Outcomes Mapping

HUMANITIES AND SOCIAL SCIENCS DIVISION							
Program:	Psychology AA-T	# Courses: (if applicable)	14	Updated:	4/3/15	Submitted by:	Stacy Bacigalupi/ Michael Dowdle

Institutional Level Outcomes (ILOs): *As a result of an educational experience with any aspect of the college, students will develop the following knowledge, skills, abilities, and attitudes:*			
1. Communication	2. Critical Thinking	3. Information and Technology Literacy	4: Personal, Social, Civic, & Environmental Responsibility

Connect PLOs with an **I, P, or M** (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated following the completion of the program or educational experience.		PLO to ILO Alignment			
PLO Name	*PLO Defined: Upon successful completion of this program, students will be able to:*	1	2	3	4
1. Matriculating	Upon successful completion of this program, the student will be able to matriculate to a Bachelor's program in psychology or a related discipline.	I	P	P	P
2. Describe research and statistics	Upon successful completion of this program, the student will be able to describe research and statistical methods appropriate to psychology	P	P	M	P
3. Theoretical Perspectives	Upon successful completion of this program, the student will be able to compare and contrast major theoretical perspectives in psychology.	P	M	I	
4. Biology and behavior	Upon successful completion of this program, the student will be able to synthesize relationships between biological and behavioral functions.	P	M		I

See the Outcomes Assessment website for definitions and examples of Mt. SAC's ILOs: http://www.mtsac.edu/instruction/outcomes/ilos.html

Key for Level of Learning
(Use for Mapping SLOs/MOs to PLOs to ILOs)
I = Knowledge/Skill Introduced
P = Knowledge/Skill Practiced/Applied
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Outcomes Mapping

Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: Psychology 1A	Connect Outcomes with an **I, P, or M** (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
SLO 1. Be able to differentiate the major theoretical perspectives of psychology.	I		M	I							P	M	I	
SLO 2. Explain how psychology utilizes the scientific method.	P	M									M	M	I	
SLO 3. Apply psychological principles to personal experiences.	I		P								I	P	P	M
MO 1. Identify the major concepts, theoretical perspectives, core empirical findings, and historic trends in psychology.	I		M	I							P	M	I	
MO 2. Compare and contrast major theoretical perspectives of psychology (e.g., psychoanalytic, behavioral, humanistic, etc.)	I		M	I							P	M	I	
MO 3. Apply concepts and theories from the following general domains: (a) biological bases of behavior and mental processes, (b) sensation and perception, (c) consciousness, (d) learning and memory, (e) cognition, intelligence, and language (f) lifespan development (g) motivation and emotion, (h) gender and sexuality, (i) stress and health, (j) social psychology, (k) personality, and (l) psychological disorders and approaches to treatment.	M		M	P							I	P	I	P
MO 4. Apply psychological principles to personal experience.	I		P								I	P	P	M
MO 5. Compare and contrast research methods in psychology, including advantages and	P	M	P								P	M	P	P

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disadvantages of each (e.g., observation, case study, survey, correlational method, experimental method).															
MO 6. Distinguish between scientific and non-scientific methods of understanding.	P	M										P	M		P

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Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: Psyc 3	Connect Outcomes with an **I, P, or M** (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
SLO #1: Research Designs Compare and contrast the various research designs and describe their relative strengths and weaknesses.	P	M	P								M	M	P	I
SLO#2: Answering Psychological Questions Describe the process of answering psychological questions from a scientific perspective.	M	M	P								M	M	P	I
MO 1. Identify the goals of science and the goals of research	M	M	P	I							M	M		I
MO 2. Compare and contrast research designs used by psychologists.	M	P									P	P		
MO 3. Determine appropriate statistical analyses for designs.	P	P									P	P	P	
MO 4. Describe and discuss statistical validity.	P	P									P	P		
MO 5. Perform original psychological research using American Psychological Association (APA) code of ethics.	M										M	M	P	P
MO 6. Use APA style correctly in writing empirically-based reports and literature reviews.	M	P									M	M		
MO 7. Perform literature searches and reviews using standard resources.	M	M	P								M	M	M	
MO 8. Evaluate published research.	P	P	P								M	P	P	

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Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: PSYC 5	Connect Outcomes with an **I, P, or M** (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
SLO #1: Identify correct and erroneous cognitive processes.	P	P									P	M	P	P
SLO #2: Solve intrapersonal and interpersonal problems using psychological principles.	I	I									P	M	I	P
SLO #3: Distinguish between emotional and logical problem solving and how they relate to different situations.	I	I									P	M	P	P
MLO #1. Apply problem solving and decision making skills from a psychological perspective.	M	P									P	M	P	I
MLO #2. Analyze cognitive and reasoning processes of individuals in a practical setting.	M	P									P	M	P	P
MLO #3. Identify logical fallacies and cognitive distortions in critical thinking processes.	M										P	M	P	P
MLO #4. Dissect and examine components of arguments.	M	I									P	M	P	P
MLO #5. Differentiate theories related to critical thinking.	I										I	I		
MLO #6. Differentiate methods of hypothesis testing and interpret probability.	P	P									I	P	P	I
MLO #7. Identify techniques in self-regulation and apply behavior modification techniques.	I	I									P	P	I	P

