SENATE POLICY 2-03

Motion: to approve the Bachelor of Arts in Psychology

Passed at the January 14, 2003 meeting of the Academic Senate

APPROVALS:

Louise Lutze-Mann Date: 2-28-03
Louise Lutze-Mann
Chair, Academic Senate

Richard Rush Date 4/7/03
Richard Rush
President, CSU Channel Islands

PROPOSAL PROCESS FOR NEW PSYCHOLOGY MAJOR AT CSUCI

1. Definition of the Proposed Degree Major Program

1a. Name of the campus submitting the request, the full and exact designation (degree terminology) for the proposed degree major, and academic year of intended implementation:

Campus: California State University Channel Islands

Degree: Bachelor of Arts in Psychology

Implementation Date: 2003-2004 AY

1b. Name of the department, departments, division or other unit of the campus that would offer the proposed degree program. Identify the unit that will have primary responsibility.

Academic Affairs

1c. Name, title, and rank of the individual(s) primarily responsible for the drafting of the proposed degree major program.

Harley Baker, EdD
Assistant Professor of Psychology

Beatrice de Oca, PhD
Associate Professor of Psychology

Kevin Volkan, EdD, PhD, MPH
Professor of Psychology

1d. Objectives of the proposed degree major program.

General Objectives:

Provide students with the opportunity to earn a BA degree in Psychology from the California State University

Learning Objectives:

The proposed BA program in Psychology adheres closely to the Learning Objectives and Outcomes outlined in the report: *Goals and Objectives for the Undergraduate Psychology Major. Recommendations from a Meeting of California State University Psychology Faculty* (Allen, 2000).

This report consists of a set of eight goals and objectives for the undergraduate psychology major drafted by 48 psychology faculty representing the 19 campuses of California State University

system. The first three goals represent *knowledge, skills, and values unique to psychology*. The remaining goals represent *knowledge, skills, and values for undergraduates further developed in psychology*. The eight key Learning Objective Goals are outlined here. The specific Learning Outcomes for each goal are listed in the report which is attached as Appendix A.

1. Theory and Content of Psychology

Students should be familiar with the major theoretical approaches, findings, and historical trends in psychology.

2. Methodology

Students should understand and be able to use major research methods in psychology, including design, data analysis, and interpretation.

3. Application of Psychology

Students should have an understanding of applications of psychology to personal, social, and organizational issues.

4. Information Competence, Technology, and Computers

Students should demonstrate information competence and the ability to use computers and other technology for multiple purposes.

5. Critical Thinking, Logic, and Problem-Solving

Students should use and respect skeptical inquiry, critical thinking, and the scientific approach to understanding behavior.

6. Cultural Awareness

Students should have an understanding of the complexity of cultural diversity

7. Communication Skills

Students should be able to express themselves effectively in written and oral communication.

8. Personal Development

Students should understand themselves and others in a cultural context and develop interpersonal skills for diverse settings over the lifespan.

1.e Total number of units for the major. List of all courses, by catalog number, title, and units of credit, to be specifically required for the major under the proposed degree program. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.

Requirements for the B.A. in Psychology (120 units)

a. **General education** - 48 units (*See CSUCI catalog for details of the General Education requirements*)

b. **Lower Division Required Courses** (21 units):

ENGL 105 Composition and Rhetoric, 3 units
PSY 100 Introduction to Psychology, 3 units
PSY 202 Statistics (cross-listed with BIO 202 and Math 202), 3 units
PSY 211 Cognitive and Learning Psychology, 3 units
PSY 213 Developmental Psychology, 3 units
PSY 217 Theories of Personality, 3 units
One of the following seven courses, 3 units
PSY 212 Neurobiology and Cognitive Science
PSY 220 Human Sexual Behavior
BIOL 100 General Biology
BIOL 200 Principles of Organismal and Population Biology
BIOL 201 Principles of Cell and Molecular Biology
ANTH 103 Human Beginnings: Biological and Cultural Evolution
ANTH 120 The World-Eaters: Co-Evolution of Human and Natural Systems

It is expected that these courses will be introductory in nature. Students must obtain a grade of C or better in each of these courses to apply them to the psychology major. Students may substitute equivalent courses taken at other universities in each area by articulation agreement or by permission of the Psychology program.

c. **Upper Division Required Core Courses** (18 units)

Psychology majors will normally take these courses at CSUCI. Students may substitute equivalent courses taken at other universities by articulation agreement or by permission of the Psychology program. All courses must be passed with a grade of C or better to apply to the Psychology major.

PSY 300 Psychological Research and Statistical Methods with Lab I, 3 units
PSY 301 Psychological Research and Statistical Methods with Lab II, 3 units
PSY 310 History and Systems of Psychology, 3 units
PSY 312 Social Psychology, 3 units
PSY 313 Clinical and Abnormal Psychology, 3 units
PSY 314 Physiological Psychology, 3 units

d. **300 Level Electives** (9 units)

Psychology majors must take 9 units of 300-level Psychology courses. Up to 3 units from interdisciplinary courses numbered from 330-350 offered in other disciplines may be counted towards this requirement (up to 6 units from interdisciplinary Psychology courses number 330-349 may be double-counted towards the upper division GE requirement). Other 300 or 400 level courses may be substituted by permission of the Psychology program. Not all courses will be taught in all years. Students must obtain a grade of C or better (or CR) in each of these courses to apply them to the psychology major. The current list of 300-level elective courses in Psychology is as follows:

PSY 330	Health Psychology, 3 units
PSY 331	Environmental Psychology, 3 units
PSY 332	Organizational Psychology, 3 units
PSY 333	Measurement and Testing of Groups and Individuals, 3 units
PSY 337	Psychological Ethics and Moral Philosophy, 3 units
PSY 338	Psychology of Art and Artists, 3 units
PSY 339	Psychopathology and Literature, 3 units
PSY 340	History and Psychology of Nazi Germany, 3 units
PSY 342	Drugs and Human Behavior, 3 units
PSY 344	Psychology and Traditional Asian Thought, 3 units
PSY 345	Individuals with Disabilities and Society, 3 units
PSY 346	Psychology of Motivation, 3 units
PSY 349	Traditional and Alternative Views of Medicine and Healing, 3 units

e. **400 Level Electives** (9 units)

Psychology majors must take 9 units from psychology courses numbered 400 and above. Other 300 and 400 level courses may be substituted by permission of the Psychology program. Students must obtain a grade of C or better (or CR) in each of these courses to apply them to the psychology major. The current list of courses is as follows:

PSY 400	Case Studies in Psychopathology, 3 units
PSY 410	Psychological Testing, 3 units
PSY 412	Advanced Issues in Social Psychology, 3 units
PSY 415	Assessment of Children, 3 units
PSY 436	Psychology and History of Asian Warrior Cultures, 3 units
PSY 441	The Psychology of Space, 3 units
PSY 442	Applied Multivariate Analyses, 3 units
PSY 445	Adolescent Development, 3 units
PSY 449	Human-Computer Interaction, 3 units
PSY 450	Advances in Neural Science, 3 units
PSY 452	Psychopharmacology, 3 units
PSY 457	Criminal Behavior, 3 units
PSY 461	Advanced Topics in Child and Adolescent Development, 3 units
PSY 470	Seminar in Freud and Object Relations Theory, 3 units

PSY 471 Seminar in Jungian and Archetypal Psychology, 3 units
PSY 473 Bizarre Behavior and Culture Bound Syndromes, 3 units
PSY 476 Seminar in Gender Psychology, 3 units
PSY 477 Seminar in Bio-Psychology, 3 units
PSY 482 Seminar in Quantitative Methods, 3 units
PSY 489 Advanced Topics in Psychology, 3 units

f. **Electives in Any Discipline** (6 units)

g. **Capstone Courses** (3 units)

Psychology majors must complete 3 units from these courses

PSY 490 Psychological Internship or Service Learning (1-3 units)
PSY 492 Independent Research in Psychology (1-3 units)
PSY 494 Directed Study in Psychology (1-3 units)
PSY 499 Senior Capstone in Psychology (1-3 units)

Summary of Total Units for Graduation with a BA in Psychology:

All Courses

48 units General Education
21 units Lower Division Required Courses (up to 9 units may double count toward GE)
18 units Upper Division Required Core Courses
9 units 300 Level Interdisciplinary Electives (up to 6 units may double count toward GE)
9 units 400 Level Electives
6 units University-wide Electives in Any Discipline
3 units Capstone Courses
6 units Title 5

120 units Total

Courses in Psychology

15 units Lower Division Psychology Courses
18 units Upper Division Core Courses
9 units 300 level Electives
9 units 400 level Electives
3 units Capstone Courses
54 total units comprised of psychology courses
15 units - max number of units of psychology courses which can be double counted for GE
39 units - min number of units which are uniquely in psychology

The GE Program requires 48 units: 39 GE Units and 9 Upper Division Interdisciplinary GE Units.

There are a total of 54 units of psychology courses (approximately 45% of all courses) required for the major.

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Please note that of the 54 units for the Psychology major, students may double-count up to 9 lower division units and 6 upper division units (for a total of 15 units) towards their General Education requirements. Students will also have 6 units worth of university-wide electives. Since students need 120 units to graduate, an additional 15 units could possibly be available for electives in addition to the 6 units of university-wide electives. If students do not double count any units within GE, then only 6 units are available for electives. Therefore, students could have up to 21 units (15 double counted psychology units + 6 university–wide electives) worth of electives if they took advantage of all possibilities for double-counting. This will enable students to graduate in a timely fashion as well as insure that they have a high degree of flexibility and choice in their education.

	Required Units	Double Counted Units	Additional Required Units
Lower Division Required	21	9	12
Upper Division Required	36	9	27
Upper Division Required Interdisciplinary General Education	9	6	3
Other General Education (GE)	39	15	24
Title V	6	0	6
Electives (including additional Electives possible due to double counting)	21	0	21

Required Psychology Major Courses Fulfilling GE Category Requirements

A-1 Oral Communication
No applicable course from the Psychology Major

A-2 Written Communication
ENGL 105 Composition & Rhetoric

A-3 Critical Thinking
PSY 202 Statistics (MATH, BIOL)
PSY 449 Human-Computer Interaction

B-1 Physical Sciences
No applicable course from the Psychology Major

B-2 Life Sciences
PSY 212 Neurobiology and Cognitive Science
PSY 220 Human Sexual Behavior

B-3 Mathematics
PSY 202 Statistics (MATH, BIOL)

B-4 Computer Science
PSY 442 Applied Multivariate Analysis
PSY 449 Human-Computer Interaction

C-1 Fine Arts
PSY 338 Psychology of Art and Artists (ART)

