

**Assessment Report
Applied Psychology Program
2012-2013**

I. Introduction

History

The Department of Humanities and Social Sciences added the Bachelor of Science in Applied Psychology on the Klamath Falls campus in 1997. The program has become well established and continues to grow and evolve. A minor in Psychology is also available to students. The Applied Psychology program serves students in the major, students in the minor, and serves General Education by providing courses that fulfill social science requirements. The program has also included an opportunity for students to choose one of three primary areas of interest: human services, pre-education, and organizational development.

Enrollment trends

Enrollment for the Applied Psychology major started very high, with 195 students enrolled in the Fall of 1997. Enrollment declined after 1997, but has remained stable since 2002. Between the 2002 and 2011 academic years, the Applied Psychology program has had a consistent number of students, totaling between 125 and 157 students actively enrolled each year. Enrollment in Fall 2012 was 137 and Winter 2013 was 150. This figure represents approximately 4% of the total population of students in the Klamath Falls campus. After the initial influx of students when the program first began in 1997, the numbers have remained consistently at the same level. It should also be noted that many students transfer into the program as juniors or seniors, having completed the general education requirements within another major or at another college (e.g., KCC).

Graduation rates

The Applied Psychology program has graduated between 42-56 students annually with 50 students graduating during the 2011-2012 academic year. This represents a small decline in the rate of graduation based upon the numbers of active enrollee. During the 2012-2013 academic year the program had 38 students graduating from the program during the June ceremony. Of the students graduating in the 2012-2013 academic year, 43% are looking for employment after graduation, 29% accepted employment after graduation, 24% are planning to continue their education in a graduate program. The majority of students that have accepted employment are working in areas related to their psychology degree (83%) with salaries ranging from \$33,600-\$49,000.

II. Program Purpose, Objectives, and Student Learning Outcomes

Applied psychology Program: Mission Statement

The mission of the Applied Psychology program is to enable students to apply general knowledge of psychology and in-depth knowledge and skills to specific areas of psychology to communicate effectively, think critically, behave ethically and with cultural awareness, and work interpersonally with people from a wide variety of backgrounds.

Applied Psychology Program: Objectives

1. To produce graduates with effective interpersonal skills who can work in a variety of practical settings;
2. To enable students to obtain the knowledge and skills necessary for immediate employment and/or graduate study in psychology and related areas;
3. To provide opportunities for students to apply their psychological training to employment in business and human service related organizations or to prepare for graduate programs in related areas
4. To serve as a minor to complement other programs on campus

Applied Psychology Program: Outcomes

1. Students will demonstrate an understanding of and be able to use major research methodologies in psychology, including design, data analysis, and interpretation
2. Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the APA Code of Ethics.
3. Students will demonstrate basic counseling skills
4. Students will demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews and theoretical papers.
5. Students will demonstrate effective oral communication skills in various formats (e.g. group discussion, debate and lecture).

III. Three-year Cycle for Assessment of Program Learning Outcomes

The learning outcomes will be assessed on a three-year cycle as demonstrated in Table 1.

Program Learning Outcomes	2009/ 2010	2010 /11	2011 /12	2012 /13	2013 /14	2014 /15
Students will be able to demonstrate an understanding of and be able to use major research methodologies in psychology, including design, data analysis, and interpretation.			X			X
Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the APA Code of Ethics.	X			X		
Students will demonstrate basic counseling skills.		X			X	
Students will demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews and theoretical papers.					X	
Students will demonstrate effective oral communication skills in various formats (e.g. group discussion, debate and lecture).						X

Table 1. Assessment Cycle

IV. Summary of 2012-13 Assessment Activities

The Applied Psychology faculty met on October 8, 2012 to review the program assessment plan. The 2012-13 assessment addresses PSLO 2: *Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the APA Code of Ethics*. Assessment data were collected in the fall term in PSY 313- Psychological Research Methods I and PSY 334- Behavior Modification I. By utilizing both classes, the department was able to assess students understanding of ethics in both clinical and research settings. Additionally, these courses make up the core of the Applied Psychology curriculum.

