

## **Wells College Psychology Major Assessment Plan**

### **Mission Statement**

The mission of the Wells College psychology major is to provide a solid foundation in the study of behavior and mind and to help students apply their knowledge of the field toward achieving a sustainable and just world. The major aims to develop critical analysis, sound reasoning, effective oral and written communication, a humane and ethical manner, and methodological skills in its students. The overarching goal of the major is to help prepare students for global citizenship and contribution through appreciation of the diversity of human experience, participation in service and/or experiential learning opportunities, and cultivation of a sense of responsibility for making a positive impact on the world through their understanding of self and others.

### **Learning Goals and Outcomes**

The American Psychological Association provides parameters for the development of learning goals and outcomes (<http://www.apa.org/ed/pcue/taskforcereport2.pdf>) for undergraduate psychology programs. We have adapted these parameters as a template for our assessment plan, modifying them where appropriate to address the mission statement and institutional goals of Wells College.

### **Knowledge, Skills, and Values Consistent with the Study and Application of Psychology:**

#### **Goal 1. Knowledge Base of Psychology**

**Objective 1:** Students will be knowledgeable about the major concepts and constructs in the field of psychology, be able to connect theory and empirical research, and understand the impact of historical, societal, and cultural trends on the development of the field.

**Outcome 1:** Students will take courses in all major areas of the field.

**Measurement:** This is now assured in our restructured curriculum and new major field graduation requirements.

**Objective 2:** Students will demonstrate an understanding of theoretical perspectives, empirical findings, and historical, societal, and cultural trends in psychology.

**Outcome 2:** Students will demonstrate satisfactory knowledge of concepts, constructs, theory, empirical research, and trends through objective and subjective evaluation.

**Measurement:** Scores on the ETS Major Field Test – both overall and subtest scores – are used to demonstrate proficiency. We are using these data both to assess improvement over time as well as how we compare against national performance averages.

## **Goal 2. Research Methods in Psychology**

**Objective 3:** Students will understand and apply basic qualitative and quantitative research methods in psychology.

**Outcome 3:** Students will develop the skills necessary to apply inductive and deductive reasoning skills to explore empirical questions about behavior and mind.

**Measurement:** See below for ways in which ‘understanding’ is measured; there is currently no method for measuring ‘application’ of research methodology since there is currently no systematic opportunity for students to practice applying research methods through research projects. This is exactly the hole we wish to patch through the curriculum and by offering opportunities to engage in independent research and participate in presenting it.

**Objective 4:** Students will understand research design, data analysis, interpretation, validity, and critique.

**Outcome 4:** Students will demonstrate an understanding of the value, appropriate application, and critique of qualitative and quantitative research methods.

**Measurement:** This is measured through achieving a passing grade in PSY 270 (Foundations and Methods in Psychology) and through successful completion of article critique assignments in both the PSY 270 course as well as in the senior comprehensive exam. All students must demonstrate proficiency at critically analyzing empirical research as a major field graduation requirement.

**Objective 5:** Students will appreciate the ethical issues involved in conducting behavioral research – both on humans and animals.

**Outcome 5:** Students will know how to conduct ethically sound research and how to evaluate the research of others for its ethical soundness.

### **Goal 3. Critical Thinking Skills in Psychology**

**Objective 6:** Students will use and respect critical thinking, skeptical inquiry, and the scientific approach to understanding behavior and mind.

**Outcome 6:** Students will develop the skills necessary to critically and reasonably evaluate psychological research and theory.

**Objective 7:** Students will apply critical analysis to the field, consider its strengths and shortcomings, and be able to articulate constructive improvements to the discipline as a whole and its practice, research, and pedagogy.

**Outcome 7:** Students will demonstrate their ability to apply their critical analysis skills

### **Goal 4. Application of Psychology**

**Objective 8:** Students will understand and apply psychological principles to personal, social, and organizational issues, with the goal of improving the world in terms of sustainability, justice, and the human experience.

**Outcome 8:** Students will demonstrate their ability to apply their knowledge of the field to real-world issues and problems.

### **Goal 5. Values in Psychology and Wells College**

**Objective 9:** Students will be able to weigh evidence; appreciate complexity and tolerate ambiguity; act ethically, humanely, and rationally; respect others' opinions and perspectives; make interdisciplinary connections; and reflect other values that are the underpinnings of psychology as a social science and Wells College as a liberal arts institution.

