

Part I. General Information

Program(s) Discussed: Psychological Science

Current Semester: Spring 2016

Dates of Assessment Meetings – Part of almost every monthly department meeting throughout the 2015-2016 academic year was devoted to assessment. An entire meeting was devoted to assessment, specifically our senior standardized assessment exam on April 12, 2016.

Participants in Assessment Meeting(s): The entire Department: Sheri Young, David Rainey, Helen Murphy, Abdul Imam, Denise BenPorath, John Yost, Angela Jones, Tracy Masterson, Elizabeth Swenson, Beth Martin
(We use part of our monthly dept. meetings to discuss ongoing assessment issues)

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

On-Campus Users

- Freely available
 Available upon request
 Unavailable

Off-Campus Users

- Freely available
 Available upon request
 Unavailable

Part II. Assessment Process

Prompt: In one or two paragraphs, describe your assessment process. Did you gather data on all of your program's student learning goals? If not, which student learning goals did you measure in this assessment cycle? What tools did you use to attempt to measure student learning? Where and how were they administered? Who scored them?

There are 8 student learning goals for the program and we have an ongoing assessment of all 8, however, we typically discuss 2-3 in depth every year. This year we focused primarily on our learning goals number 1 (Knowledge base in the core areas of psychological science) and number 6 (Ethics and values of the discipline).

This year for the assessment process we looked specifically at 4 measures/issues: 1) a direct measure - MFT scores, 2) indirect measure - senior exit surveys; 3) statistics around the popularity of a Psychological Science minor; 4) PS 101 as an ethics and social justice course.

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The MFT is a standardized comprehensive written exam that is divided broadly into four sections: 1) Learning & Cognition, language, Memory, and Thinking, 2) Perception, Sensory, Physiology, Comparative and Ethology, 3) Clinical, Abnormal, and Personality, and 4) Developmental and Social. All majors are required to complete the MFT with a passing score in the final semester of their senior year. The MFT was given in late January all senior majors graduating in May or August and in the previous fall to students graduating in December/January. The exam is proctored by a faculty member and then is sent to Educational Testing Service to be scored. When we receive the exam result, they are discussed at a department meeting and students are sent a letter and e-mail inviting them to meet with the Department Chair to discuss their results.

The senior exit survey is conducted individually by the Department Chair near the end of the spring semester. The survey is a short online survey that each senior completes individually in a private assessment room. Our past survey assessed 3 main areas: student perceptions of PS 301 (Experimental design which is required of every student), student perception of their own critical thinking skills developed as part of the Psychological Science Major, and student perception of the faculty in terms of faculty knowledge, availability, and quality of teaching. In the Fall 2015 semester the faculty discussed what was perceived to be the outdated senior exit survey and decided to update the survey in line with our current learning goals. Using our 8 learning goals we created 8 subsections to the survey. For each subsection we wrote 3-6 items. The coefficient alpha reliability coefficients for the subsections were all very good (alpha equals .72, .77, .77, .83, .87, .89, .75, .88).

For the minor, our concern was not focused on student learning (as that is captured in our other assessment work), but rather on why we have so few minors.

As Social Justice is foundational to the field of Psychology, our work around the learning goal of ethics and value in the discipline focused on recreating sections of the Introductory Psychology class (PS 101) that meet the requirements for Issues in Social Justice (part of the University Core).

Part III. Findings

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

The department has kept a record of the student's performance on the MFT since 1992 so we can look at any trends that have developed. Data shows the number of

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MFTs taken, and the average national percentile rank for the JCU students. Our department requires students to score a minimum of $\frac{1}{2}$ sd below the national mean to pass the exam. This year our student average was a scaled score of 155 (out of 200), which is the 46th percentile. Our spring scores for the past 5 years have all been a bit above this year's score. The department standing in terms of the national percentile has typically varied from the 55th – 62nd percentile yearly. This year, at only the 46th percentile nationally, was surprisingly low.

