

Undergraduate Psychology Courses: Goals and Objectives

PSYC 1101: Introduction to General Psychology

Goal/Objective #1: Students will obtain an understanding of the basic principles, concepts, and theories that comprise the discipline of psychology including how psychology uses the scientific method.

Goal/Objective #2: Students will understand the various factors that shape the human brain, mind, and behavior and how they create similarities and differences among individuals.

Goal/Objective #3: Students will improve their ability to think critically by evaluating psychological concepts and applying them to real world scenarios.

Assignments that demonstrate accomplishment of these objectives:

- a. Students will demonstrate their understanding through in-class activities, quizzes/exams, and/or homework assignments.
- b. Students will participate in applying research, either through participation in research studies within the Psychology department or through critically evaluating primary source material.

PSYC 2200: Child Abuse (name will change to Childhood Maltreatment in 2024-25)

Objectives:

1. Develop scholarly knowledge of child trauma, its negative consequences, and trauma-informed care.
2. Deepen empathic understanding of child trauma and its effects.
3. Develop clinical reasoning skills relevant to trauma-informed care for children.
4. Advance professional research, writing, and communication skills.

PSYC 2201: Careers in Psychology

Goal/Objective #1: Students will understand career options available to those who pursue bachelors, masters, and doctoral degrees in psychology.

- Assignments that demonstrate accomplishment of this outcome:
 - Participation in class discussion/forums, assignments, and quizzes.
 - Students will complete a career interview/ investigation assignment.

Goal/Objective #2: Students will develop an awareness of opportunities within the department and at ISU to get involved in psychology job related experiences.

- Assignments that demonstrate accomplishment of this outcome:
 - Participation in class discussion/forums, assignments, and quizzes.
 - Students will complete a professional development assignment (eg. CV/resume, 4-year plan with advisor, personal statement, or career center meeting)

Goal/Objective #3: Students will learn professional skills required for entering the psychology job field/ graduate school.

- Assignments that demonstrate accomplishment of this outcome:
 - Participation in class discussion/forums, assignments, and quizzes.
 - Students will complete a professional development assignment eg. (CV/resume, 4-year plan with advisor, personal statement, or career center meeting)
 - Students will complete a graduate school investigation assignment.

PSYC 2205 – Human Sexuality (Xu)

Goal/Objective #1: Identify key theories, methods, and terminology within the scientific study of human sexuality.

Goal/Objective #2: Recognize and identify sexual anatomy structures, functions, and health issues. Differentiate gender, gender identity, and sexual orientation.

Goal/Objective #3: Recognize key findings and historical moments from the scientific literature on sexology, sexual development, attraction, love, commitment, and sexual response and behavior.

Goal/Objective #4: Identify different types of sexual behavior, gender identities, sexual education, contraception, and safer sex practices.

Goal/Objective #5: Explain scientific perspectives on important topics in the study of gender and sexuality.

Assignments that demonstrate accomplishment of these goals/objectives:

1. Students will engage with course material including a textbook, articles, videos, and other resources.
2. Students will demonstrate knowledge through weekly quizzes
3. Students will demonstrate knowledge and share perspectives through multiple discussion forums.
4. Students will also have additional opportunities to demonstrate knowledge through optional assignments such as a reflection paper and Test Your Knowledge activities that are available most weeks.

PSYC 2225 – Child Development (Wong and others)

Goal/Objective #1: To examine changes in physical characteristics, cognition, emotions, and social behaviors from infancy to adolescence.

Outcomes reflecting this goal/objective:

1. Students can identify two changes in physical characteristics, cognition, emotions, and social behavior from infancy to adolescence.

Assignments that demonstrate accomplishment of the outcomes

- a. A passing grade in two mid-term exams and one final exam. Questions in the exam include multiple choice items, fill-in-the-blanks, and short-answer questions.

Goal/Objective #2: To understand the different scientific theories for changes in physical characteristics, cognition, emotions, and social behaviors from infancy to adolescence.

Outcome reflecting this goal/objective:

1. Students can state three scientific theories related to changes in physical characteristics, cognition, emotions, and social behavior from infancy to adolescence.

Assignment that demonstrate accomplishment of the outcomes

- a. A passing grade in two mid-term exams and one final exam. Questions in the exam include multiple choice items, fill-in-the-blanks, and short-answer questions.

Goal/Objective #3: To understand the differences between the scientific study of child development and other methods.

Outcome reflecting this goal/objective:

1. Students can identify the different components of the scientific method and state how the scientific method is different from other methods.

Assignment that demonstrate accomplishment of the outcomes

- a. A passing grade in two mid-term exams and one final exam. Questions in the exam include multiple choice items, fill-in-the-blanks, and short-answer questions.

Goal/Objective #4: To understand the strengths and weaknesses of the different research methods used in child development.

Outcome reflecting this goal/objective:

1. Students can discuss one strength and one weakness of correlational (e.g., interviews/surveys, naturalistic observations, and structured observations) and experimental studies.

Assignment that demonstrate accomplishment of the outcomes

- a. A passing grade in two mid-term exams and one final exam. Questions in the exam include multiple choice items, fill-in-the-blanks, and short-answer questions.

PSYC 2227 – Basic Statistics (Behmer, Anderson)

Goal/Objective #1: Students will obtain an understanding of basic concepts in research methodology and statistics.

Outcomes reflecting this goal/objective:

1. Students will be able to explain basic concepts such as central tendency, variability, the normal curve, independent variables, dependent variables, etc.