**Outcome 9:** Students will possess the character, skills, and values to make a positive difference at Wells and in the wider world.

### **Knowledge, Skills, and Values Consistent with Liberal Arts Education that are Further Developed in Psychology:**

### **Goal 6. Information and Technological Literacy**

**Objective 10:** Students will demonstrate information competencies and the ability to use computers and other technology for many purposes, including data analysis and scholarly communication.

**Outcome 10:** Students will develop the skills necessary to use technology as a tool for communication and analysis.

**Objective 11:** Students will learn to evaluate sources of information for credibility, authenticity, and appropriateness.

**Outcome 11:** Students will develop the skills necessary to assess the usefulness of information.

### **Goal 7. Communication Skills**

**Objective 12:** Students will be able to communicate original work effectively and creatively in a variety of formats.

**Outcome 12:** Students will develop the skills to write effective papers and reports.

**Outcome 13:** Students will develop the skills to make effective oral presentations, poster presentations, and/or portfolio presentations.

**Outcome 14:** Students will learn to communicate empirical results and be facile in the application of APA format in written scholarly communication.

### **Goal 8. Sociocultural and International Awareness**

**Objective 13:** Students will recognize, understand, accept, and respect the complexity of sociocultural and international diversity.

**Outcome 15:** Students will develop an awareness and understanding of inclusivity and diversity in the context of the field of psychology and in their own lives.

**Outcome 16:** Students will expand their own experiences through exposure to other ways of thinking, values, and worldviews.

**Outcome 17:** Students will understand the limitations of the current state of the field in a multicultural context and consider ways of improving the status quo.

### **Goal 9. Personal Development**

**Objective 14:** Students will develop awareness and insight into their own and others' behavior and mental processes and apply effective strategies for self-management, self-understanding, and self-improvement.

**Outcome 18:** Students will be encouraged to develop the capacity to be self-reflective, compassionate, and empathetic.

**Outcome 19:** Students will learn to value and pursue lifelong learning as a means of self-development in the cultivation of a meaningful life.

**Outcome 20:** Students will grow in their own ethical and moral judgments and actions.

**Outcome 21:** Students will apply course material to better understand, appreciate, and possibly improve their own and others' behaviors.

## **Goal 10. Career Planning and Development**

**Objective 15:** Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

**Outcome 22:** Students will explore ways in which they might incorporate their knowledge of psychology into their future careers and personal lives.

**Measurement:** Completion of an internship in psychology (guaranteed through major field requirement) and exit interview responses pertaining to this goal/objective. We propose measuring this by creating a database of the careers our graduates go on to pursue and internships they participate in. We will conduct an environmental scan of other practices in peer programs.

### **Outcomes Assessment**

The outcomes listed above will be assessed through components of the courses in the psychology curriculum, the senior thesis project, and the senior comprehensive exam.

All students who major in psychology are required to take the following courses:

Psy. 101, General Psychology

Psy. 290, Internship in Psychology

Math 151, Elementary Statistics **OR** Math 251, Probability and Statistics

Psy. 403, Senior Seminar in Psychology  
**Either** Psy. 360L, Qualitative Research Methods, or  
 Psy. 365L, Quantitative Methods in Psychology.

Each student selects at least two courses from four broad areas of the field: Social, developmental, clinical/counseling, and cognitive/biological.

Courses within the major have their own objectives but also align with the objectives for the psychology major and the College. A variety of course components may address the objectives, including readings, papers, projects, exams, discussions, and service/experiential learning.

The following represents the senior capstone experience:

- A1 The Senior Thesis (Psy. 403) is a four-credit project that can take the form of a literature review, a theoretical paper, or a research proposal. The student works independently on the research and writing of the paper, under the supervision of a member of the psychology faculty.
- A2 The Comprehensive Exam, taken in the spring of the senior year, consists of the following components:
  - A2.1 The ETS Major Field Test. This is a national exam that assesses the students' knowledge of the field of psychology.
  - A2.2 Critique of Empirical Research Articles. Seniors must critique a quantitative and a qualitative empirical research article by answering a list of questions. Questions and articles are assigned at the end of the fall semester, and answers are submitted at the beginning of the spring semester.
  - A2.3 Senior Thesis Presentation. At the end of the spring semester of the senior year, students present posters of their thesis work.
  - A2.4 Reflection Paper and Exit Interview. At the end of the spring semester, each psychology senior submits a reflection paper that ties together hir experience as a psychology undergraduate at Wells College. Students are also asked to complete an anonymous exit interview to aid in the assessment of the psychology major.