Because the scores were somewhat low last year and even lower this year we decided to have a look at the test itself and see if the questions on the exam were a good match with what we are currently teaching in our courses. We gained permission from ETS to meet as a department and look at the items on the test (no notetaking was allowed). All full-time faculty members except one was present and we went item-by-item through the 200 item test. All but a couple of items were accounted for in either introductory psychology or another commonly taken class. The faculty evaluated the questions carefully and we decided that the test was fine. We then discussed other possible reasons for the declining performance: students of lower caliber?, students not preparing for the exam?, classes poorly taught?. While we had various other ideas, the general consensus was that we will approach the problem of declining scores in a systematic way. This year we will try changing the student test preparation. We will give them practice exams in the beginning of the Fall of their senior year and then also at the end of the Fall semester/beginning of the Spring semester. We are hoping that their scores on these practice tests will spur them on to prepare for the actual exam. Data will be reported next year.

Senior Exit Survey data: Last year we looked at an analysis of the surveys over the years 2010 – 2013 (all available data) which indicated generally high ratings for the 4 areas we assessed: a. for PS 301 (experimental design); b. For Critical Thinking; and c. For Faculty. This year we rewrote the exit survey to correspond more directly with our department learning goals. Our finds were the following (all items were on a 1-5 scale with a 5 indicating the highest level of agreement; means are in descending order):

- Ethics in Psychology (mean = 4.5)
- Understanding of Diversity (mean = 4.5)
- Fundamental Knowledge of Psychology (mean = 4.4)
- Written and Verbal Communication Skills (mean = 4.4)
- Research Analysis (mean = 4.3)
- Critical Thinking (mean = 4.3)
- Transition to Work or Graduate School (mean = 4.2)
- Research Skills (mean = 4.0)

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These scores indicate that student perceive themselves to be very strong in all of these areas.

Minor: We looked at the current number of minors. It was startlingly low (3 students). We discussed at length during at least 2 department meetings why the number of minors is so low and based on our own discussions with students, colleagues, and among ourselves we determined it might be due to the large number of extremely rigorous course requirements. We therefore made the decision to change the minor. We eliminated both the two semester statistics requirement and the 4 credit experimental design class. We will track data over the next 3-5 years to see if the number of minors increases and if it does we will then discuss how best to assess how well they are meeting the department learning goals. Perhaps more importantly is what the learning goals for the students in the minor should be.

PS 101: With the new integrated core curriculum there is a need for departments to develop courses around the issues of social justice. There are specific requirements that each course qualifying for a Social Justice designation must meet. Throughout several discussions on this topic it became quite clear that Introductory Psychology would be an excellent fit for such a course. With that in mind we started the process of developing such a course. At this time the syllabus and course assignments have been developed but some of the paperwork is still being completed. The course will be submitted for approval by the end of the Spring 2016 semester. We feel that this is a huge step forward for PS 101 which has not had a major make-over in many years. Note, that not all sections of PS 101 will adopt this format at the current time. We will assess both faculty and student evaluations of the course and then make decisions going forward.

Part IV. Planned Changes to the Assessment System

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

This year we spent a lot of time changing the assessment for the Senior Exit Survey. We feel we have a strong, more psychometrically sound instrument for current and future use.

We also spent a significant amount of time assessing the MFT. We have concluded that we do like the instrument and will continue to use it in the

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foreseeable future. We will change our approach to test preparation for the students and will report changes in scores next year.

The departmental student learning goals are being met and the assessment measures are adequate, valid and reliable, and easy to administer. The findings from both measures are in agreement. For the upcoming year we hope to establish rubrics for evaluating student final papers in PS 301 that will better help us to evaluate Learning Outcomes #2, and #5.

One of our accomplishments this year has been a mapping of all Psychology classes to the University Learning Goals (attached). This is useful for planning classes, teaching classes, and general discussion around the curriculum. Particularly useful for working with part-time instructors who often has little information on course coverage.

Part V. Planned Changes to the Program in Response to Data

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

We did make a couple of substantive changes to the program. First, as indicated above, we decided to keep using the MFT exam, but are changing student preparation. All students will be taking 2 practice exams (written by the department), with the hope that they will see the need to prepare for the exam and will then do so.

Second, based on our findings from the new Senior Exit Survey, we feel that at this time the graduating seniors are quite satisfied with their education. Based on that data alone, no major changes are being planned.