Assignments that demonstrate accomplishment of this outcome:

- a. Knowledge of concepts will be demonstrated through performance on quizzes and examinations.

Goal/Objective #2: Students will learn to construct visual displays of data.

Outcomes reflecting this goal/objective:

1. Students will learn how to present data in a clear and concise manner.
2. Students will learn how to identify and recognize tricks people employ to misrepresent data.

Assignments that demonstrate accomplishment of this outcome:

- a. Mastery of concepts will be demonstrated through performance on assignments, quizzes, and examinations.

Goal/Objective #3: Students will obtain an understanding of statistical concepts, including probability, hypothesis testing, effect sizes, confidence intervals, and statistical power.

Outcomes reflecting this goal/objective:

1. Students will understand what probability is and how it is involved in different statistical concepts in psychology.
2. Students will understand hypothesis testing, including the primary steps of hypothesis testing
3. Students will learn to calculate effect sizes, confidence intervals, and statistical power, including correct interpretations of each calculation.

Assignments that demonstrate accomplishment of this outcome:

- a. Mastery of the concepts will be demonstrated through performance on assignments, quizzes, and examinations.

Goal/Objective #4: Students will be introduced to statistical tests and understand when to use each test.

Outcomes reflecting this goal/objective:

1. Students will be able to identify the use for statistical tests.
2. Students will learn to calculate test statistics.

Assignments that demonstrate accomplishment of this outcome:

- a. Mastery of the concepts will be demonstrated through performance on quizzes and examinations.

Goal/Objective #5: Students will be introduced to JASP, a commonly used software for statistical analyses in psychology.

Outcomes reflecting this goal/objective:

1. Students will learn how to open data in JASP, generate statistics, and obtain visual displays of statistics.

Assignments that demonstrate accomplishment of this outcome:

- a. Mastery of JASP procedures will be demonstrated through performance on assignments.

PSYC 3301 – Abnormal Psychology (Lynch, Swift; name will change to Psychopathology in 2024-25)

Goal/Objective #1: Obtain an understanding of the current system of classification and conceptualization regarding psychological disorders.

Outcomes reflecting this goal/objective:

1. Students will explore and critically evaluate biological and psychosocial theories of psychological disorders.
2. Students will explore and critically evaluate the treatment of psychological disorders.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge and critical thinking abilities through multiple choice and/or essay questions on examinations.
- b. Students will demonstrate knowledge and critical thinking abilities through written responses on assignments.

Goal/Objective #2: Students will be exposed to assessment methods and learn diagnostic criteria.

Outcomes reflecting this goal/objective:

- 1. Students will understand and develop basic competency within the DSM diagnostic system.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate introductory level knowledge of assessment methods and comprehension of diagnostic criteria via multiple choice exam questions and/or in short answer essay responses.
- b. Students will demonstrate competency with the DSM diagnostic system via in class/online writing activities and/or in short answer essay exams.

Goal/Objective #3: Students will obtain and demonstrate critical thinking skills.

Outcomes reflecting this goal/objective:

- 1. 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.

Assignments that demonstrate accomplishment of this outcome:

- a. Students demonstrate critical thinking about the utility of the current classification system for mental illnesses via in class/online discussion, in class writing assignments, applied multiple choice exam questions, and/or in short answer essay responses.

PSYC 3303: Psychology Research Methods (McDonald, Behmer, Letzring, Anderson)

Goal/Objective #1: Learn about psychological research methods.

Outcomes reflecting this goal/objective:

- 1. Students will gain a mastery of the basic principles, concepts, and theories that are fundamental to the science of psychological research.

Assignments that demonstrate accomplishment of this outcome:

- a. Participation in discussions of textbook and lecture material
- b. Tests on materials learned in class

Goal/Objective #2: Learn about research methods by participating in the research process.

Outcomes reflecting this goal/objective:

- 1. Ability to critically evaluate empirical research, design research studies, and analyze data.

Assignments that demonstrate accomplishment of this outcome:

- a. Read empirical journal articles and understand the basic methodology.
- b. Generate research ideas from the empirical articles.

- c. Design, conduct, and analyze own research project.

Goal/Objective #3: Learn to write in APA style and use correct research documentation and citation.

Outcomes reflecting this goal/objective:

1. Assignments and papers use correct APA style.

Assignments that demonstrate accomplishment of this outcome:

- a. Assignments and an APA paper in the style of an empirical journal article.

PSYC 3328: Developmental Disabilities

Course outcomes

1. To gain an understanding of the causes and mechanisms behind various developmental disabilities
2. To understand the basic methods behind the identification and diagnosis of developmental disabilities
3. To explore the various intervention approaches for treating individuals with developmental disabilities
4. To gain an understanding and respect for the struggles that individuals with disabilities face and the importance of acceptance and support from the community
5. To gain an understanding of the socio-political historical background of the treatment of individuals with developmental disabilities
6. To gain knowledge regarding the importance on interdisciplinary work in the assessment and treatment of developmental disabilities.

These outcomes will be accomplished and assessed through weekly readings, quizzes, discussion forums, exams, and class assignments which include reaction papers.

PSYC 3332: Psychology of Adolescence (McDonald)

1. To examine changes in adolescents' physical characteristics, cognition, emotions, and social behaviors.

Outcome reflecting this goal/objective.