**Psychology Learning Goals, Objectives, and Outcome Measures**

Goal	Objective	Outcome	Capstone Experience
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1	1	1	A2.1
1	2	2	A.1; A2.1
2	3	3	A2.2
2	4	4	A2.2
2	5	5	A2.2
3	6	6	A1; A2.2
3	7	7	A1; A2.2
4	8	8	A1; A2.4
5	9	9	A2.4
6	10	10	A2.3
6	11	11	A1; A2.2
7	12	12	A1; A2.2
7	12	13	A2.3
7	12	14	A1; A2.3
8	13	15	A1; A2.2; A2.4
8	13	16	A2.4
8	13	17	A2.4
9	14	18	A2.4
9	14	19	A2.4
9	14	20	A2.4
9	14	21	A2.4
10	15	22	A2.4

### **Criteria for Success**

Criteria for success in the capstone experience will be determined as follows:

- A1** Senior Thesis project. Students work on an independent research project under the supervision of a thesis advisor. The course results in a letter grade.
- A2.1** ETS Major Field Test in Psychology. Students should obtain at least the national mean score on the exam. In order to be considered for distinction on the comprehensive exam, students must achieve at least the local median score.
- A2.2** Critique of Empirical Research Articles. Psychology faculty will assess the quality of the students' answers to the questions posed.

- A2.3** Senior Thesis Poster Presentation. Students will be expected to make a professional poster presentation that is judged to be satisfactory by the psychology faculty.
- A2.4** Reflection Paper and Exit Interview. Students must submit papers deemed satisfactory by the psychology faculty, and all students must complete an anonymous exit interview.

### **Psychology Courses, Objectives, and Outcomes**

Numbers in parentheses indicate learning outcomes as described above.

#### **Psy. 101, General Psychology**

An introduction to the scientific study of behavior, including an examination of various approaches to psychological thought. Among the topics addressed are learning, cognition, development, motivation, and psychopathology. Format varies; may be lecture or seminar.

Students in Psy. 101 will:

- understand that the discipline of psychology is one of science (2, 8);
- develop an understanding for the breadth and depth of psychology and for the rigorous and comprehensive nature of the discipline (2, 11);
- appreciate psychology's pivotal role among academic disciplines, one of being situated at the crossroads of the natural and social sciences (2, 4, 7);
- become more effective in their oral and written communication (7, 8, 10, 11, 12, 13, 14);
- review and critique selected articles from the literature and integrate them into their study of psychology (5, 6, 8, 11);
- gain an appreciation for rigorous independent inquiry (2, 9);
- gain an appreciation for the value and responsibilities of collaborative learning methods (9, 10, 15, 16, 18);
- acquire an understanding of how various techniques and scientific equipment have facilitated the rapid advances that characterize research in psychology (2, 8, 11); and
- develop an understanding of the manner in which various behaviors of interest to psychologists have been fruitfully explored using the scientific method (2, 8, 11).

#### **Psy. 210, Child Development**

An introduction to developmental psychology covering conception through adulthood. Physical, social and cognitive development are explored with emphasis on early and mid-childhood. Major theories are applied to common issues in development, e.g., parent-child relations, education, poverty and delinquency.

Students in Psy. 210 will:

- explore physical, social, and cognitive developmental processes in children from conception through early adolescence (1, 2);
- develop an understanding of developmental principles and become familiar with scientific research as applied to the issues of interest in child psychology (1, 2, 3, 4, 8);
- develop an appreciation of the influence of the ecology of development upon the child; that is, the influence of family, school, and culture (6, 7, 8, 15, 17);
- apply developmental theories to issues affecting development such as parent-child relations, poverty, and education (6, 7, 8, 15, 17);
- explore cross-cultural issues in development (15, 16, 17);
- develop the ability to think critically about how current theory and research in child development relate to issues encountered in the real world (6, 7, 8, 15, 16, 17);
- critically analyze and facilitate discussions of assigned readings (6, 7);
- communicate knowledge in oral and written formats (12, 13, 14); and
- develop APA format writing skills (14).

### **Psy. 214, Psychology of Women**

This course uses the theories and methods of psychology to focus on women's development, personality, and role in society.

The assessment information for this course was not submitted by the instructor.