Student Learning Outcome 4: Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the APA Code of Ethics

Direct Assessment #1

The faculty assessed this outcome in PSY 313, Psychological Research Methods, in the fall 2012 term using a rubric scored ethics assignment. There were 10 junior and senior students involved in this assessment. The faculty rated the proficiency of students using the performance criteria described in Table 2. The assignment is attached in Appendix B.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
1. Demonstrates knowledge of the professional code of ethics	Ethics Assignment, Rubric	Limited Proficiency = 1; High Proficiency = 4	70% at 3 or 4	90%
2. Using the code of ethics, describes ethical issue(s)	Ethics Assignment, Rubric	Limited Proficiency = 1; High Proficiency = 4	70% at 3 or 4	90%
3. Describes stakeholders and discusses their points of view	Ethics Assignment, Rubric	Limited Proficiency = 1; High Proficiency = 4	70% at 3 or 4	80%
4. Describes and analyzes alternative approaches	Ethics Assignment, Rubric	Limited Proficiency = 1; High Proficiency = 4	70% at 3 or 4	90%
5. Chooses an approach and explains the benefits and risks	Ethics Assignment, Rubric	Limited Proficiency = 1; High Proficiency = 4	70% at 3 or 4	90%

Table 2. Assessment Results for SLO 2, PSY 313, Fall 2012

Strengths: Students seem adept at describing ethical codes, analyzing approaches, and explaining the benefits and risks of research.

Weaknesses: Although students met the acceptable performance for criteria three, this was the weakest of all five criteria.

Plans for improvement: Future assignment scenarios will focus on describing the stakeholders and the instructor will hold discussions about stakeholder points of view.

Direct Assessment #2

The faculty assessed this outcome in PSY 334, Behavior Modification I, in the Winter 2013 term using a rubric scored ethics assignment. There were 12 junior and senior students involved in this assessment. Students were asked to identify the Behavior Analysts Code of Conduct and apply the Code to a scenario. The faculty rated the proficiency of students using the performance criteria described in Table 3. The assignment is attached in Appendix C.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
1. Demonstrates knowledge of the professional code of ethics	Ethics Assignment, Rubric	Limited Proficiency = 1; High Proficiency = 4	70% at 3 or 4	100%
2. Using the code of ethics, describes ethical issue(s)	Ethics Assignment, Rubric	Limited Proficiency = 1; High Proficiency = 4	70% at 3 or 4	83%
3. Describes stakeholders and discusses their points of view	Ethics Assignment, Rubric	Limited Proficiency = 1; High Proficiency = 4	70% at 3 or 4	92%
4. Describes and analyzes alternative approaches	Ethics Assignment, Rubric	Limited Proficiency = 1; High Proficiency = 4	70% at 3 or 4	92%
5. Chooses an approach and explains the benefits and risks	Ethics Assignment, Rubric	Limited Proficiency = 1; High Proficiency = 4	70% at 3 or 4	82%

Table 3. Assessment Results for SLO 2, PSY 334, Winter 2013

Strengths: Students identified essential elements of the Behavior Analysts Code of Conduct and appropriately applied the code to an ethical dilemma scenario.

Weaknesses: Some students did not complete the assignment, even though there were points associated with the assessment. Some students appear to have rushed through the assignment and lower scores may reflect lack of effort rather than lack of understanding or ability to apply the code to the scenario.

Plans for improvement: Continue to emphasize the importance of understanding and applying the ethics of the field of psychology.

Indirect Assessment #1

The students assessed this outcome using the Senior Survey. There were 21 graduating seniors that participated. Students rated their knowledge and understanding of ethics using the criteria described in Table 4.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Knowledge and understanding of relevant ethical issues including a general understanding of relevant ethic codes	Senior Survey	No Proficiency = 1; High Proficiency = 4	70% at 3 or 4	100%

Table 4. Assessment Results for SLO 4, 2013 Senior Exit Survey

Strengths: Students rated themselves as proficient in the areas of ethical issues.

Weaknesses: None, students feel confident in their understanding of ethics and the ethical codes.

Plans for improvement: Continue to emphasize the importance of understanding and applying the relevant ethical codes for psychology.

V. Summary of Student Learning (completed during Spring 2013 faculty meeting)
Student Learning Outcome 4: Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the APA Code of Ethics.

Strengths: Student performance on the Ethics Assessment indicates that they understand and can apply the relevant ethical codes. There are several ethical codes that are relevant for students in the Applied Psychology program and these codes are introduced in many of the core courses in the curriculum. Application of specific codes (e.g., APA ethical code for research, Behavior Analysts Code of Conduct) is emphasized in specific courses. This emphasis on ethics is a strength of the program.

Weaknesses: This year, due to a loss of faculty, we did not assess ethics for counseling.

Plans for Improvement: In three years, we will collect ethics data in PSY 301 (Basic Counseling Skills) to have a more complete report of ethics in psychology. The assessment data indicate that students are meeting expectations for understanding and applying ethical codes and we will continue to emphasize the importance of understanding and applying ethical codes.

Appendix A

Program Learning Outcome

Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the relevant ethic codes.