C-2 Literature
PSY 339 Psychopathology and Literature (ENGL)

C-3 Language/Cultures
PSY 344 Psychology and Traditional Asian Thought
PSY 349 Traditional and Alternative Views of Medicine and Healing

D Social Perspectives
PSY 100 Introduction to Psychology
PSY 210 Learning, Cognition and Development
PSY 220 Human Sexual Behavior
PSY 331 Environmental Psychology
PSY 332 Organizational Psychology
PSY 333 Measurement and Testing of Groups and Individuals
PSY 337 Psychological Ethics and Moral Philosophy
PSY 340 History and Psychology of Nazi Germany (ANTH)
PSY 342 Drugs and Human Behavior
PSY 344 Psychology and Traditional Asian Thought
PSY 345 Individuals with Disabilities and Society (SPED)
PSY 346 Psychology of Motivation
PSY 349 Traditional and Alternative Views of Medicine and Healing
PSY 436 Psychology and History of Asian Warrior Cultures
PSY 441 The Psychology of Space
PSY 442 Applied Multivariate Analyses
PSY 445 Adolescent Development
PSY 449 Human-Computer Interaction

E Human Physiological and Psychological Perspectives
PSY 100 Introduction to Psychology
PSY 210 Learning, Cognition and Development
PSY 212 Neurobiology and Cognitive Science
PSY 220 Human Sexual Behavior
PSY 330 Health Psychology
PSY 333 Measurement and Testing of Groups and Individuals
PSY 337 Psychological Ethics and Moral Philosophy
PSY 338 Psychology of Art and Artists (ART)

PSY 339 Psychopathology and Literature (ENGL)
PSY 344 Psychology and Traditional Asian Thought
PSY 349 Traditional and Alternative Views of Medicine and Healing
PSY 436 Psychology and History of Asian Warrior Cultures
PSY 441 The Psychology of Space
PSY 445 Adolescent Development

To implement the program in Fall 2003 we need to offer:

PSY100 and PSY202 for incoming freshman students

- PSY 211 and PSY 213 for community college transfer students who have not fulfilled these requirements at the lower division level

PSY 212 or PSY 220 for freshmen and for community college transfer students who have not fulfilled these requirements at the lower division level

Upper Division Required Core Courses to transfer students

- Upper-division 300 level elective courses to transfer students. We may also need to offer some 400 level elective courses as well for students who transfer in with upper division credit (these will most likely be existing California State University at Northridge off-campus students who transfer to CSUCI).

- In 2004, additionally we will need to offer all lower division psychology courses as well as 400 level electives and Capstone Courses.

Course Descriptions

PSY 100 Introduction to Psychology (3)
3 hours lecture per week
The purpose of this course is to introduce the theories, research and applications that constitute the field psychology as it is broadly defined. Students will learn about the field of psychology through lectures, discussions, demonstrations, group activities, and multi-media presentations. Emerging issues in the field of psychology, what different types of psychologists do, and how to critically evaluate psychological literature will be covered. May be applied towards GE categories D & E.

PSY 202 Statistics (3)
Weekly three-hour lecture/laboratory instruction and exercise.
Prerequisite: A passing score on the Entry Level Mathematics Exam (ELM) or credit for Math 105 (or equivalent).
Critical reasoning using a quantitative and statistical problem-solving approach to solve real-world problems. Uses probability and statistics to describe and analyze biological and psychological data collected from laboratory or field experiments. Course will cover descriptions of sample data, probability and empirical data distributions, sampling techniques, estimation and hypothesis testing, ANOVA, and correlation and regression analysis. Students will use standard statistical software (SPSS) to analyze real world and simulated data. May be applied towards GE categories B3 & B4. Same as BIOL 202.

PSY 210 Learning, Cognition and Development (3)
3 hours lecture per week
This course presents an overview of the theories of learning, cognition, and human development. Major theories of learning and of psychological, emotional, and ethical development will be covered, with consideration given to the application of these theories in real life setting such as schools and other organizations. May be applied towards GE categories D & E.

PSY 211 Cognition and Learning (3)
3 hours lecture per week
Prerequisite PSY 100 may be taken concurrently
This course examines psychological theories of cognition as they apply to learning. Theories introduced in this course will seek to explain learning phenomenon and provide a conceptual framework for understanding and discussing behavior and cognition. Practical applications and current research in the cognitive sciences will also be discussed.

PSY 212 Neurobiology and Cognitive Science (3)
3 hours lecture per week
Principles of brain organization and function underlying behavior. Topics include neuroanatomy and physiology of language, vision, sexual behavior, memory and abnormal behavior. May be applied towards GE categories B2 & E.
Same as BIOL 212.

PSY 213 Developmental Psychology (3)
3 hours lecture per week
Prerequisite: PSY 100 may be taken concurrently
This course represents an in-depth survey of theory and research in developmental psychology throughout the life span. The course introduces students to the biological, cognitive, emotional, social, and linguistic development from the prenatal period to adulthood.

PSY 217 Theories of Personality (3)
3 hours lecture per week
Prerequisite: PSY 100 may be taken concurrently
This course examines the major personality theories that are most influential in contemporary psychology. In addition to the theoretical and philosophical analysis of personality concepts, students will learn how the theories are applied by clinical and other psychologists, as psychotherapy, or assessment. The basic philosophical premises that underlie each theory and which reflect the different theorists' view of the world will also be discussed.