### **Psy. 224, Social Psychology**

This course will explore the interaction between the individual and the social world. Topics covered will include social cognition; the self; attitudes and persuasion; group process; prejudice, stereotyping, and discrimination; aggression; and prosocial behavior. Cross-cultural perspectives will be examined.

Students in Psy. 224 will:

- develop an understanding of the major constructs and research in social psychology (1, 2);
- become familiar with research methods in social psychology (3, 4);
- develop critical thinking skills through course readings, class discussions, reading responses, and course project(s) (6, 7);
- be encouraged to apply their knowledge of social psychology in their day-to-day lives (18, 21);
- be encouraged to weigh evidence, tolerate ambiguity, and respect others' perspectives (6, 7, 16, 18, 21);
- seek appropriate scholarly resources and make PowerPoint presentations on final projects (11, 13, 14);
- develop APA format writing skills (14);

- explore the ways in which social psychological research may (or may not) apply differently to other cultures (15, 16, 17);
- facilitate and contribute to class discussions (6, 7); and
- consider how social psychological research applies to their lives (8, 18, 19).

### **Psy. 227, Abnormal Psychology**

A survey of research and descriptive aspects of behavior pathology and methods of treatment.

Students in Psy. 227 will:

- know the necessary and sufficient criteria for defining and recognizing abnormal in contrast to normal behavior (2);
- critically assess the legitimacy of dividing behavior into “normal” and “abnormal” (6, 7, 15, 16, 17);
- appreciate the attempt to explain abnormal behavior from various perspectives ((2, 6, 7, 21);
- understand the complex causes of abnormality (6, 7, 9, 13, 18, 21);
- know the rudiments and limitations of scientific research methods used in examining abnormal behavior (3, 4, 6, 7);
- learn the nature, prevalence, and causes of most major psychological disorders (2, 12); and
- appreciate the legal and ethical issues in mental health services (8, 9, 19, 22).

### **Psy. 235, Forensic Psychology**

This course provides an introduction to forensic psychology, which is the intersection of psychology and the legal system. Examples of topics covered are expert witness issues, insanity pleas, false confessions, issues surrounding repressed memory, eyewitness testimony, and criminal profiling. Special attention will be given to the psychological implications of the legal system’s treatment of minority groups.

Students in Psy. 235 will:

- develop an understanding of the interaction between psychology and the legal system (1, 2);
- develop the tools to critically analyze course readings and other material relevant to forensic psychology (5, 6);
- critically analyze the legal system as it pertains to individuals and groups of people (5, 6, 14, 16);
- enhance their ability to facilitate discussions on course material (6, 12);
- have an opportunity to choose between a service-learning or a research project (7, 8, 10, 11);
- present their final project to the class (13);
- write their final paper in APA format (12, 14); and
- facilitate and contribute to class discussions (6, 7).

### **Psy. 242, Drugs and Behavior**

A study of mind-altering drugs and their effects on the central nervous system, and behavior. Drug dependence and abuse. Principles of psychopharmacology.

Students in Psy. 242 will:

- develop an understanding of how drugs affect behavior (1, 11, 18, 21);
- understand how drugs are absorbed, how they enter the brain, where they achieve their effectiveness, the dynamics of their effectiveness, the nature of tolerance and dependency formation, their interaction with other drugs, as well as the principle methods whereby drugs are deactivated, metabolized and excreted (2, 6);
- appreciate how drugs affect various behaviors of interest to psychologists: alertness, mood, emotion, motivation, depression, psychosis, altered states, libido, learning, and memory (8, 18, 21);
- understand the implications at the level of individual, society, and/or culture from altering mood, mental state, or behavior via drugs use (2, 8, 11, 21);
- appreciate how various demographics (income, religiosity, educational level, SES, age, marital status, culture, country, and continent) impact prevalence patterns of drug use and abuse throughout the world (2, 8, 11, 18, 21);
- understand how to read, interpret, and evaluate graphical and tabular information (6, 7, 11);
- become familiar with various research methods and measurement techniques in this area of study (4, 6);
- become more effective in their oral and written communication skills [by completing a research paper and presentation] (7, 8, 10, 12, 13, 14);
- review and critique selected articles from the literature in order to determine their relevance and usefulness in contributing to their term paper(6, 7, 8, 11);
- gain additional practice in honing APA style and documentation methods (12, 14); and
- gain an appreciation for rigorous independent inquiry, while also embracing the practice, value, and responsibilities of collaborative learning methods and ideals (7, 8, 13, 19).

