above. Dr. Imam, whose area of study is Behavior Analysis, has agreed to serve as the director of a certification program in BCBA, which can be offered to undergraduates. However, the introduction of at least 2 additional faculty would allow us to offer a **graduate level program in BCBA**.	Dr Imam has retired and Masterson is still pursuing certification in BCBA. This area is within the scope of expertise of the newest faculty hire (Thomas Frazier). The department still needs resources to develop a BCBA program, and we submitted a proposal to develop one to the strategic planning committee for new programs. We are meeting with institutional development to determine how fund raising could be used to pay for the additional resources.

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JCU Learning outcomes

1. Demonstrate an integrative knowledge of human and natural worlds

2. Develop habits of critical analysis and aesthetic appreciation

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

5. Act competently in a global and diverse world

6. Understand and promote social justice

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

9. Understand the religious dimensions of human experience

PS 101 Introduction to Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

2. Develop habits of critical analysis and aesthetic appreciation

5. Act competently in a global and diverse world

7. Apply a framework for examining ethical dilemmas

PS 150 Violence and Aggression

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

5. Act competently in a global and diverse world

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 175 Life Span Development

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

2. Develop habits of critical analysis and aesthetic appreciation

5. Act competently in a global and diverse world

7. Apply a framework for examining ethical dilemmas

PS 190 Preparing for Graduate School

This course meets the following university learning outcomes:

3. Apply creative and innovative thinking

8. Employ leadership and collaborative skills

PS 226 Drugs and Behavior

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

2. Develop habits of critical analysis and aesthetic appreciation

3. Apply creative and innovative thinking

7. Apply a framework for examining ethical dilemmas

PS 241 Social Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

2. Develop habits of critical analysis and aesthetic appreciation

5. Act competently in a global and diverse world

6. Understand and promote social justice

7. Apply a framework for examining ethical dilemmas

PS 261 Child Development

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds;

2. Develop habits of critical analysis and aesthetic appreciation

6. Understand and promote social justice

7. Apply a framework for examining ethical dilemmas

9. Understand the religious dimensions of human experience

PS 262 Adolescent Development

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

2. Develop habits of critical analysis and aesthetic appreciation

6. Understand and promote social justice

7. Apply a framework for examining ethical dilemmas

9. Understand the religious dimensions of human experience

PS 295 Introduction to Special Topics

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

5. Act competently in a global and diverse world

7. Apply a framework for examining ethical dilemmas

PS 297 Introduction to Cognitive Science

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

7.   Apply a framework for examining ethical dilemmas

PS 299 Research Experience in Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

7. Apply a framework for examining ethical dilemmas

PS 301/L Experimental Design/Analysis

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 310 Sport Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

2. Develop habits of critical analysis and aesthetic appreciation

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 318/L Sensation and Perception

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

2. Develop habits of critical analysis and aesthetic appreciation

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

7. Apply a framework for examining ethical dilemmas

PS 326 Psychobiology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

5. Act competently in a global and diverse world

7. Apply a framework for examining ethical dilemmas

PS 332/L Learning and Behavior

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

7. Apply a framework for examining ethical dilemmas

PS 342 Psychology of Prejudice

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

5. Act competently in a global and diverse world

6. Understand and promote social justice

7. Apply a framework for examining ethical dilemmas

PS 351 Theories of Personality

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 359 Industrial/Organizational Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

4. Communicate skillfully in multiple forms of expression

5. Act competently in a global and diverse world

6. Understand and promote social justice

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 362 Health Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

2. Develop habits of critical analysis and aesthetic appreciation

5. Act competently in a global and diverse world

6. Understand and promote social justice

7. Apply a framework for examining ethical dilemmas

PS 365 Adulthood and Aging

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

2. Develop habits of critical analysis and aesthetic appreciation

7. Understand and promote social justice

8. Apply a framework for examining ethical dilemmas

9. Understand the religious dimensions of human experience

PS 370 Forensic Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

6. Understand and promote social justice

7. Apply a framework for examining ethical dilemmas

PS 375 Clinical Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

5. Act competently in a global and diverse world

7. Apply a framework for examining ethical dilemmas

PS 381 Eating Disorders

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

2. Develop habits of critical analysis and aesthetic appreciation

3. Apply creative and innovative thinking

7. Apply a framework for examining ethical dilemmas

PS 380/L Human Memory and Cognition

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

7. Apply a framework for examining ethical dilemmas

PS 386 Mind, Brain and Behavior

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

2. Develop habits of critical analysis and aesthetic appreciation

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

5. Act competently in a global and diverse world

7. Apply a framework for examining ethical dilemmas

PS 395 Special Topics

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

7. Apply a framework for examining ethical dilemmas

PS 401 Advanced Research Methods in Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