PSY 220 Human Sexual Behavior (3)
3 hours lecture per week
This course covers knowledge about the processes and variations in: sexual functions and reproduction; intimate relationships; sexual and gender role development and behavior; and the social, cultural, historical and moral contexts of sex and love. May be applied towards GE categories B2 & E.

PSY 300 Psychological Research and Statistical Methods with Lab I, 3 units
PSY 301 Psychological Research and Statistical Methods with Lab II, 3 units
3 hours lecture per week
Prerequisite: PSY 202, 212, 213, 217 and Upper Division standing, or consent of the instructor. PSY 300 must be passed with grade C or better to enroll in PSY 301
This is a year-long course is designed for undergraduate students majoring in psychology or related fields. The course will provide an introduction to research methodology and a basic framework to critically evaluate social and behavioral science research. Students will learn what it means to apply the scientific method within the field of psychology and the social sciences. Ethical guidelines and issues related to the research in, and practice of, psychology will be covered. Students will also learn to evaluate research and popular claims in psychology with a critical eye. Coursework on inferential and descriptive statistical methods will build on material from PSY 202. Lab work will also introduce students to computer applications related to statistics and research. Course is designated as *Writing Intensive.*

PSY 310 History and Systems of Psychology (3)
3 hours lecture per week
Prerequisite: Prerequisite: PSY 202, 212, 213, 217 and Upper Division standing, or consent of the instructor
This course examines the historical development of psychological thought and methodology, from its origins in philosophy, its attempts to become a natural sciences, through the Diaspora of contemporary psychological thought. The major schools of psychology (e.g., Behaviorism, Cognitive, Gestalt, Psychoanalysis), will be explored in context of their philosophical and cultural influences. Ethical stances related to psychological practice will be explored for each period discussed.

PSY 312 Social Psychology (3)
3 hours lecture per week
Prerequisite: Prerequisite: Prerequisite: PSY 202, 212, 213, 217 and Upper Division standing, or consent of the instructor
This course examines the psychology of the individual in relationship with others, including social influences on personality formation, social interaction, individual and group differences, prejudices and conflicts, communication, and perception.

PSY 313 Clinical and Abnormal Psychology (3)
3 hours lecture per week
Prerequisite: PSY 202, 212, 213, 217 and Upper Division standing, or consent of the instructor
This course examines so-called abnormal behaviors in context of so-called normal behaviors, historical and cross-cultural perspectives, and clinical practice. The Diagnostic and Statistical Manual of Mental Disorder (DSM-IV), which is the classification system adopted by most mental health professionals will be covered. Psychodiagnostic methods and treatment approaches are also examined. Current social issues related to mental health, such as involuntary commitment, group home alternatives for care, client-therapist confidentiality, and other pertinent topics will be introduced. Careers in clinical psychology will be discussed.

PSY 314 Physiological Psychology (3)
3 hours lecture per week
Prerequisite: PSY 202, 212, 213, 217 and Upper Division standing, or consent of the instructor
This course is an introduction to the neurological and physiological factors related to cognition, emotion, language, learning, motivation, perception, and memory. A brief survey of neuroanatomy as well as the basic concepts of clinical neuropsychology are included. The effects of chemical signals (hormones, neurohormones, and pheromones) on behavior, as well as the effect of behavior on these chemical systems are also covered.

PSY 330 Health Psychology (3)
3 hours lecture per week
Prerequisite: Upper division standing
This course will focus on those areas of psychology which related to health and medicine including, mind-body interactions, Psychoneuroimmunology, psychology as it relates to nutrition, psychology as it relates to illness, and behavioral medicine. May be applied towards GE categories B2, E, & Upper Division Interdisciplinary.

PSY 331 Environmental Psychology (3)
3 hours lecture per week
Prerequisite: Upper division standing
This course is an interdisciplinary study of the relationships between human behavior and natural and constructed environments which people occupy. Areas covered include environmental planning, stressful environments, behavior in extreme environments, and reciprocal interactions between people and environments. Cultural and traditional perspectives of how humans relate to their environments will also be discussed. May be applied towards GE categories D, & Upper Division Interdisciplinary.

PSY 332 Organizational and Industrial Psychology (3)
3 hours lecture per week
Prerequisite: Upper Division standing
This course surveys the field of industrial/organizational Psychology. Subfields of personnel psychology, human

PSY 333 Measurement and Testing of Groups and Individuals (3)
3 hours lecture per week
Prerequisite: Upper Division standing
This course covers the principles of measurement as applied to group standardized measures of achievement, special aptitude, intelligence, personality, and interest for use in educational settings. This course will also survey the administering, scoring, and interpreting of these measures. Language and culture issues related to testing will be explored. May be applied towards GE categories D, E, & Upper Division Interdisciplinary.