Next, we did realize that we have a very small number of students declaring a Psychological Science minor (currently just 3 enrolled) and based on that data we made a fundamental change to the minor (described earlier).

We also looked at the small number of students in the Sports Psychology Concentration (previously called Tracks). Because one of the main faculty in that concentration is retiring, and because we have only 3 students enrolled in the concentration we have decided to discontinue the concentration. All students currently enrolled will be able to complete the track.

JCU Learning outcomes

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills
9. Understand the religious dimensions of human experience

PS 101 Introduction to Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas

PS 150 Violence and Aggression

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 175 Life Span Development

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas

PS 190 Preparing for Graduate School

This course meets the following university learning outcomes:

3. Apply creative and innovative thinking
8. Employ leadership and collaborative skills

PS 226 Drugs and Behavior

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
3. Apply creative and innovative thinking
7. Apply a framework for examining ethical dilemmas

PS 241 Social Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
5. Act competently in a global and diverse world
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas

PS 261 Child Development

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds;
2. Develop habits of critical analysis and aesthetic appreciation
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas
9. Understand the religious dimensions of human experience

PS 262 Adolescent Development

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas
9. Understand the religious dimensions of human experience

PS 295 Introduction to Special Topics

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas

PS 297 Introduction to Cognitive Science

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking

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7. Apply a framework for examining ethical dilemmas

PS 299 Research Experience in Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

PS 301/L Experimental Design/Analysis

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 310 Sport Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 318/L Sensation and Perception

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression

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7. Apply a framework for examining ethical dilemmas

PS 326 Psychobiology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas

PS 332/L Learning and Behavior

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

PS 342 Psychology of Prejudice

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
5. Act competently in a global and diverse world
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas

PS 351 Theories of Personality

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 359 Industrial/Organizational Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 362 Health Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
5. Act competently in a global and diverse world
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas

PS 365 Adulthood and Aging

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
7. Understand and promote social justice
8. Apply a framework for examining ethical dilemmas
9. Understand the religious dimensions of human experience

PS 370 Forensic Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas

PS 375 Clinical Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas

PS 381 Eating Disorders

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
3. Apply creative and innovative thinking
7. Apply a framework for examining ethical dilemmas

PS 380/L Human Memory and Cognition

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

PS 386 Mind, Brain and Behavior

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas

PS 395 Special Topics

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

PS 401 Advanced Research Methods in Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

PS 407 Psychology of Autism

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
5. Act competently in a global and diverse world
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas

PS 415 Multicultural Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
5. Act competently in a global and diverse world
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas

PS 421 History and Systems of Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills
9. Understand the religious dimensions of human experience

PS 426 Psychopharmacology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
7. Apply a framework for examining ethical dilemmas

PS 435 Tests and Measurements

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas

PS 442 Lab Management in Psychological Science

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

PS 455 Child and Adolescent Psychopathology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas

PS 457 Psychopathology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas

PS 459 Performance Evaluation and Goal Setting

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 462 Counseling Theory and Practice

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
5. Act competently in a global and diverse world
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 470 Children and Families in the Legal System

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 471 Seminar in Ethics of Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas

PS 476 Senior Seminar in Child and Family Studies

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
6. Understand and promote social justice
7. Apply a framework for examining ethical dilemmas

PS 477 Senior Seminar in Mental Health Services

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

PS 478 Senior Seminar in Eating Disorders

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

PS 479 Senior Seminar in Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

PS 480-481 Practicum in Industrial/Organizational Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 482-483 Practicum in Mental Health Services

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 484-485 Practicum in General Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 486-487 Practicum in Child and Family Studies

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 488-489 Practicum: The Hospitalized Child

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 494 Internship/Seminar in Forensic Science

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 495 Advanced Special Topics in Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

PS 496 Readings in Psychology

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This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

PS 497N Advanced Research in Neuroscience

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

PS 498 Practicum in Research Methods

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
7. Apply a framework for examining ethical dilemmas
8. Employ leadership and collaborative skills

PS 499 Individual Research Project in Psychology

This course meets the following university learning outcomes:

1. Demonstrate an integrative knowledge of human and natural worlds
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas