

Psychology BA/BA Major Requirements

MATH 1153 Statistical Reasoning

The goals and outcomes of this class can be found here: <https://www.isu.edu/academicaffairs/program-information/course-learning-outcomes/>

PSYC 1101 Introduction to Psychology

Goal/Objective #1: Students will identify the basic principles, concepts, and theories that comprise the discipline of psychology.

Outcomes reflecting this goal/objective:

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

Goal/Objective #2: Students will recognize psychology as a scientific discipline.

Outcomes reflecting this goal/objective:

- a. Students will be able to identify the scientific method.
- b. Students will evaluate presented concepts and theories along scientific standards.
- c. Students will be able to apply research in psychology.

Goal/Objective #3: Students will practice/demonstrate their ability to think critically.

Outcomes reflecting this goal/objective:

- a. Learn how to evaluate psychological research and concepts.

Goal/Objective #4: Students will apply principles and concepts in psychology.

Outcomes reflecting this goal/objective:

- a. Students will demonstrate how to apply psychological principles and concepts to everyday life experiences.

PSYC 2201 Careers in Psychology

Goal/Objective #1: Students will obtain an understanding for career options available to those who pursue bachelors, masters, and doctoral degrees in psychology, as well as develop skills required for professional conduct within the discipline of psychology.

Outcomes reflecting this goal/objective:

- a. Students will demonstrate knowledge on successful procedures required to obtain bachelors, masters, and doctoral degrees in psychology.
- b. Students will be able to identify specializations within the disciplines of psychology.

Goal/Objective #2: Students will develop critical thinking skills regarding psychological research and information presented about the discipline of psychology.

Outcomes reflecting this goal/objective:

- a. Students will learn to access and interpret relevant psychological literature.
- b. Students will develop effective learning strategies that aid in pursuing an academic program and career in psychology.

PSYC 2227 Basic Statistics

The goal of this course is to provide students with a basic understanding of statistics for the behavioral sciences. This course will introduce basic principles, concepts, and theories that are fundamental to statistics, and will serve as a foundation for upper level courses in other areas of statistics and psychology.

PSYC 3303 Psychology Research Methods

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

Outcomes reflecting this goal/objective:

1. Mastery of the basic principles, concepts, and theories that are fundamental to the science of psychological research

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 experiments, analyze data, and understand and be able to describe results

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

Outcomes reflecting this goal/objective:

1. Research assignments that incorporates knowledge of APA style and research methodology

Category 1: Select two of the following four courses:

PSYC 2225 Child Development

1. To examine changes in physical characteristics, cognition, emotions, and social behaviors from infancy to adolescence.

Outcomes reflecting this goal/objective:

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

2. To explore the different explanations (scientific theories) for these changes.

Outcomes reflecting this goal/objective:

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

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

Outcomes 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 child development.

Outcomes 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.

PSYC 3301 Abnormal Psychology

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

To achieve this objective, students will explore and critically evaluate biological and psychosocial theories of and current research on psychological disorders. Students will also be exposed to theories and research on the treatment of psychological disorders and have opportunities to engage in critical evaluation of current treatment approaches.

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

To achieve this objective, students will be exposed to and develop basic competency within the DSM 5 diagnostic system.

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

Students will evaluate the utility of the current classification system for mental illnesses regarding issues such as: furthering scientific knowledge and treatment, the role of stigma, and the relevance of cultural/historical context.

PSYC 3341 Social Psychology

1. Students will be able to explain social psychology terms, research methods, theories, advances, and contemporary issues.

2. Students will practice critically evaluating concepts, theories, methodologies, and interpretations of research results.

3. Students will apply knowledge gained to inform their views of social phenomenon in daily life.

4. Students will explain their understanding of the material and their rationale for viewpoints via discussions and a reflection.

PSYC 4401 Theories of Personality

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.

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

Outcomes reflecting this goal/objective:

1. Be able to explain behavior from the viewpoint of different theories.

2. Be able to use information about personality to predict behavior in the future.

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

Outcomes reflecting this goal/objective:

1. Understand the different types of data that can be collected and the advantages and disadvantages of each type.

2. Understand why it is important to collect more than one type of data.

3. Understand different methods of data collection and the advantages and disadvantages of each method.

Category 2: Select two of the following four courses:

PSYC 4431 Behavioral Neuroscience I

1. Learning goal: Become familiar with major concepts, terms, and basic facts that are fundamental to behavioral neuroscience

Learning outcome: Students will demonstrate understanding of these things on course quizzes and activities

2. Learning goal: To develop the ability to read and understand original articles in the field of neuroscience.

Learning outcome: Students will read several original empirical articles on neuroscience topics and evaluate them in assignments.

3. Learning goal: 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.

Learning outcome: Students will complete assignments that require them to describe and evaluate the mechanisms of behavior.

PSYC 4445 Learning and Behavior

The student should exit this course with a basic knowledge of: 1) principles of operant conditioning (selection of behavior by consequences), 2) principles of respondent conditioning (reflexive learning), 3) an understanding and appreciation of why animal research is important to the science of psychology, 4) the ability to understand behavior as such, without the use of mentalistic terms and folksy descriptions, and 5) an understanding of the utility and power of single subject design.

PSYC 4446 Cognitive Process

This course should help you:

1. Be able to explain the evolution of cognitive psychology within the broader discipline of psychology (i.e., the origins of cognitive psychology)
2. Gain knowledge in the various research areas of cognitive psychology (e.g., attention, memory, reasoning, problem-solving, decision-making, and language)
3. Continue to develop your critical thinking skills

PSYC 4472 History of Psychology

This course provides an overview of modern psychology from a historical perspective. It looks at the genesis and development of fundamental problems and methods, with emphasis on specific fields of research. You will become familiar with major terms, individuals, theories, and problems that have significantly influenced the field of psychology.

Students need to choose fifteen (15) program elective credits, at least twelve (12) of which must be upper-division. No more than nine (9) credits can come from PSYC 4483 Special Problems. Students planning to apply to graduate school are encouraged to enroll in PSYC 4491, Senior Seminar, which offers opportunities for design and conduct of experiments, as well as additional training in writing. These students are also encouraged to take more classes from the core areas that will be counted as electives, which will prepare them for graduate school.

Psychology Minor Requirements

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Goal/Objective #2: Students will recognize psychology as a scientific discipline.

Outcomes reflecting this goal/objective:

- a. Students will be able to identify the scientific method.
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- a. Students can state three scientific theories related to changes in physical characteristics, cognition, emotions, and social behavior from infancy to adolescence.

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3. Continue to develop your critical thinking skills

PSYC 4472 History of Psychology

This course provides an overview of modern psychology from a historical perspective. It looks at the genesis and development of fundamental problems and methods, with emphasis on specific fields of research. You will become familiar with major terms, individuals, theories, and problems that have significantly influenced the field of psychology.

Students need to choose 6 additional elective credits in psychology.

Minor in Applied Behavior Analysis

PSYC 2225 Child Development

1. To examine changes in physical characteristics, cognition, emotions, and social behaviors from infancy to adolescence.

Outcomes reflecting this goal/objective:

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

2. To explore the different explanations (scientific theories) for these changes.

Outcomes reflecting this goal/objective:

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

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

Outcomes 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 child development.

Outcomes 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.

PSYC 3328 Developmental Disabilities

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 inter-disciplinary work in the assessment and treatment of developmental disabilities.

PSYC 3375 Applied Behavior Analysis I

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.

PSYC 4445 Learning and Behavior

The student should exit this course with a basic knowledge of: 1) principles of operant conditioning (selection of behavior by consequences), 2) principles of respondent conditioning (reflexive learning), 3) an understanding and appreciation of why animal research is important to the science of psychology, 4) the ability to understand behavior as such, without the use of mentalistic terms and folksy descriptions, and 5) an understanding of the utility and power of single subject design.

PSYC 4475 Applied Behavior Analysis II

This class is being developed. It is expected to be taught in 2020-21.

PSYC 4485 Ethics of Applied Behavior Analysis

This class is being developed. It is expected to be taught in 2020-21.