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Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)													
Course: Psyc 10	Connect Outcomes with an **I, P, or M** (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.												
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4					ILO 1	ILO 2	ILO 3	ILO 4	
SLO#1: Perform and evaluate descriptive (e.g., mean, median, mode, variance, standard deviation) and inferential (e.g., Pearson correlation, t tests, z test, and one-way analysis of variance) statistics.	I	M							P	P	M	
SLO#2: Using SPSS software, correctly input data, analyze data, and interpret output for descriptive statistics, t tests, correlation, and one-way analysis of variance.	I	M							P	P	M	
MO 1. Define and distinguish basic statistical terms and notation including scales of measurement.	I	P							P	P	I	
MO 2. Chart and interpret simple and cumulative frequency distributions.	I	I							P	I	I	
MO 3. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	I	P							P	P	P	
MO 4. Compute and describe the effects of various measures of central tendency and variability.	I	P							P	P	P	
MO 5. Describe and explain the normal curve including how z-scores are used and calculated.	I	P							P	P	P	
MO 6. Describe and interpret statistical error, effect size and power.	I	P							P	P	P	
MO 7. Formulate and test research hypotheses	I	M							P	M	P	

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through the use of various inferential statistical procedures: t-tests, ANOVA, chi-square.															
MO 8. Compute and interpret descriptive statistics including correlation and regression.	I	M										P	P	P	
MO 9. Conduct and interpret statistical analyses using statistical software.	I	P										P	P	M	

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Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: Psychology 1B	Connect Outcomes with an **I, P, or M** (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
SLO# 1: Knowledge of anatomical structures. Identify the major anatomical structures, and their functions, of the nervous system,	M	M		M							M	M		
SLO #2: Neural Communication. Identify the major structures and main sequence of events of neural chemical transmission.	M	M		M							M	M		
MO # 1: Identify the major structures of the brain from coronal, mid sagittal, and horizontal views.	I	I		M							I	I	I	
MO # 2: Describe the effects of various types of brain damage and disease (i.e., strokes, Parkinson's disease, Alzheimer's disease, schizophrenia, etc.) upon the nervous system.	M	M		M							M	M		
MO #3: Describe the research on pre/post natal development of the brain and neuroplasticity.	I	I	I	I							I	I	I	
MO #4: Explain the role of natural selection in nervous system functioning	I	I	I								I	I	I	
MO # 5: Explain the neural impulse in terms of the voltage and chemical changes that occur in the neuron.	M	M		M							M	M		
MO # 6: Explain the process of synaptic transmission and the hypothesized effects of neurotransmitters on behavior.	M	M		P							M	M	I	
MO # 7 Analyze the different methods of investigation of the nervous system.	P	P		P							P	P	P	
MO # 8: Classify the different types of neurons	M	M		I							M	M		

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and glial cells in the nervous system.														
MO # 9: Evaluate the research evidence concerning the role that different brain areas play in the following behaviors and/or functions: perception, biological rhythms, motivation and emotion, sexual behaviors, response to stress, learning and memory, lateralization and languages.	P	P		P							P	P		
MO # 10: Appraise the role of genetics in understanding behavior and/or nervous system functioning.	I	I									I	I		

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Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: PSYC 14	Connect Outcomes with an **I, P, or M** (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
SLO #1: Apply major theories in developmental psychology.	I		M	I							P	P		I
SLO #2: Evaluate the relative contributions of nature and nurture to human development.	P	I	P	P							I	P	P	P
MO #1: Analyze the developmental changes that take place during the prenatal, infancy, early and middle childhood, adolescence, early adulthood, middle adulthood stages, and later adulthood, and death.	P		P	P							P	M	P	P
MO #2: Analyze the attachment process and its impact on psychological development throughout the lifespan.	I		P	P							I	P	I	P
MO #3: Analyze the stages of bereavement and death with an understanding of cultural differences.	I		I	I							I	P		P
MO #4: Compare the major development theorists including Erikson, Piaget, Vygotsky, Ainsworth, Lorenz, Levinson, Watson, Skinner, Kohlberg, Gilligan, White and Freud.	P	I	M	P							P	M		P
MO #5: Evaluate scientific research methods (longitudinal, cross-sectional, sequential, twin method) used in developmental psychology.	I	P		I							P	P		I
MO #6: Evaluate the historical and current traditional approaches to the study of developmental psychology.	P	I	M	I							I	P		I