- a. Students can identify two changes in physical characteristics, cognition, emotions, and social behavior in adolescence.

2. To explore the different explanations (theories) for these changes, including how cultural beliefs may influence these changes.

Outcome reflecting this goal/objective.

- a. Students can state two to three scientific theories related to changes in physical characteristics, cognition, emotions, and social behavior in adolescence.

3. To understand the differences between the scientific study of adolescence and other methods.

Outcome reflecting this goal/objective.

a. Students can identify the different components of the scientific method and state how the scientific method is different from other methods.

4. To be aware of the strengths and weaknesses of the different research methods used in the scientific study of adolescence.

Outcome reflecting this goal/objective.

a. Students can discuss one strength and one weakness of correlational (e.g. interviews/surveys, naturalistic observations, and structured observations) and experimental studies.

b. Students can state two differences between cross-sectional and longitudinal design.

PSYC 3341 – Social Psychology (Xu and others)

Goal/Objective #1: Students will be able to explain social psychology terms, research methods, theories, advances, and contemporary issues.

Goal/Objective #2: Students will practice critically evaluating concepts, theories, methodologies, and interpretations of research results.

Goal/Objective #3: Students will apply knowledge gained to inform their views of social phenomenon in daily life.

Goal/Objective #4: Students will explain their understanding of the material and their rationale for viewpoints via discussions and a reflection.

Assignments that demonstrate accomplishment of these goals/objectives:

1. Students will engage with course material including videos, articles, and other resources.
2. Students will demonstrate synthesis and proficiency of course material through quizzes, discussion contributions (via forums and/or Zoom sessions), and a reflection assignment.
3. Students will demonstrate their knowledge and views on course topics (including applying what they learn to their own lives) and exhibit writing skills through their reflection piece and discussion forum posts.

PSYC 3344: Adult Development and Aging (Fulton)

Goal/Objective #1: To provide students with a basic understanding of adult development and aging.

Outcomes reflecting this goal/objective:

1. Knowledge and comprehension of the basic concepts and theories that are fundamental to a biopsychosocial perspective on adult development and aging.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will participate in discussions of material from lectures and readings.
- b. Students will be tested on material from lectures and readings.

Goal/Objective #2: To assist students in the development of critical thinking skills.

Outcomes reflecting this goal/objective:

1. Students will learn to critically evaluate empirical research on aging.
2. Students will learn to think critically about the applicability of aging-related concepts and theories.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will read an empirical journal article(s) and demonstrate understanding of the basic design, hypotheses, methodology, and conclusions.
- b. Students will complete assignments paper describing the potential applicability of an aging-related concept/theory.

PSYC 3352: Cognitive Neuroscience (Behmer)

Goal/Objective #1: Students will demonstrate an understanding of basic concepts in the sub-discipline of cognitive neuroscience.

Outcomes reflecting this goal/objective:

1. Students will be able to explain basic concepts from the major cognitive neuroscience domains and the related current research in these areas (e.g. the neural correlates of learning and memory, attention, perception, decision making, cognitive control, etc.).
2. Students will be able to demonstrate a broad understanding of neuroscience and electrophysiology methodologies used in cognitive neuroscience research (e.g. fMRI, EEG, TMS, etc.).

Assignments that demonstrate accomplishment of this outcome:

- a) Students will demonstrate proficiency via exams and weekly reflections/quizzes.

Goal/Objective #2: Students will demonstrate the skills of critical thinking and written expression.

Outcomes reflecting this goal/objective:

1. Learn how to evaluate cognitive neuroscience research, models, and theories.
2. Consider research findings that support and challenge theories regarding the neural correlates of cognitive processes.
3. Understand how different concepts within cognitive neuroscience relate to one another, as well as how those concepts relate to other subdisciplines of psychology (e.g. cognition, behavioral neuroscience, developmental, etc.).

Assignments that demonstrate accomplishment of this outcome:

- a) In addition to exams and weekly reflections/quizzes, students will demonstrate this proficiency for this goal by writing a review of a current cognitive neuroscience peer-reviewed research paper related to any of the material that we covered in class. This paper will require a thoughtful analysis of the research methods and findings, the ability to link the key findings/conclusions of the paper to material that we covered in class, and the paper must be written in formal, direct prose yet still accessible to a general audience.

PSYC 3369: AIDS (Burde & Fagnant)

Goal/Objective #1: To understand basic HIV/AIDS virus and how it is transmitted.

Outcomes reflecting this goal/objective:

1. Students will be able to identify how HIV is transmitted.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of HIV transmission through discussion, activities/assignments, and/or examination.

Goal/Objective #2: To understand how HIV affects the body.

Outcomes reflecting this goal/objective:

1. Students will be able to describe the disease progression.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of the disease progression through discussion, activities/assignments, and/or examination.

Goal/Objective #3: To understand prevention strategies of HIV/AIDS.

Outcomes reflecting this goal/objective:

1. Students will be able to identify risk behaviors and ways of avoiding/reducing the risk of transmission.

Assignments that demonstrate accomplishment of this outcome:

- a. Students demonstrate understanding through discussion, activities/assignments, and/or examinations.

Goal/Objective #4: To understand the psychological and social aspects of the epidemic.

Outcomes reflecting this goal/objective:

1. Students will be able to discuss psychological risks for transmission as well as the psychological consequences of HIV infection.
2. Students will be able to identify the social aspects of having HIV.