7. Apply a framework for examining ethical dilemmas

PS 407 Psychology of Autism

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

5. Act competently in a global and diverse world

6. Understand and promote social justice

7. Apply a framework for examining ethical dilemmas

PS 415 Multicultural Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

5. Act competently in a global and diverse world

6. Understand and promote social justice

7. Apply a framework for examining ethical dilemmas

PS 421 History and Systems of Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

9. Understand the religious dimensions of human experience

PS 426 Psychopharmacology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

7. Apply a framework for examining ethical dilemmas

PS 435 Tests and Measurements

This course meets the following university learning outcomes:

1.   Demonstrate an integrative knowledge of human and natural worlds

3.   Apply creative and innovative thinking

4.   Communicate skillfully in multiple forms of expression

5.   Act competently in a global and diverse world

6.   Understand and promote social justice

7.   Apply a framework for examining ethical dilemmas

PS 442 Lab Management in Psychological Science

This course meets the following university learning outcomes:

1.   Demonstrate an integrative knowledge of human and natural worlds

3.   Apply creative and innovative thinking

4.   Communicate skillfully in multiple forms of expression

7.   Apply a framework for examining ethical dilemmas

PS 455 Child and Adolescent Psychopathology

This course meets the following university learning outcomes:

1.   Demonstrate an integrative knowledge of human and natural worlds

5.   Act competently in a global and diverse world

7.   Apply a framework for examining ethical dilemmas

PS 457 Psychopathology

This course meets the following university learning outcomes:

1.   Demonstrate an integrative knowledge of human and natural worlds

5.   Act competently in a global and diverse world

7.   Apply a framework for examining ethical dilemmas

PS 459 Performance Evaluation and Goal Setting

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

5. Act competently in a global and diverse world

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 462 Counseling Theory and Practice

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

5. Act competently in a global and diverse world

6. Understand and promote social justice

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 470 Children and Families in the Legal System

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

2. Develop habits of critical analysis and aesthetic appreciation

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

6. Understand and promote social justice

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 471 Seminar in Ethics of Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

2. Develop habits of critical analysis and aesthetic appreciation

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

6. Understand and promote social justice

7. Apply a framework for examining ethical dilemmas

PS 476 Senior Seminar in Child and Family Studies

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

6. Understand and promote social justice

7. Apply a framework for examining ethical dilemmas

PS 477 Senior Seminar in Mental Health Services

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

7. Apply a framework for examining ethical dilemmas

PS 478 Senior Seminar in Eating Disorders

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

7. Apply a framework for examining ethical dilemmas

PS 479 Senior Seminar in Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

7. Apply a framework for examining ethical dilemmas

PS 480-481 Practicum in Industrial/Organizational Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

5. Act competently in a global and diverse world

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 482-483 Practicum in Mental Health Services

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

5. Act competently in a global and diverse world

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 484-485 Practicum in General Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

5. Act competently in a global and diverse world

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 486-487 Practicum in Child and Family Studies

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

5. Act competently in a global and diverse world

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 488-489 Practicum: The Hospitalized Child

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

5. Act competently in a global and diverse world

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 494 Internship/Seminar in Forensic Science

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

5. Act competently in a global and diverse world

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 495 Advanced Special Topics in Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

7. Apply a framework for examining ethical dilemmas

PS 496 Readings in Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

7. Apply a framework for examining ethical dilemmas

PS 497N Advanced Research in Neuroscience

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

7. Apply a framework for examining ethical dilemmas

PS 498 Practicum in Research Methods

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

7. Apply a framework for examining ethical dilemmas

8. Employ leadership and collaborative skills

PS 499 Individual Research Project in Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds

3. Apply creative and innovative thinking

4. Communicate skillfully in multiple forms of expression

7. Apply a framework for examining ethical dilemmas