	1 st year	2 nd year	3 rd year	4 th year
Fall	PSY 201	PSY 215 PSY 220	PSY 301 PSY 313 PSY 317 PSY 334 PSY 341 PSY 347 PSY 360 PSY 410	PSY 420 PSY 421 PSY 422 PSY 423
Winter	PSY 202	PSY 216	PSY 311 PSY 317 PSY 330 PSY 335 PSY 342 PSY 347 PSY 361 PSY 410	PSY 420 PSY 421 PSY 422 PSY 423
Spring	PSY 203	PSY 220	PSY 312 PSY 313 PSY 317 PSY 331 PSY 339 PSY 347 PSY 410 PSY 416	PSY 420 PSY 421 PSY 422 PSY 423 PSY 456 PSY 480

Appendix B

Ethics Assignment

PSY 313

Name _____

Use this link to the APA code of ethics to answer the following questions

<http://www.apa.org/ethics/code/index.aspx#>

- a. List three provisions in your professional ethics code that you think are very important.
- b. For each provision, explain why you have selected it as important.
- c. Give an example of how this provision might be applied in a professional situation.

1. a.

b.

c.

2. a.

b.

c.

3. a.

b.

c.

- A. Please read the ethical scenario below and answer the questions which follow it. Your answers will be scored using the rubric provided (see the other attachment for this assignment).

(NOTE: This hypothetical proposal is based on previous research (see, for example, Hetherington, E. M., & Feldman, S. E. (1964). College cheating as a function of subject and situational variables. Journal of Educational Psychology, 55, 212-218).

The proposed study seeks to identify the personality factors associated with cheating behaviors in college students. Participants will be students enrolled in two different sections of introductory psychology at a state university. Students will complete a personality test during the first week of the course. Two situations will be created to give students an opportunity to cheat. Situation 1 will be the first examination in the course, an hour-long multiple-choice test. Students will be allowed to grade their own test in the following class period, unaware that the examination will be graded and scores will be recorded in the interim. Situation 2 will be the second examination in the course, an essay test. A week in advance, students will be given a list of five questions and told that two of the questions will be on the exam. Examination booklets will be made available prior to the exam "for practice." At the time of the test, the examination booklets distributed by the instructor will be unobtrusively marked so that any student substituting a "practice booklet" will be detected. After the data are collected in the two situations, students will be told about the research study and those students who cheated will be asked to take a make-up examination. Data analysis will consist of trying to determine which personality variables best predict the incidence of cheating.

1. Using your professional code of ethics, describe the ethical issue(s)
2. Describe the stakeholders who are or should be involved in the issue(s) and discuss their points of view.
3. Describe and analyze alternative approaches to this issue.
4. Choose an approach and explain the benefits and risks.

Appendix C

Ethics Assignment

PSY 335

Name _____

- B. Refer to the BACB Guidelines for Responsible Conduct for Behavior Analysts to complete this assignment. You can find the code here: <http://www.bacb.com/index.php?page=57>
- C. a. List three provisions in your professional ethics code that you think are very important.
b. For each provision, explain why you have selected it as important.
c. Give an example of how this provision might be applied in a professional situation.
4. a.
5. b.
c.
6. a.
7. b.
c.
8. a.
b.
c.

- D. Please read the ethical scenario below and answer the questions which follow it. Your answers will be scored using the rubric provided (see the other attachment for this assignment).

You have been working as a BCaBA with Mary, a BCBA. She has been consulting on a school-based case involving self-injurious behavior and aggression in a 10 year old male (Johnny) with developmental disabilities. When Mary met with Johnny's teacher, she was told that Johnny frequently slaps himself in face and that during these episodes he almost always reaches out and slaps anyone who is nearby. This has resulted in a number of complaints from parents of other children and several aides have asked to be reassigned to other classrooms. The teacher is desperate for an immediate intervention. Mary asked the teacher to complete a brief rating scale to assess how severe the problem is. The teacher gives the highest severity rating. On the basis of this information, Mary implemented a plan to place Johnny in a restraint each time he begins to slap (himself or others). Mary told the teacher and the classroom aide that every time they notice that Johnny is about to slap, they are to grab his hands, hold them behind his back and say, in a loud firm voice, "No slapping". The classroom aide asked if it is okay to perform the restraint procedure because she has not yet had the school's training for crisis intervention. Mary assured her that the severity of the case warrants immediate intervention and that Mary will be supervising her. The teacher and aide implement the intervention immediately. Mary tells them she will meet with them twice per week to find out how the program is working. Knowing that the teachers have their hands full, Mary tells them not to worry about recording every time they need to use the restraint procedure. She will just ask them about Johnny's behavior when she meets with them.

Answer the following questions, thinking about your role as a BCaBA in relation to this situation.

5. Using your professional code of ethics, describe the ethical issue(s)
6. Describe the stakeholders who are or should be involved in the issue(s) and discuss their points of view.
7. Describe and analyze alternative approaches to this issue.
8. Choose an approach and explain the benefits and risks.