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MO #7: Evaluate the Nature versus Nurture Controversy as it applies to developmental psychology.	P	I	P	P								I	P	P	P
MO #8: Evaluate the implication of cultural processes on the psychological development of the individual.	I	I	P									I	M		M

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Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: Psychology 15	Connect Outcomes with an **I, P, or M** (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
SLO #1: Compare theories of child psychology.	I		M	I							I	P		I
SLO #2: Apply physical (including changes in the brain), cognitive, and psychosocial (social, emotional and personality) changes throughout childhood (infancy through adolescence) to explain children's behavior.	P	I	P	M							I	P	I	P
MO #1: Compare theories of child psychology.	I		M	I							I	P		I
MO #2: Describe and evaluate methodology used to assess child psychology (including cross-sectional, longitudinal, and sequential).	I	P	I								I	P	P	I
MO #3: Recognize ethical issues concerning research with minors.	I	I									I	I		P
MO #4: Analyze key physical, cognitive, and psychosocial changes from the birth through adolescence.	P	I	P	M							I	P	I	P
MO #5: Explain child and adolescent psychological disorders and therapies.	P		I	P							P	P	I	P
MO #6: Define the process of conception and the prenatal period.	I			P							I	I		P
MO #7: Analyze the psychological implications of the developmental stages.	P	I	P	M							I	P	I	P

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Outcomes Mapping

Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)

Course: PSYC 17-HUMAN SERVICES	Connect Outcomes with an **I, P, or M** (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
SLO #1: Client Services affected by demographics. Evaluate how the following factors affect services clients receive: culture, language, financial status, intellect, educational level, physical ability, mental health, age, gender, sexual orientation.	I	I		I							I	I	P	P
SLO #2: Desire for career in Human services. Achieve more clarity in one's own desire to pursue a career in Human Service.	M	I	I	I							I	I	P	P
SLO #3: Communication/Interaction. Apply modalities to interacting and communicating with clients.	P	P	P	P							P	P	P	P
SLO #4: Modalities. Differentiate models of human service delivery.	M	I	I								I	P	I	P

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Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: PSYC 19	Connect Outcomes with an **I, P, or M** (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
SLO#1: Psychological Disorders: Identify and analyze major psychological disorders using signs and symptoms from the current DSM.	M	I	P	P							M	M	P	P
SLO #2: Theoretical Perspectives: Identify and apply theoretical perspectives used to describe the causes of mental disorders.	P	I	M	P							M	P	I	P
MO #1: Explain the criteria for defining abnormal behavior.	P	I	P	P							M	P	I	M
MO #2: Compare and contrast the major theoretical perspectives in abnormal psychology.	P	I	M	P							M	P	I	P
MO #3: Explain the history, structure, use and limitations of the DSM 5.	P	I	-	I							P	I	-	I
MO #4: Compare various research methods that are used to study abnormal behavior.	I	P	-	P							I	I	P	I
MO #5: Identify symptoms of disorders, incl. adjustment, anxiety, mood, somatoform, psychotic, personality, dissociation, eating, sleeping, gender, sexual, & substance-related.	M	-	-	P							M	P	I	P
MO #6: Evaluate legal definitions of insanity and incompetence.	I	-	-	-							I	-	-	I
MO #7: Analyze ethical issues in treatment of disorders.	P	I	-	-							I	I	-	I
MO #8: Apply diagnostic criteria to suggest possible diagnoses and treatment for disorders	P	-	I	P							P	P	P	P

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to case studies.														
MO #9: Explain sociocultural issues in diagnosis and treatment.	P	I	P	-							P	P	-	P

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Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: Psychology 25	Connect Outcomes with an **I, P, or M** (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
SLO #1: Describe, compare and contrast the predominant theories of gender development.	I		M	I							P	M	I	I
SLO #2: Identify gender role messages in popular culture, such as television, music, video games, and film.	I		P	I							I	M	P	M
SLO #3: Students will be able to demonstrate meaningful self-evaluation related to increasing their lifelong personal well-being.			I	I							I	M		M
SLO #4: Explain the concept of privilege as it relates to various minority groups (i.e., women, ethnic minority groups, homosexuals, etc.).	I		P	P							M	M	I	M
MO #1: Identify women's psychological and physical health issues and the response of the healthcare system in providing treatment.		I	I	P							I			I
MO #2: Identify the sources of sex bias in psychological research and discuss gender-fair research methods and interpretations.	I	M	I	I							P	M	P	P
MO #3: Define sexual orientation and identify issues related to the lesbian, bisexual, and transgender female experience.	I		I	P								P	P	P
MO #4: Describe the prevalent theoretical perspectives, including the psychoanalytic and feminist perspectives, on gender identity development and gender differences.	I		M	P							I		M	P
MO #5: Describe gender differences in verbal	I		I	I							P	I		I