Assignments that demonstrate accomplishment of this outcome:

- a. Students demonstrate knowledge through discussion, activities/assignments, and/or examinations.

PSYC 3375: Applied Behavior Analysis I (Rieske and others)

Course Outcomes

1. Develop foundational knowledge of the philosophical underpinnings of ABA.
2. Recognize and outline the steps to BCaBA certification.
3. Recognize and describe the many uses of ABA in daily life.
4. Be able to exhibit understanding of the basic concepts and principles of ABA.
5. Develop foundation knowledge in the measurement and experimental design of ABA.
6. Be able to understand and complete a functional assessment.
7. Become familiar with the ethical and professional standards of ABA Practice.

These outcomes will be accomplished and assessed through weekly readings, quizzes, discussion forums, exams, and class assignments which include reaction papers, a BCaBA certification

plan, measurement and experimental design assignments, and an analog functional behavior assessment.

PSYC 4401: Theories of Personality (Letzring, McDonald)

Goal/Objective #1: Learn what personality is, the main theories that are used to explain and understand personality, and how personality influences thought and behavior.

Outcomes reflecting this goal/objective:

1. You will learn that personality is complex and includes thoughts, behaviors, and emotions.
2. You will learn that several theories can be used to explain and understand personality and that each theory has advantages and disadvantages, and more than one theory is needed to fully understand a behavior.

Assignments that demonstrate accomplishment of this outcome:

- a. Questions on exams.
- b. A paper in which a behavior is explained using multiple theories.
- c. Read journal articles that discuss different theories and participate in discussions about the issues addressed in the articles.

Goal/Objective #2: Learn how to apply the theories with the goal of understanding personality and predicting behavior.

Outcomes reflecting this goal/objective:

1. You will be able to explain behavior from the viewpoint of different theories.
2. You will be able to use information about personality to predict behavior in the future.

Assignments that demonstrate accomplishment of this outcome:

- a. Questions on exams.
- b. A paper that includes discussions of the possible origins of a behavior.
- c. Discussion questions and responses to questions from other students.

Goal/Objective #3: Learn about research methods within the area of Personality Psychology.

Outcomes reflecting this goal/objective:

1. You will understand the different types of data that can be collected and the advantages and disadvantages of each type.
2. You will understand why it is important to collect more than one type of data.
3. You will understand different methods of data collection and the advantages and disadvantages of each method.

Assignments that demonstrate accomplishment of this outcome:

- a. Questions on exams.
- b. Learning activities.
- c. Reading and discussions of empirical journal articles that describe data collection and research methodology.

PSYC 4404: Sensation and Perception (Fulton, Behmer)

Goal/Objective #1: Students will be able to explain how it is possible for people to obtain reliable and useful information about the environment.

Outcomes reflecting this goal/objective:

1. Students will be able to apply this overall objective to the areas of vision, audition, and the cutaneous and chemical senses

Assignments that demonstrate accomplishment of this outcome:

- a. Completion of labs through lab reports
- b. Students also will answer questions on mixed format exams (e.g., regular and Final exams). Consequently, it will include multiple-choice, short-answer, and essay. The short-answer and essay questions will test for this objective.

Goal/Objective #2: Students will gain breadth and depth of knowledge in the various areas of sensation and perception (e.g., anatomical structure of sensory systems, functional architecture of perception in the brain; psychophysics, form, depth, and motion perception; color vision; auditory perception, and the cutaneous and chemical senses)

Outcomes reflecting this goal/objective:

1. Students will be able to explain the relevant concepts within each area.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will discuss selected articles.
- b. Completion of lab reports.
- c. Students will demonstrate mastery on a mixed format exam of multiple-choice, short-answer, and essay questions.

Goal/Objective #3: Students will continue to develop their critical thinking skills.

Outcomes reflecting this goal/objective:

1. Begin to learn how to evaluate concepts in Sensation and Perception.
2. Consider opposing viewpoints.
3. Understand how sensation and perception relate to one another.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will read and discuss selected articles.

PSYC 4408: Science, Pseudoscience, and Psychology (Lawyer)

Goal/Objective #1: 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.

Outcomes reflecting this goal/objective:

1. Students will learn the fundamental philosophy and methods of science.

Assignments that demonstrate accomplishment of this outcome:

- a. Students are tested on reading and lecture materials presented throughout the course.

Goal/Objective #2: Students will learn to identify the common errors in human judgment that support non-scientific beliefs.

Outcomes reflecting this goal/objective:

1. Students will learn numerous common thinking errors and errors in judgment that affect all humans.

Assignments that demonstrate accomplishment of this outcome:

- a. Students are tested on reading and lecture materials presented throughout the course.

Goal/Objective #3: Students will apply an understanding of science and pseudoscience to contemporary social issues that are likely to be encountered.

Outcomes reflecting this goal/objective:

1. Students will learn to apply their knowledge of science and human thinking errors to contemporary social issues, such as evolution, global warming, and human health issues (among others).

Assignments that demonstrate accomplishment of this outcome:

- a. Students are tested on reading and lecture materials presented throughout the course.

PSYC 4412: Ethical and Professional Issues in Psychology (Swift)

Goal/Objective #1: Students will be able to describe ethical decision-making based on ethical principles and codes of conduct for the field of psychology.

Outcomes reflecting this goal/objective:

1. Students will exhibit awareness and sensitivity to clinical and research situations in which ethical principles may be a concern, utilizing heuristics and models of ethical decision-making to analyze and evaluate options.