### **Psy. 250, Human Sexuality**

A survey of the biological, psychological, and cultural aspects of human sexuality including the development of sexual behavior, love and sexual relationships, AIDS, sexual victimization, the physiology of sexual behavior and sexual dysfunctions, controversial issues in human sexuality.

The assessment information for this course was not submitted by the instructor.

### **Psy. 260, Biological Bases of Behavior**

A survey course designed to provide an understanding of the physiology, anatomy, and pharmacology of the various structural and functional components of the nervous and endocrine systems and to establish the relevance of these basic mechanisms for human psychological/behavioral processes.

Students in Psy. 260 will:

- receive a broad introduction to the biological bases of behavior and foster an understanding of how this knowledge can be used to understand human behavior (1, 2, 8, 11);
- gain an understanding of how the nervous system controls behavior, how behavior is able to produce alterations in brain structure and function (2, 6);
- appreciate that the study of the biological bases of behavior is also the study of evolution, genetics, ethology, endocrinology, pharmacology, anatomy, physiology, physics, and chemistry (2, 6, 8);
- appreciate the extent to which progress in science, more often than not, is the result of interdisciplinary contributions and collaborations (2, 10);
- acquire an understanding of how various techniques and equipment have facilitated the rapid advances that characterize research in this area (2, 10);
- appreciate the manner in which various behaviors they have studied in other courses in the discipline can be fruitfully explored using a physiological paradigm (2, 6, 8);
- receive the necessary conceptual foundation in this area for subsequent upper-level courses in the major (6, 7, 11);
- gain practice on how to evaluate the research literature through reading and analysis of various research methods and measurement techniques (6, 7, 8, 11);
- get more practice in how to review and critique selected articles from the literature (6, 8, 11);
- get more practice in how to read, interpret, and evaluate graphical and tabular information (6, 7, 9, 11);
- become more effective oral and written communicators [by completing a research paper and presentation] (7, 8, 10, 12, 13, 14);
- gain additional practice honing APA style and documentation methods (12, 14); and
- develop an appreciation for rigorous independent inquiry, while also embracing the practice, value, and responsibilities of collaborative learning methods and ideals (7, 8, 13, 14, 21).

### **Psy. 265, Cognitive Psychology**

Cognitive psychology is concerned with the scientific study of the mind and how we process, store, and retrieve information. Mental functions studied in the course include perception, attention, memory, reasoning, decision making, problem solving, and language processing.

Students in Psy. 265 will:

- gain a foundational understanding and knowledge of the concepts, constructs, theories, and empirical research in the area of cognitive psychology (1, 2);
- gain an understanding of the research methodology and approach that cognitive psychologists use to study cognitive processes (3, 4, 6, 7);
- appreciate how the findings and critical approach of cognitive psychology apply in the world outside the classroom (6, 7, 8);
- develop critical thinking skills, communication skills (written, oral), information literacy skills, and objective test-taking skills (2, 6, 7, 10, 11, 12, 14);
- make intra- and inter-disciplinary connections with the subject matter (9);
- develop an appreciation of their own cognitive processes and complexity (21); and
- apply what we know about perception, memory, attention, and the higher cognitive processes (reasoning, decision making, problem solving) to one's own life and needs (21).

### **Psy. 275, Positive Psychology**

Review of strength-based approaches to psychology. Research, theory, and cross-cultural perspectives on resiliency, gratitude, forgiveness, spirituality, humor, mindfulness, emotional intelligence, and creativity and their effects on well-being and "the good life" are just some of the topics to be investigated.

Students in Psy. 275 will:

- understand the major concepts and constructs, theoretical perspectives, and historical trends in positive psychology (1, 2);
- be exposed to the empirical research and methods used to gain a better understanding of subjective well-being and the techniques, practices, and disciplines used to develop it (1, 2, 3, 4);
- appreciate the diversity of conceptions of well-being, "the good life", and what constitutes a 'meaningful' life, and how these are shaped by belief systems, experience, and culture (15, 16, 17);
- appreciate their own and others' states of being and to consider ways in which more meaningful, purposeful lives might be obtained; a greater self-awareness and insight into one's own and others' behavior and mental processes (9, 18, 19, 20, 21);
- learn how the techniques and approach of positive psychology can be applied to address and/or improve the human situation and condition (8, 9);
- learn how the study of positive psychology can be applied to real-world problems and can be used professionally to improve our world and understanding of ourselves and others (8, 9, 22);
- develop techniques, practices, and disciplines for self-management, self-understanding, and self-improvement (18 – 21);
- use technology in classroom presentations and information literacy through library research (10, 11); and

- engage in written and verbal communication, creative self-expression, and use of APA format through written assignments, oral presentations, and creative projects (12, 13).

### **Psy. 290/390, Internship in Psychology**

Individually arranged field experiences in psychological settings, for example, psychiatric hospitals, both private and public, and special education classes for the handicapped, retarded, autistic, deaf, and blind. A journal and a paper evaluating the experience will be required as a form of assessment.

Students in Psy. 290/390 will:

- apply course-gained knowledge of psychological concepts, constructs, theories, findings, practices, and/or techniques to a real-world setting or problem (8, 21);
- integrate the internship experience with coursework by producing a written description of same (12);
- reflect on day-to-day experiences, tasks, impressions, feelings, thoughts, etc., by keeping a daily journal (18, 21);
- process and share the internship experience with other interns by participating in a group discussion session (18);
- apply the values of a Wells education: ethical considerations, diversity training, critical thinking skills, liberal arts approach, and other skills and values learned at Wells to the real-world setting (7, 9);
- gain a better appreciation of the needs of a diverse world and the complexities of working within a complex context (9, 15, 16, 17); and
- evaluate possible career options or paths through well-chosen internship opportunities (22).

### **Psy. 315, Psychology of Personality**

A critical survey of the major concepts and theories of normal personality, and of the techniques used in assessment.

Students in Psy. 315 will:

- explore a survey of various noted theories of personality (2, 6, 7, 8);
- explore how the various theories inform pathology (2); and
- demonstrate how the study of personality theory informs the question, "What does it mean to be human?" (9, 12, 15, 16, 17, 18, 19, 21).

### **Psy. 318, Adolescent Development**

Psychological approaches exploring the diversity of adolescent development. The course will focus on the intersections of culture, race, class, gender, and sexuality during adolescence. Topics include: growing up rural/urban, immigration and schooling, resiliency, love and intimacy, identity in global times.

The assessment information for this course was not submitted by the instructor.

### **Psy. 322, Educational Psychology**

This course will investigate educational issues through psychological methods and theories. Topics emphasized: cognitive, language, social and emotional development, individual variation, motivation, standardized testing, innovative classroom assessment, culture, community, and creating new kinds of learning environments for a multicultural society.

The assessment information for this course is not yet available.

### **Psy. 335, Environmental Problems and Human Behavior**

This course examines research and theory on the interactions between human behavior and the environment. The goal of the course is to examine ways in which the increased understanding of human behavior is a vital part of finding workable solutions to environmental problems.

Students in Psy. 335 will:

- explore research and theory on the interactions between human behavior and the environment (1, 2);
- examine ways in which increased understanding of human behavior may be the key to creating solutions to environmental problems (2, 3, 4, 6, 7, 8);
- be encouraged to think critically about the ways in which psychological perspectives may provide insights into creating a sustainable future for the planet and its inhabitants (6, 7, 8, 9, 18, 19, 20, 21);
- work in groups to address environmental issues on the Wells campus (8, 9, 18);
- enhance communication skills by conducting a presentation or workshop to which appropriate administrators, faculty, and/or students will be invited (13);
- enhance critical thinking about the complexity of environmental problems and the psychological underpinnings of environmentally destructive behavior (6, 7);
- apply knowledge of the field in a real-world setting (8, 21);
- work with others to better understand different perspectives and worldviews (15, 16, 17, 20, 21);
- develop APA format writing skills (12, 14); and
- facilitate and contribute to class discussions (6, 7).

### **Psy. 338, Psychotherapy**

An examination of the major systems of psychotherapy (psychoanalysis, cognitive, person-centered, behavioral, etc). Objectives include: developing a model of therapy, learning basic elements of counseling, working with diverse populations developing and applying knowledge of the ethics code.

Students in Psy. 338 will:

- know at least ten theoretical models of psychotherapy (2, 6, 7, 8);
- develop elementary skills in counseling and active listening (2, 8, 21, 22);
- learn the import of key concepts such as “alliance”; “frame”; the “subconscious”; “resistance”; and “transference” in the counseling dynamic (2, 21, 22);
- appreciate the multicultural assumptions within various counseling theories (15, 16, 17);
- know the rudiments of family therapy (2, 21); and
- foster growth as a wise and caring person and not just as a “technician” (18, 22).

### **Psy. 340, Psycholinguistics**

The psychological study of language: How it is learned, produced, comprehended, and used. Philosophical, biological, cultural, methodological, and theoretical issues will be covered. Special topics such as animal language, sociolinguistics, second language acquisition, and language disorder will also be discussed.

Students in Psy. 340 will:

- demonstrate knowledge of the concepts, constructs, and vocabulary used in the study of linguistics and psycholinguistics (1, 2);
- enumerate the defining features of language (2);
- describe language at its various levels (e.g., acoustics, phonology, syntax, semantics, pragmatics, etc.) (2);
- list the major issues and theories in the areas of speech perception, word recognition, production, reading, and language acquisition (2);
- describe primary and secondary language learning (2);
- explain the neurological basis for the comprehension and the production of language (2);
- explain the various views on the relationship between language and thought (2);
- demonstrate an understanding of the methods and technologies used in the psychological study of language (3, 4);
- demonstrate the ability to produce formal writing (using proper APA format) and effective presentation on a psycholinguistic topic (12, 13, 14);
- appreciate the role of ethics, politics, economics, and other social influences on language; appreciate the cultural complexities involved in language use; the diversity of linguistic possibilities; and the influence of cultural factors on language use and development (15, 16); and
- apply psycholinguistics concepts to one’s own life and circumstances and understand its implications for social and eco-justice (8, 9, 21).

### **Psy. 343, Neuropsychology**

A study of clinical and experimental research concerning human brain function with particular emphasis on psychological deficit. Methods of assessment of neuropsychological impairment.

Students in Psy. 343 will:

- demonstrate familiarity with the major concepts, constructs, theoretical perspectives, empirical findings, and historical trends in neuropsychology (1, 2);
- gain knowledge of the various research methodologies used to study brain and behavior, including neural imaging, case study, dissection, and empirical research (3, 4, 5);
- engage in critical thinking and skeptical inquiry and gain an appreciation for the scientific approach to understanding brain and behavior; evaluate widely held (mis)conceptions about brain and behavior (6, 7);
- gain an understanding of how brain function provides the foundation for the human experience but also how compassionate and enlightened application of this knowledge can make for a more sustainable and just world (8);
- be able to weigh evidence; tolerate ambiguity; learn how to behave ethically, humanely, and rationally in the face of disability; respect others' opinions and perspectives; and reflect other values that are the underpinnings of psychology as a discipline and Wells College as an institution (9);
- develop and demonstrate technology competencies through class presentations and scholarly communication; evaluate sources of information for credibility, authenticity, and appropriateness and use it ethically (10, 11);
- be able to communicate their original work effectively and creatively in a variety of formats, including oral presentation, class discussion, and in written form; participate in a collaborative learning environment through the means of class discussion; adhere to APA format in written scholarly communication (12, 13);
- recognize, understand, accept, and respect the complexity of sociological diversity with regard to the diagnosis, prognosis, and treatment of individuals from different cultures. Students will value the expansion of their own experiences through exposure to other ways of thinking, values, and worldviews. Students will understand the current status and direction of this field of study and consider how the field could evolve toward greater inclusion (15, 16, 17);
- develop insight into their own and others' behavior and use this toward great self-understanding and self-improvement. Students will be encouraged and hopefully motivated to value and pursue lifelong learning as a means of self-development in the cultivation of meaningful lives (18, 20, 21); and
- emerge from the course with an idea of the breadth and depth of occupations that rely on a knowledge of neuropsychology and the humaneness, tolerance of ambiguity, and intelligence that practitioners need in order to help their patients live more meaningful lives (22).

### **Psy. 355, Adult Development and Aging**

Using a lifespan approach, this course examines recent research on the physiological, psychological, and social dimensions of adult development. The goals

of this course are to acquaint students with the basic processes of adult development and to promote positive attitudes and expectations about aging.

Students in Psy. 355 will:

- examine recent research on the physiological, psychological, and social dimensions of adult development (1, 2);
- think critically about the ways in which current theory and research on adult development and aging relate to their own lives and the lives of their loved ones (6, 7, 18, 19, 20, 21);
- develop positive attitudes and expectations about aging as a result of increased knowledge about the aging process (18, 19, 21);
- explore how the contributions of biology, individual characteristics, and social/cultural pressure affect lifelong development (2, 3, 4, 6, 7, 15);
- develop oral and written (APA format) communication skills (12, 13, 14);
- facilitate and contribute to class discussions (6, 7);
- reflect on their own aging process (18, 21);
- apply their knowledge of adult development and aging to real-world issues (8); and
- learn how adult self-development is enhanced by shifting the focus from self to other to work toward a more sustainable world (7, 8, 9).