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and nonverbal communication patterns and how language treatment differs between genders.																	
MO #6: Describe psychological and physiological aspects of female sexuality and sexual dysfunctions.		I	I	P										I	I	I	P
MO #7: Explain the rationale for the study of the Psychology of Women and define related terms (i.e., feminism, sexism, sex, gender, privilege, gender role).	I	I	I	I										P	P		M
MO #8: Explain how ethnic, cultural and socioeconomic factors impact women's experience in the workplace.	I		P	I										P	P		P
MO #9: Analyze how gender stereotypes, discrimination, gender role expectations, and family-related issues affect women.	I		I	I										P	P	I	M
MO #10: Differentiate between real and stereotypic gender differences, such as differences in abilities, achievements, emotions, and motivation, and reasons for those differences.	P	P	I	I										P	M	P	P
MO #11: Discuss female victimization, particularly in the areas of rape, intimate partner abuse, sexual harassment, and childhood sexual abuse.		I	I	I										P	P		P
MO #12: Synthesize course information to develop more critical appraisal and analysis of gender-related issues in contemporary society, and identify future trends that will continue to affect women.	M	I	I	P										P	M	P	M

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Course: Psychology 26	Connect Outcomes with an **I, P, or M** (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
SLO 1. Identify and differentiate male and female sexual and reproductive anatomy, physiology, and sexual responses.	I			M							I	P		I
SLO 2. Describe differences in sexual attitudes and behaviors based on diversity of culture, religion, generation, gender, and/or sexual orientation.	P		P								P	P		M
SLO 3. Students will demonstrate meaningful self-evaluation related to increasing their lifelong personal well-being.	M		P	I							M	M		M
MO 1. Describe historical and current research methods in studying human sexuality.	P	P	P	I							P	P	I	I
MO 2. Describe dysfunctional and atypical sexual behaviors and therapy.	I	I	M	I							M	M		P
MO 3. Describe the sexual marketplace and discuss potentially controversial issues related to prostitution and pornography.	I	I									P	M	I	P
MO 4. Describe sexuality from conception, pregnancy, and birth to childhood, adolescence, and adulthood.	P			P							P	I		P
MO 5. Describe the implications of various types of sexual aggression and violence.	I	I									P	M		M
MO 6. Explain various types of love, communication, and sexual behaviors in relationships.	P		I								M	P		M

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Module Outcome												
MO 7. Identify various structures of male and female sexual anatomy and discuss their functions in the physiology of human sexual responding.	I			P				I	P		I
MO 8. Identify symptoms of various sexually transmitted diseases and discuss their prevalence, transmission, and treatment.	I	I		P				I	P	P	P
MO 9. Analyze and evaluate different theories of gender and sexual orientation.	P	P	M	P				P	M		M
MO 10. Compare and contrast various methods of contraception.	P			P				P	M		P

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SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
SLO 1. Stress and Coping Explain stressors in your own life and generate a list of effective and ineffective ways of coping.	I		I	P							P	I	I	P
SLO 2: Physical Health Understand the processes by which psychological factors influence physical health.	I		I	P							I	I	I	P
SLO 3. Lifelong learning Students will demonstrate meaningful self-evaluation related to increasing their lifelong personal well-being.	P		I	I							P	P	I	M
MO 1. Compare and contrast major theories of personality and apply them to daily life.	I		P	I							P	P	I	I
MO 2. Analyze how attitudes, social perception, and social influence affect views of self and others.	I		I								P	P	I	P
MO 3. Describe sources and moderators of stress in one's own life and evaluate healthy and unhealthy coping mechanisms.	I		I	I							P	I	I	I
MO 4. Explain how psychological factors, nutrition, exercise, sleep and drug use influence physical and mental health.	P		I	P							P	I	I	P
MO 5. Distinguish various psychological disorders as described in the current edition of the Diagnostic and Statistical Manual and the	I		P	I							P	P	I	I

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specific therapeutic techniques used to help people who demonstrate psychological disorders.															
MO 6. Demonstrate interpersonal communication skills and conflict resolution techniques.	P		I								P	I	I	P
MO 7. Analyze ways gender and sexuality affect thinking and behavior.	I		I	P							P	P	I	P
MO 8. Identify various aspects of interpersonal attraction such as the meaning of friendship, definitions of love, loneliness, and predictors of marital and relationship success.	I		I	I							I	I	I	I
MO 9. Identify personal issues that relate to career planning and job satisfaction.	P		I								I	P	I	P
MO 10. Demonstrate meaningful self-evaluation related to increasing lifelong personal well-being.	P		I	I							P	P	I	M

Key for Level of Learning
(Use for Mapping SLOs/MOs to PLOs to ILOs)
I = Knowledge/Skill Introduced
P = Knowledge/Skill Practiced/Applied
M = Knowledge/Skill Mastered