Assignments that demonstrate accomplishment of this outcome:

- a. Students are tested on their knowledge and ability to utilize ethical decision-making models when confronted with ethical dilemmas.
- b. Students are evaluated on their ability to write a paper that specifically displays ethical decision-making in response to a dilemma of their choosing.

Goal/Objective #2: Students will be able to describe the history and structure and content of the American Psychological Association (APA) code of ethics.

Outcomes reflecting this goal/objective:

1. Students will demonstrate knowledge regarding ethical principles and the profession's code of conduct (APA, 2002), as well as practice guidelines and the applicability of state laws and federal regulations (e.g., HIPAA). Students will exhibit awareness and sensitivity to clinical and research situations in which ethical principles may be a concern.

Assignments that demonstrate accomplishment of this outcome:

- a. Students are tested on their knowledge of the standards and principles from the APA code of ethics as well as their application to practical situations that they may face as clinical, research, and teaching psychologists.

Goal/Objective #1: Students will be able to display an ability to consider multiple viewpoints and factors when discussing ethical issues.

Outcomes reflecting this goal/objective:

1. Students should gain awareness of how personal factors (e.g., personality, values, and cultural identities) will influence their professional work and interpersonal dynamics, including how their personal life and possible difficulties may be relevant to their professional performance. Finally, students will acquire attitudes and skills that facilitate raising ethical concerns when they become apparent and demonstrate a personal and professional commitment to ethical practice.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will be evaluated on their ability to write a paper that specifically displays awareness into personal values and beliefs regarding ethics.
- b. Students will be evaluated on their ability to engage in classroom discussions in a respectful and open manner that considers the viewpoints of others.

PSYC 4417: Interdisciplinary Evaluation Team (Rieske)

Goal/Objective #1: Professional Knowledge and Skills. Students will demonstrate knowledge, competence, and skills related to the theory and empirically informed practice of clinical psychology.

Goal/Objective #2: Clinical Assessment. 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.

Goal/Objective #3: Diversity of Practice. 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.

Course Relevant Assignments:

1. attend each weekly presentation of strategies for evaluating youth by faculty representing the following disciplines: Audiology, Nursing, Physical Therapy, Occupational Therapy, Clinical Psychology, Social Work, Special Education, and Speech-Language Pathology
2. observe two interdisciplinary staffing
3. observe each different discipline evaluate one case; graduate student

PSYC 4423: Community Practicum (Peer)

Goal/Objective #1: Exposure to professional mental health services.

Outcomes reflecting this goal/objective:

1. 40-60 hours of accumulated attendance in community mental health setting.

Assignments that demonstrate accomplishment of this outcome:

- a. Four hours per week of attendance.

PSYC 4425: Psychology Clinic Practicum (Clinical faculty)

Goal/Objective #1: Exposure to professional psychology.

Outcomes reflecting this goal/objective:

1. 40-60 hours of accumulated attendance at the ISU Psychology Clinic

Assignments that demonstrate accomplishment of this outcome:

- a. Four hours per week of attendance.

PSYC 4430: Food and Behavior (Rasmussen)

Goal/objective #1: The student should exit this course with a basic knowledge of the physiological regulation of eating.

Assignments that demonstrate accomplishment of this outcome:

1. Students will demonstrate understanding of this material by assessment of interteaching, as they discuss (i.e., teach) relevant readings to a partner.
2. Students will demonstrate understanding of material by performance on an exam. The exam contains multiple choice and short answer questions.

Goal/objective #2: The student should exit this course with a basic knowledge of the role of environment in eating

Assignments that demonstrate accomplishment of this outcome:

1. Students will demonstrate understanding of this material by assessment of interteaching, as they discuss (i.e., teach) relevant readings to a partner.
2. Students will demonstrate understanding of material by performance on an exam. The exam contains multiple choice and short answer questions.

Goal/objective #3: The student should exit this course with a basic knowledge of the role of awareness in eating

Assignments that demonstrate accomplishment of this outcome:

1. Students will demonstrate understanding of this material by assessment of interteaching, as they discuss (i.e., teach) relevant readings to a partner.
2. Students will demonstrate understanding of material by performance on an exam. The exam contains multiple choice and short answer questions.

Goal/objective #4: The student should exit this course with a basic knowledge of behavioral economic principles (laboratory and sociocultural) related to eating.

Assignments that demonstrate accomplishment of this outcome:

1. Students will demonstrate understanding of this material by assessment of interteaching, as they discuss (i.e., teach) relevant readings to a partner,
2. Students will demonstrate understanding of material by performance on an exam. The exam contains multiple choice and short answer questions.

PSYC 4431: Behavioral Neuroscience I (Behmer)

Goal/Objective #1: Become familiar with major concepts, terms, and basic facts that are fundamental to comparative psychology and behavioral and cognitive neuroscience.

Assignments that demonstrate accomplishment of this outcome:

3. Students will demonstrate understanding of these things on two midterm exams and a cumulative final exam. Each exam contains true/false, multiple choice, and short answer questions.

Goal/Objective #2: To develop the ability to read and understand original empirical articles in the field of neuroscience.

Assignments that demonstrate accomplishment of this outcome:

1. Students will read several original empirical research articles on neuroscience topics that are discussed in class. Students also will choose their own original empirical research article from the neuroscience literature, and critically evaluate it in a written report.

Goal/Objective #3: 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.

Assignments that demonstrate accomplishment of this outcome:

1. Students will complete a report that requires them to observe an animal in a natural setting and carefully describe and interpret the observed behavior.

Goal/Objective #4: To demonstrate engagement in the learning process.

Assignments that demonstrate accomplishment of this outcome:

1. Students will participate in class discussions.

PSYC 4432: Behavioral Neuroscience II

Goal/Objective #1: To develop the ability to read and understand original empirical articles in the field of neuroscience.

Assignments that demonstrate accomplishment of this outcome:

1. Students will read original empirical research articles, review papers, and chapters on neuroscience topics that are discussed in class.

Goal/Objective #2: To think critically and effectively express one's thoughts and ideas in written and oral format.

Assignments that demonstrate accomplishment of this outcome:

1. Students will submit weekly critical evaluative comments about the assigned readings and participate in class discussion. They also will complete a written report at the end of the semester that requires them to deeply examine a specific topic within the field of neuroscience.

Goal/Objective #3: To organize and present information in a professional manner.

Assignments that demonstrate accomplishment of this outcome:

1. Students will present and lead discussion on research articles.

PSYC 4435: Animal Behavior

Goal/objective #1: Students will become familiar with major principles, concepts, and theories of animal behavior.

Outcomes reflecting this goal/objective:

1. Students will be able to discuss and evaluate presented principles, concepts, and theories.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of animal behavior through in-class activities and questions on exams.

Goal/objective #2: 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.

Outcomes reflecting this goal/objective:

1. Students will be able to discuss and evaluate animal behavior in a sophisticated manner.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate understanding through class assignments, questions on exams, and class discussions.

PSYC 4445: Learning and Behavior (Rasmussen)

Goal/Objective #1: The student should exit this course with a basic knowledge of principles of operant conditioning (selection of behavior by consequences).

Outcomes reflecting this goal/objective:

1. Understand and apply the behavioral processes of operant conditioning.

Assignments that demonstrate accomplishment of this outcome

- a. Successfully completing Exams 1, 2, and Final with a C- or better.
- b. Successfully completing CyberRat laboratory assignments with a C- or better.

Goal/Objective #2: The student should exit this course with a basic knowledge of principles of principles of respondent conditioning (classical conditioning).

Outcomes reflecting this goal/objective:

1. Understand and apply the behavioral processes of classical conditioning.

Assignments that demonstrate accomplishment of this outcome:

- a. Successfully completing Exams 3 and Final with a C- or better.

PSYC 4446 – Cognitive Processes (Fulton, Anderson)

Goal/Objective #1: Students will understand the importance of cognitive psychology.

Outcomes reflecting this goal/objective and associated assignments:

1. Students will be able to define cognitive psychology and explain the significance of the cognitive revolution–mixed format quiz/final exam
2. Students will be able to describe the benefits of cognitive psychology to society–small group discussions and assignments.

Goal/Objective #2: Students will gain knowledge in the various areas of cognitive psychology (e.g., attention, memory, reasoning, problem-solving, decision-making, and language)

Outcomes reflecting this goal/objective and associated assignments:

1. Students will understand the various methods used to study the mind—demonstrations/mini lab participation, assignments, mixed-format quizzes/final exam
2. Students will understand the relevant concepts within each area of cognitive psychology, including empirical support for cognitive phenomena—small group discussions, assignments, and mixed-format quizzes/final exam..

Goal/Objective #3: Students will improve their critical thinking skills by analyzing, evaluating, and applying course content.

Outcomes reflecting this goal/objective and associated assignments:

1. Students will draw connections among (i.e., analyze) concepts in cognitive psychology—small group discussion and assignments.
2. Students will be able to support arguments (i.e., evaluate) about cognitive phenomena—small group discussion and assignments.
3. Students will be able to apply concepts from the course to real-life scenarios—small group discussion and assignments..

PSYC 4451: Clinical Psychology (Swift)

Goal/Objective #1: Students will 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.

Outcomes reflecting this goal/objective:

1. Students will have a basic knowledge of the field of clinical psychology and the potential employment opportunities within this profession.

Assignments that demonstrate accomplishment of this outcome:

- a. Assessment of these skills will be based on performance on multiple quizzes.
- b. Assessment of these skills will be based on a final project and paper.

Goal/Objective #2: Students will obtain a general understanding of current diagnostic and assessment methods in the field of clinical psychology.

Outcomes reflecting this goal/objective:

1. Students will have a basic knowledge of the current DSM and the classes of assessment methods to assess psychopathology and psychological/behavioral distress and symptoms.

Assignments that demonstrate accomplishment of this outcome:

- a. Assessment of these skills will be based on performance on multiple quizzes.

Goal/Objective #3: Students will obtain a general understanding of current treatment approaches in the field of clinical psychology.

Outcomes reflecting this goal/objective:

1. Students will have a basic knowledge of the most prominent psychotherapeutic theoretical orientations in clinical psychology including a knowledge of therapeutic techniques associated with each orientation.

Assignments that demonstrate accomplishment of this outcome:

- a. Assessment of these skills will be based on performance on multiple quizzes.

PSYC4453: Theory and Method of Psychosocial Child Therapy (Peer)

Goal/Objective #1: Gain an understanding of disorders and psychopathology most often seen in childhood.

Outcomes reflecting this goal/objective:

1. Students will be able to identify psychological disorders seen in youth and associated behaviors. Students will also be able to identify how certain psychopathology exhibits itself differently in children and adolescents compared to adults.