### **Psy. 360L, Qualitative Research Methods**

Methodologies in psychology which use qualitative description and analysis. Methods emphasized: interviews, case study, and participant observation. Extensive use of video and computer technologies for data collection and analysis. Three class hours and two of field-based study.

The assessment information for this course was not submitted by the instructor.

### **Psy. 365L, Quantitative Methods in Psychology**

Basic quantitative research methods commonly used in psychology are examined in detail, with particular emphasis on choosing appropriate methods for research questions/hypothesis in different areas of psychology (e.g., developmental, social, cognitive). For the laboratory session, students spend two hours each week collecting and/or analyzing data.

Students in Psy. 365L will:

- gain a foundation for, and learn the act of quantitative research methodology – tools with which students of human behavior and mind can satisfy their curiosity (1, 2, 3, 4);
- develop critical thinking and quantitative/formal reasoning skills to become 'educated consumers' of quantitative research both in the popular and scholarly press (6, 7, 8, 19, 21);

- nurture a questioning, critical perspective with regard to assumptions, ways of knowing, and ethics (5, 6, 7, 9, 15, 16, 17, 20);
- develop breadth and depth of communication skills (including APA guidelines for written formats) in written, oral, and visual/graphical form (12, 13, 14);
- improve information competencies and the ability to use computers and other technology for data analysis and scholarly communication, and evaluate sources of information for credibility, authenticity, and appropriateness (10, 11); and
- develop a positive, productive learning community within the classroom, one characterized by good citizenship – equality, respect, and responsibility – and learn to use its tools toward the betterment of human society and life (8, 9).

### **Psy. 370, Sensation and Perception**

An exploration and appreciation of the sensory and perceptual processes that produce an interpretation of the world for us. Experiential activities will include perceptual illusions and experiments, art museum field trip, and mammalian eye dissection.

Students in Psy. 370 will:

- gain an appreciation of their own sensory and perceptual abilities (21);
- appreciate the diversity, breadth, and depth of sensory and perceptual abilities across species and across the human family and how that diversity frames and shapes a different view of the same world for different people and species (9, 15, 16, 17);
- learn the methods researchers have used to study these phenomena at both the psychophysical and physiological levels of analysis and the role that technology has played in studying sensory and perceptual processes (3, 4, 6, 7, 10);
- learn the major concepts, constructs, theoretical perspectives, empirical findings, and historical trends in the study of sensation and perception (1, 2);
- realize how a study of sensation and perception can be applied to solving real-world problems and can be used to improve our world and understanding of ourselves and others (8, 21, 22);
- develop the use of technology to study questions of interest to psychologists (10, 11); and
- develop oral and written communication skills (12, 13, 14).

### **Psy. 3xx, Cognition and Culture**

An interdisciplinary exploration of the interplay between cultural and cognitive processes, the resulting diversity of mind, and its role in actions such as intergroup conflict resolution. Conducted as an upper-level discussion seminar complemented by the cultural perspectives of guest speakers.

Students in Psy. 3xx will:

- develop an appreciation of their own cognitive processes and complexity as well as an appreciation of different ways of thinking and meaning-making across the human spectrum (15, 16, 21);
- understand the limitations and potential of cognitive psychology in terms of understanding individual and cultural variability (17);
- develop critical thinking skills, communication skills (oral and written), and information literacy (6, 7, 11, 12, 13);
- make intra- and interdisciplinary connections (9);
- gain an appreciation of both the differences and the similarities in cognition across age, culture, gender, etc. (15, 16); and
- explore the possible ways in which cognitive psychology can be used to help achieve a more sustainable world (8, 9).

### **Periodic Evaluation of Psychology Assessment Plan**

The psychology faculty will meet at least once each year for the sole purpose of evaluating the efficacy of the psychology major in terms of meeting our stated goals, objectives, and outcomes. We will begin by assessing the seniors' performance on the capstone measures to determine whether we need to make adjustments in the curriculum. Each faculty member will assess her or his own courses and will report on changes made to achieve better alignment with the major's goals, objectives, and outcomes.