Assignments that demonstrate accomplishment of this outcome:

- a. Assessment of these skills will be based on performance on exams as well as response to three hypothetical vignette assignments.

Goal/Objective #2: Have a knowledge of the DSM-IV-TR criteria for childhood disorders including etiology and associated features.

Outcomes reflecting this goal/objective:

1. Students will be able to identify main components of psychological disorders in youth when presented with behaviors and thought processes associated with psychological disorders. Identification will be based on DSM-IV-TR criteria.

Assignments that demonstrate accomplishment of this outcome:

- a. Assessment of these skills will be based on performance on four exams as well as active class participation and discussion.

Goal/Objective #3: Understand assessment and treatment options for each disorder.

Outcomes reflecting this goal/objective:

1. Student will be able to identify general methods for assessing and treating psychological disorders in youth. Students will become familiar with self-report, parent-report, clinical interviews, and other techniques for assessment and the utility of this assessment data in treating youth.

Assignments that demonstrate accomplishment of this outcome:

- a. Assessment of these skills will be based on performance on four exams and three vignette assignments as well as class participation and discussion.

Goal/Objective #4: Understand systemic components (e.g., family, peers, neighborhood) and related contextual variables (e.g., culture, ethnicity, and SES) that influence diagnosis and treatment.

Outcomes reflecting this goal/objective:

1. Students will be able to identify possible systemic and contextual variables that influence diagnosis, assessment, and treatment of psychological disorders in youth.

Assignments that demonstrate accomplishment of this outcome:

- a. Assessment of these skills will be based on performance on four exams and three vignette assignments. Students will also evidence their ability to think critically about these variables through class discussions and activities.

PSYC 4463: Clinical Psychology and the Law (name will change to Forensic and Legal Psychology in 2024-25)

Goal/Objective #1: Students will gain an understanding of the difference between forensic and general clinical practice.

Outcomes reflecting this goal/objective:

1. Students will be able to give examples of psychological practice issues that professionals in each area address differently.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of the differences between forensic and general clinical practice through in-class activities and discussions and by their responses to exam questions.

Goal/Objective #2: 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.

Outcomes reflecting this goal/objective:

1. Students will be able to explain and discuss the structure of the American legal system.
2. Students will discuss ways to apply the science of psychology to specific areas, such as competency to stand trial, insanity defense, civil commitment, civil competencies, criminal sentencing, child custody, and personal injury.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of the American legal system and its interface with psychological science relevant to forensic practice through in-class activities and discussions and by their responses to exam questions.

Goal/Objective #3: Students will develop an understanding of the impact of constitutional amendments on forensic practice.

Outcome reflecting this goal/objective:

1. Students will be able to explain—using specific examples—how Circuit and Supreme Court decisions affect forensic practice in such areas as competency to stand trial, insanity defense, civil commitment, civil competencies, criminal sentencing, child custody, and personal injury.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of court decisions and how they affect forensic practice with regard to competency, sentencing, child custody and personal injury through in-class activities and discussions and by their responses to exam questions.

Goal/Objective #4: Students will obtain an understanding of why forensic psychologists must understand and apply ethical issues.

Outcome reflecting this goal/objective:

1. Students will explain—using specific examples—how forensic psychologists articulate values and ethical issues specific to their practice.
2. Students will articulate the difference between good practice and ethical practice.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of ways psychologists indicate their values and ethical issues specific to their own practice through in-class activities and discussions and by their responses to exam questions.

Goal/Objective #5: Students will develop an understanding of the concept of “malingering.”

Outcome reflecting this goal/objective:

1. Students will define the meaning of the term and explain how forensic psychologists assess its presence or absence.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of how forensic psychologists assess the presence/absence of “malingering” through in-class activities and discussions and by their responses to exam questions.

Goal/Objective #6: Students will obtain an understanding of a “psycho-legal construct” and be able to apply it to forensic practice.

Outcome reflecting this goal/objective:

1. Students will explain the psycho-legal issues associated with competency to stand trial, insanity defense, civil commitment, civil competencies, criminal sentencing, child custody, and personal injury.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of psycho-legal issues dealing with competency, sentencing, child custody and personal injury through in-class activities and discussions and by their responses to exam questions.

Goal/Objective #7: Students will demonstrate a commitment to active learning and to thinking critically.

Outcome reflecting this goal/objective:

1. Students will prepare for class by staying current with their reading and participate actively in class discussions (class participation).

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate their commitment to active learning, critical thinking and active participation in class through in-class activities and discussions and by their responses to exam questions.

PSYC 4465: Behavioral Medicine

Goal/Objective #1: Understand the history and development of psychosomatic medicine, behavioral medicine, psychoimmunology, and health psychology as well as critically evaluate

various models of health and disease states (e.g., medical and biopsychosocial models), and describe the integration of medicine and behavioral science.

Assignments that demonstrate accomplishment of this outcome:

1. Students will be able to discuss and demonstrate a grasp of the complex psychosocial issues affecting health as evaluated by written examinations, homework assignments, a literature review paper specific to each student's interests, and seminar-like class discussions.

Goal/Objective #2: Demonstrate an ability to search the behavioral medicine literature and discuss the role of psychological and psychosocial processes in disease (e.g., cardiovascular and pulmonary disease, oncology, gastrointestinal disorders, autoimmune disorders, pain disorders) as well as critically evaluate evidence-based psychological interventions in acute and chronic disease states. Demonstrate an appreciation of the therapeutic role of multidisciplinary treatment teams.

Assignments that demonstrate accomplishment of this outcome:

1. Students will be able to critically evaluate the behavioral medicine literature appropriate to course level as assessed by homework assignments (e.g., read and discuss selected health psychology research articles), seminar-like class discussions, a literature review paper, and written examinations.

Goal/Objective #3: Understand introductory psycho-rehabilitation processes in neurological disorders (e.g., TBI, SCI, CVA, degenerative neuromuscular diseases).

Assignments that demonstrate accomplishment of this outcome:

1. Students will be able to critically evaluate the empirical literature appropriate to course level as assessed by seminar-like readings and class discussions, a literature review paper, and written examinations.

Goal/Objective #4: Understand introductory health promotion and prevention interventions for high-risk health behaviors.

Assignments that demonstrate accomplishment of this outcome:

1. Students will be able to critically evaluate the empirical literature appropriate to course level as assessed by seminar-like readings and class discussions, a literature review paper, and written examinations.

PSYC 4472: History of Psychology (Anderson)

Goal/Objective #1: 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.

Outcomes reflecting this goal/objective:

1. Students will be able to explain the relevant concepts from various historical ideas and figures that impacted the current fields of psychology

Assignments that demonstrate accomplishment of this outcome:

1. Students will demonstrate understanding of these things on exams and through presentations. Each exam contains multiple choice and short answer questions.
2. Students will read original source materials that have significantly influenced the field of psychology.

Goal/Objective #2: Students will continue to develop their critical thinking skills.

Outcomes reflecting this goal/objective:

1. Learn how to evaluate past ideas and see how they led to current perspectives.
2. Consider historical context such as culture, zeitgeist, and technological advances and their impact on psychological thought at various points in history.
3. Consider opposing viewpoints and how the various areas of psychology relate to one another.

Assignments that demonstrate accomplishment of this outcome:

1. Students will read and discuss articles from various historical figures or others addressing original ideas in the history of psychology.
2. Students will present on various historical figures and perspectives that influenced the history of psychology.

PSYC 4467: Special Topics: Motivation and Emotion (McDonald)

Goal #1. Understand the history and theories behind human motivation and emotion.

This aim will be accomplished through weekly readings, assignments, and exams.

Goal #2. Learn about the scientific process of motivation and emotion.

This aim will be accomplished through weekly readings and exams.

Goal #3. Learn how to apply the knowledge you have gained about human motivation and emotion in a concrete and meaningful way.

This aim will be accomplished through assignments & an autobiographical paper.

PSYC 4475: Applied Behavior Analysis II (Rieske)

Course Outcomes

1. Increase in foundational knowledge and basic concepts of ABA.
2. Understand the use of behavior change procedures in order to develop new skills.
3. Understand the use of reinforcement procedures in order to implement behavior change.
4. Be able to interpret functional assessment data and conduct a functional analysis of problem behavior.
5. Be able to use procedures to promote stimulus and response generalization.

These outcomes will be accomplished and assessed through weekly readings, quizzes, discussion forums, exams, and class assignments which include reflection papers and a final project.

PSYC 4483: Special Problems (all tenure-track faculty; name will change to Research Experience in 2024-25)

Goal/Objective #1: Learn about the process of research.

Outcomes reflecting this goal/objective:

1. Learn about the different aspects of research, including familiarizing oneself with the literature in a specific area, designing a study, collecting data, and working with data that has been collected.

Assignments that demonstrate accomplishment of this outcome:

- a. Read and discuss journal articles, book chapters, and/or books.
- b. Be involved in study design.
- c. Be trained to collect data.
- d. Be trained on different data management (e.g., data entry, interview transcription) and data analytic techniques.

Goal/Objective #2: Gain experience conducting ethical research.

Outcomes reflecting this goal/objective:

1. Conduct research by following the research protocol when running research participants or subjects.
2. Learn about how to conduct research in an ethical manner.

Assignments that demonstrate accomplishment of this outcome:

- a. Correctly following a research protocol when collecting data from research participants or subjects.
- b. Complete Collaborative Institutional Training Initiative (CITI) training and quiz online.

PSYC 4485: Ethics of Applied Behavior Analysis

Course Outcomes

1. 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.
2. 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.
3. Identify and describe an ethical dilemma and potential solutions in term paper, then support answer with the relevant Ethics Code for Behavior Analysts codes

These outcomes will be accomplished and assessed through weekly readings, reflection papers, vignette assignments, and a final term paper.

PSYC 4491: Senior Seminar (Rasmussen)

Goal/Objective #1: The student should exit this course with an ability to think, talk, and write about psychological research studies

Outcomes reflecting this goal/objective:

1. The student should exit the course knowing how to successfully research a topic in psychology and develop a research proposal.
2. To think critically about research and integrate findings from a body of literature.

Assignments that demonstrate accomplishment of this outcome

- a. Students will earn a passing grade on their research proposal.
- b. Students will earn a passing grade on their research presentation.
- c. Students will earn a passing grade in participating in discussions of primary readings of psychological research of a particular topic.

Goal/Objective #2: The student should exit this course with an ability to present research.

Outcomes reflecting this goal/objective:

- 1. Students will present their research proposals publicly to the class.

Assignments that demonstrate accomplishment of this outcome

- a. Students will earn a passing grade on their research presentation.