PSY 337 Psychological Ethics and Moral Philosophy (3)
3 hours lecture per week
Prerequisite: Upper Division standing
This course provides students with a broad overview of some of the main philosophical and moral ideas that are used as a basis for resolving debates in psychology, the mental health fields and public health. This course will challenge students to develop their own capacities to analyze, criticize, evaluate, and construct policy-oriented arguments. May be applied towards GE categories A3, D, &Upper Division Interdisciplinary. Course is designated as *Writing Intensive.*

PSY 338 Psychology of Art and Artists (3)
3 hours lecture per week
Prerequisite: Upper Division standing
An inquiry into the mind of the artist and the emotional dynamics that underlie the creative process. Emphasis is placed on deciphering personal allegory and universal symbolism hidden within a wide range of visual and conceptual genres. Concepts underlying the evolution of artistic style, spirituality, and aesthetics in traditional Eastern and Western cultures will also be explored. May be applied towards GE categories C1, E, & Upper Division Interdisciplinary. *Same as ART 336.*

PSY 339 Psychopathology and Literature (3)
3 hours lecture per week
Prerequisite: Upper Division standing
This course the ways in which human psychology manifests in literature and the ways literature instructs us about human psychology. Through reading, writing about, and discussing texts with particularly rich psychological content issues related to mental health and the human condition will be explored. The course will also cover some theoretical and technical aspects of psychology relevant to the readings. May be applied towards GE categories C2, E, & Upper Division Interdisciplinary. Course is designated as *Writing Intensive. Same as ENGL 339.*

PSY 340 History and Psychology of Nazi Germany (3)
3 hours lecture per week
Prerequisite: Upper Division standing
Examines the historical and psychological roots of the Nazi movement in Germany. Areas covered will include the mass psychology of fascism, the psychopathology of Nazi leaders, and the psychological impact of the holocaust. Fulfills the world history requirements. May be applied towards GE categories D & Upper Division Interdisciplinary. *Same as HIST 340.*

PSY 342 Drugs and Human Behavior (3)
3 hours lecture per week
Prerequisite: Upper Division standing
This course examines illegal and legal drugs which have psychotropic effect and which may or may not have therapeutic value. Topics include the dynamic psychology of drug use and addiction, drug pharmacology, brain structure and neurochemistry, and implications for society at-large. The mass psychology of the so-called war on drugs will also be explored. May be applied towards GE categories D & Upper Division Interdisciplinary.

PSY 344 Psychology and Traditional Asian Thought (3)
3 hours lecture per week
Prerequisite: Upper Division standing
This course examines the differences and similarities between the Western practice of psychology and traditional Asian systems of philosophy and religion. Concepts of health, well-being and enlightenment, and pathology will be considered from both Western and Asian viewpoints. Particular attention will be given to Buddhism, Taoism, and depth psychologies. Readings will be drawn from classical Asian literature as well as contemporary psychology. Mediation and other practices will be explored in context of Western psychologies. May be applied towards GE categories C3b, E, & Upper Division Interdisciplinary.

PSY 345 Individuals with Disabilities and Society (3)
3 hours lecture per week
Prerequisite: Upper Division standing
Major types of disabilities and giftedness, including definitions, causes, characteristics, and educational implications. Disability perspectives. Social, legal, and educational considerations of disability issues. May be applied towards GE category D &Upper Division Interdisciplinary. *Same as SPED 345.*

PSY 346 Psychology of Motivation (3)
3 hours lecture per week
Prerequisite: Upper Division standing
The course specifically aims to help students understand themselves and others from a psychological and physiological perspective. Indeed, the course unites these two perspectives for a more complete understanding of human actions. Overall goals of the course are for students to be able to apply different motivational theories to diverse problems, develop the ability to think critically about complex human problems and to learn to develop solutions for these problems. Student will also learn about the factors involved in the motivational topics covered, including eating, drinking, love, sex, violence, emotions, drug use, gangs, and workplace productivity. May be applied towards GE category D & Upper Division Interdisciplinary.

PSY 349 Traditional and Alternative Views of Healing (3)
3 hours lecture per week
Prerequisite: Upper Division standing
This course surveys the history and cultural contexts of health and healing from around the world. Through presentations of different medical traditions, the psychological, cultural, practical, and spiritual dimensions of traditional and alternative healing systems will be elucidated. When appropriate the empirical, theoretical and scientific foundations of selected healing systems will be discussed. This course will also attempt to place traditional Western modes of healing including biomedicine and clinical psychology in context of some of the other traditions. May be applied towards GE category C3b, E, & Upper Division Interdisciplinary.

PSY 400 Case Studies in Psychopathology and Clinical Psychology (3)
3 hours lecture per week
Prerequisite PSY 325 or consent of instructor
An advanced undergraduate course on the etiology, classification, and treatment of human psychopathology. This course will be taught through the use of case examples in a seminar format. Course is designated as *Writing Intensive.*

PSY 410 Psychological Testing (3)
3 hours lecture per week
Prerequisite: PSY 313, PSY 333, or consent of the instructor
This course surveys the administration and interpretation of objective and projective personality and educational assessment instruments. Basic assessment issues will be discussed as well as ethical and cultural issues related to testing. Students will have an opportunity to administer, score and interpret a number of different instruments. Course is designated as *Writing Intensive.*

PSY 412 Advanced Issues in Social Psychology (3)
3 hours lecture per week
Prerequisite: PSY 312 or consent of instructor
This course applies specific current theory and research in social psychology to the study of contemporary social issues. Course is designated as *Writing Intensive.*

PSY 415 Assessment of Children (3)
3 hours lecture per week
Prerequisite: PSY 333 or PSY 410
This course is an intensive study in the cognitive-intellectual, emotional, and developmental assessment of children. Relevant testing instruments will discussed along with their applications. Literature on the concepts of intelligence, cognition, emotional development, and specific developmental disorders in children will also be discussed. Students will have a chance to practice administering tests and writing reports. Issues of language and culture related to the assessment of children will also be discussed. Course is designated as *Writing Intensive.*

PSY 436 Psychology and History of Asian Warrior Cultures (3)
3 hours lecture per week
Prerequisite: Upper division standing or consent of instructor
Examines the psychological and historical roots of warrior cultures in Asia. Through selected readings and films the underpinnings of warrior psychology in traditional Asian cultures will be explored in historical context. May be applied towards GE category D, E, & Upper Division Interdisciplinary. Course is designated as *Writing Intensive. Same as HIST 336*

PSY 441 The Psychology of Space (3)
3 hours lecture per week
Prerequisite: Upper division standing
This course examines different psychological views of space and time, including how we define, and organize space and place. The course will examine the idea of psycho-geography as represented in the works of Yi Fu Tuan, Gaston Bachelard's *The Poetics of Space*, and Mircea Eliade's concept of sacred space, and James Hillman's concept of the *anima mundi*. The course will also look at how different cultures understand space through an examination of traditional philosophies, religions, myths and rituals. May be applied towards GE category D, E, & Upper Division Interdisciplinary. Course is designated as *Writing Intensive.*

PSY 442 Applied Multivariate Analyses (4)
3 hours lecture per week
Prerequisite: PSY202, PSY 301 or consent of instructor
An applied overview of multivariate data analysis. Specific topics include multiple regression, discriminant analysis, canonical correlation analysis, factor analysis, cluster analysis, conjoint analysis, multivariate analysis of variance and structural equation modeling. The usage of the above methods will be illustrated through examples from diverse content areas. Lab includes an introduction to multivariate computer data. May be applied towards GE category B4 & Upper Division Interdisciplinary. Course is designated as *Writing Intensive.*

PSY 445 Adolescent Development (3)
3 hours lecture per week
Prerequisite: Upper Division Standing, PSY 213 or consent of instructor
Psychosocial dynamics of adolescents and young adults. Topics include physical and maturational development

PSY 449 Human-computer Interaction (3)
3 hours lecture per week
Prerequisite: COMP 350 or equivalent
The information exchange between humans and computer systems will be examined. Aspects of input/output devices, software engineering, and human factors will be discussed with respect to human-computer interactions. Topics include: text and graphic display, user modeling, program design, debugging, complexity, and comprehension; and current research studies and methodologies. May be applied towards GE category B4, D, & Upper Division Interdisciplinary

PSY 450 Advances in Neural Science (3)
3 hours lecture per week
Prerequisite: PSY 212 and PSY 314
This course surveys current research on the nervous system, its development, and its control of behavior. The course also describes some neurological and behavioral disorders that are both instructive scientifically and important clinically. Includes inferences that can be made about human brain functions from the effects of neurological trauma and clinical tests.

PSY 452 Psychopharmacology (3)
3 hours lecture per week
Prerequisite: PSY 313
A study of psychotropic drugs which are commonly used in a therapeutic context. Different classes of psychotropic medications will be explained along with their clinical indications. Socioeconomic and cultural issues related to the prescription and use of these medications will be discussed in the context of the changing field of mental health providers.

PSY 457 Criminal Behavior (3)
3 hours lecture per week
Prerequisite: PSY 313 or consent of the instructor
This course introduces students to the fundamentals of criminal psychology through the study of the psychological factors which relate to or cause criminal behavior in individuals. The practice of forensic psychology, the legal system, law enforcement psychology, prison psychology, and the criminal behavior of groups will also be discussed.

PSY 461 Advanced Topics in Child and Adolescent (3)
3 hours lecture per week
Prerequisite: PSY 210 or PSY 313 or consent of instructor
This course represents an in-depth study of aspects of growth and development which influence behavior of the school-age children and adolescents. Using primary sources and current research findings students will gain an understanding of research methods in child development and a critical appreciation of the practice of child psychology. Different areas of child and adolescent development will be considered from cross-cultural perspectives.

PSY 470 Seminar in Freud and Object Relations Theory (3)
3 hours lecture per week
Prerequisite: PSY 313 or consent of instructor
An overview of the works of Freud and neo-Freudian schools of thought. Emphasis on both structural and developmental models in psychoanalytic thought. This course will also examine how these theories are applied to the individual and to society at large. Feminist and non-Western cultural interpretations of these theories will also be discussed. Course is designated as *Writing Intensive.*

PSY 471 Seminar in Jungian and Archetypal Psychology (3)
3 hours lecture per week
Prerequisite: PSY 313 or consent of instructor
An overview of the works of Jung and neo-Jungian schools of thought. Emphasis on both structural and phenomenological views of Jung's work. This course will also examine how these theories are applied to the individual and to society at large. Structural theories of mythology both Eastern and Western will be discussed in context of Jung's work. Course is designated as *Writing Intensive.*

PSY 473 Bizarre Behavior and Culture Bound Syndromes (3)
3 hours lecture per week
Prerequisite: PSY 313 or consent of instructor
This course examines behaviors which seem to be at the extreme edge of the human repertoire. Nevertheless, such behaviors have at different times and cultures been considered normal. Students in this course will examine such behaviors with an open mind, while attempting to understand that so-called normal behaviors in our own culture could be construed as abnormal in other parts of the world. Course is designated as *Writing Intensive.*

PSY 476 Seminar in Gender Psychology (3)
3 hours lecture per week
Prerequisite: PSY 220
This seminar examines biological and psychological characteristics related to gender, including concepts of male and female, normality and deviance, identity, homosexuality and heterosexuality, and dysfunction. The impact on individuals and society, roles and public policy will also be considered. Course is designated as *Writing Intensive.*

PSY 482 Seminar in Quantitative Methods (3)
3 hours lecture per week
Prerequisite: PSY 442, or consent of instructor
This course examines various quantitative methodologies in detail. Topics can vary but may include non-parametric methods such as logistic, survival analysis, and non-linear regression. Content can vary and the course is repeatable. Course is designated as *Writing Intensive.*

PSY 489 Advances Topics in Psychology (1-3)
Up to 3 hours lecture per week
Prerequisite: PSY 301 or consent of instructor
A seminar course which provides an in-depth study of some aspect of psychology. Content varies and so the course is repeatable.

PSY 490 Psychological Internship or Service Learning (1-3)
Contracted with Psychology faculty member
Prerequisite: Upper Division standing as a Psychology major
Supervised work/volunteer experience in an appropriate setting. Includes supervision in the field from an appropriate person with credentials and/or experience in a specialty related to psychology. Students are required to write a report of their experience. Course is designated as *Writing Intensive.*

PSY 492 Independent Research in Psychology (1-3)
Contracted with Psychology faculty member
Prerequisite: Upper Division standing as a Psychology major
Research project for undergraduate students supervised by members of the psychology faculty. Research to be elected on basis of interest of student. A written report of the research is required. Course is designated as *Writing Intensive.*

PSY 494 Directed Study in Psychology (1-3)
Contracted with Psychology faculty member
Prerequisite: Upper Division standing as a Psychology major
An intensive study of some aspect of psychology, usually via an in-depth review of the literature. Intended for undergraduate students supervised by members of the psychology faculty. This course can be used as preparations for the Psychology Subject Area GRE Exam. A written report or GRE Psychology Subject Test score is required.

PSY 499 Senior Capstone Course (1-3)
Contracted with Psychology faculty member
Prerequisite: Upper Division standing as a Psychology major
This course is an interdisciplinary experience in which students work in teams, contributing their expertise to a community-based project group. A written report of the research is required. Course is designated as *Writing Intensive*.

1f. List of elective courses, by catalog number, title, and units of credit, that can be used to satisfy requirements for the major. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed course catalog descriptions for all new courses.

List of elective Courses which can be used to satisfy requirements for the major –
All courses listed above numbered from 330 - higher and 400 - higher are elective courses within the major which may be used to satisfy some of the requirements for the major.

New courses to initiate the program –
The above courses for the major are all new courses with the exceptions of:
PSY 100, PSY 202 (crosslisted as BIO 202 and MATH 202), PSY 333, PSY 344, PSY 346 which were taught in the 2002-2003 AY.

Courses needed for the first two years –
All Lower and upper division courses will be needed within the first two years of the program to service both incoming and transfer students.

1g. If any formal options, concentrations, or special emphases are planned under the proposed major, explain fully.

No formal options, special emphases or concentration are currently planned for the Psychology major. We will revisit this when our faculty grows to sufficient numbers to make such options feasible.

1h. Course prerequisites and other criteria for admission of students to the proposed degree major program, and for their continuation in it.

There are no additional course prerequisites or other criterion from the Psychology program beyond the standard admission criteria of the university.

Students seeking admission to the Psychology degree program must officially be accepted into the CSUCI academic program.

Students must declare themselves as Psychology majors.

Students must remain in good academic standing throughout the duration of their enrollment at CSUCI.

- Students must complete and fulfill the requirements of the degree program within a

designated period specified by the university.

1i. Explanation of special characteristics of the proposed degree major program, e.g. in terminology, units of credit required, types of course work, etc.

The special characteristics of the program are:

The Psychology major at CSUCI is dedicated to student success. In order to achieve this, the Psychology major has been constructed as a core-course model inspired by an examination and case study review of many of the highest rated undergraduate psychology programs around the country. In core-course models, students are exposed and trained in the major sub-disciplines within psychology. This model helps students gain a solid foundation in the basics and fundamentals of the discipline before they begin any sub-discipline emphasis. Such an approach will facilitate student development within the field of psychology, and will serve them well after they graduate. The core-course model has been well documented for its ability to prepare undergraduates both for future employment and for graduate study. The core-based approach is also useful for the development of the Psychology program at CSUCI. Core-based programs maximize the use of faculty resources because they encourage students to move through the program requirements in a systematic and orderly fashion. Often, students progress as a cohort, taking common classes within the discipline while taking electives from outside the discipline. As a new program in a new university with limited faculty resources, this core-based model for Psychology will help maximize faculty resources in two ways. First, as students function as a cohort, fewer courses will need to be offered each semester since students will be less likely to move off into different courses that would require more faculty. Second, it decreases faculty preparation time, since fewer courses would be offered each semester

The utilization of such a model brings about other important dividends both to students and to the program. Core-based models often increase students' sense of academic and social integration within both the department and the university. Students share many common classes - leading to social integration - and students tend to develop meaningful relationships with faculty who teach these core courses. Research has shown that academic and social integration are associated with greater persistence and retention, helping to create a more stable program.

- The program contains the latest information and sub-disciplines in psychology such as developmental psychology, neurophysiology, and clinical psychology as required courses. In addition, upper division electives insure that students are exposed to the extensive and growing intersection of psychology with other academic disciplines.

- The program contains lower-division and upper-division core courses, electives, and capstone courses that will be useful as vehicles for service learning projects and programs. These capstone projects will therefore provide a bridge to other campus-based learning communities and to the community. Such courses will provide an ideal opportunity for the Psychology program to create, sustain, and engage in an active and on-going self-

assessment of the CSUCI Psychology program learning outcomes and objectives. The interdisciplinary nature of our upper division courses also provides a better sense of the types of problems encountered in real life working situations.

Undergraduate training in psychology provides an excellent base for many positions in the private, public, and non-profit sectors. Through our Capstone course experience, we will encourage students to become engaged not only with potential employers, but with the communities in which they live and work. These Capstone courses will allow students the opportunity to apply the knowledge and expertise gained in the classroom to real world problems, helping students gain valuable experience that will serve them well throughout their work lives.

The Psychology major will also provide an excellent undergraduate background for preparation for post-baccalaureate education and training. Students will be well prepared for graduate work in psychology at the masters, doctoral, or professional school level. The interdisciplinary nature of the program also will prepare them for post-baccalaureate training and education in other disciplines as well. For example, many psychology majors choose to go to law or medical school, or enter doctoral programs in allied fields like Education, Anthropology, Cognitive Science, and Philosophy. Nationally, approximately 23% of all undergraduate psychology majors go on to graduate school (NSF/SRS, 1995).

We expect that many of the psychology courses will utilize guest lecturers and speakers who work as professional psychologists. The greater Los Angeles area is well populated with professional psychologists working in a variety of capacities such as in research and survey research, clinical psychology, and the cognitive sciences. Many of these psychologists bring an international perspective to the profession, and we expect that these local professionals will help CSUCI psychology students engage in the real world of professional psychology.

The Psychology program takes 120 units to complete, which ensures that full-time students can complete the program in four years. Students must meet all university requirements for a bachelor's degree. Given current resources and the core-based model, not all courses will be offered every semester or every year. Generally, Psychology courses will be taught by an instructor with a PhD or equivalent degree.

1j. For undergraduate programs, provisions for articulation of the proposed major with community college programs.

The lower division CSUCI Psychology and supporting courses from other disciplines adhere to typical standards accepted at colleges and universities across the country. Community colleges in the CSUCI service area have been consulted and an on-going dialog among the campuses will ensure smooth transition for students transferring from community colleges. Formal articulation agreements with the area community colleges and private colleges are currently under negotiation

1k. Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.

There is no specialty accreditation for undergraduate psychology degree programs. However, courses in the major will be designed to enable students to compete for admissions to graduate programs in psychology, which are accredited in psychology.

The Psychology program at CSUCI will participate in campus-wide efforts to achieve WASC accreditation.

2. Need for the Proposed Degree Major Program

2a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.

- All four year comprehensive CSU campuses, with the exception of the Maritime Academy and Monterey Bay offer a Bachelors degree in Psychology. With regard to private universities in Ventura County, only California Lutheran University offers a BA in Psychology.

  Both UCLA and UCSB offer a BA in Psychology.

2b. Differences between the proposed program and programs listed in Section 2a.

Among the nearby universities, the CSUCI program in psychology most closely resembles the UCLA program which is also designed around a core set of courses covering the broad range of core topics from the discipline of psychology.

- The CSUCI psychology program is different in some important aspects from all nearby psychology programs. The CSUCI program will provide students with a very strong exposure to the research aspects of modern psychology through our required upper division one-year research and statistics sequence. This sequence will allow students in the program to learn in depth the quantitative reasoning skills that characterizes the field of psychology. This sequence will also address scientific and professional ethics in psychology, with an emphasis on the ethics of psychological research.

- The CSUCI program will require an upper division course in History and Systems of Psychology. This course will trace the development of the field of psychology providing students not only with broad historical knowledge of the field, but also with knowledge of related scientific disciplines and philosophical movements. This course will also explore cultural and ethical contexts of systems of psychology practiced throughout its history. History and Systems of Psychology is increasingly being seen as an important and vital

course in Psychology programs throughout the CSU (See Appendix C - O'Boyle, et. al. 2002).

- The CSUCI program is unique in that it requires students to take a number of interdisciplinary psychology courses which illustrate the rich intersection of psychology with other disciplines.

  The CSUCI program requires a Capstone experience for graduation. This will encourage students to use the knowledge they have gained in the psychology program to engage the world at large, while allowing them to obtain valuable job-related experience. The local community will also benefit by having students involved in service activities.

  The CSUCI program expects to draw on a different student population than other psychology programs in the area.

2f. Professional uses of the proposed degree major program.

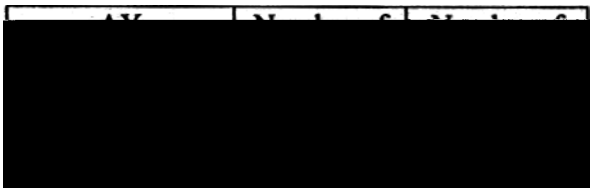
In 1991, the US Department of Labor SCANS report indicated that "more than half our young people leave schools without the knowledge foundation required to find and hold a good job" (SCANS. 1991, p. xv). Mindful of this and our commitment to student success, the BA in Psychology is designed to provide academic experiences that enable students to find jobs in industry, government, or the non- profit sector upon graduation. The most recent studies conducted by the American Psychological Association (*APA*, 1997) indicate that BA Psychology graduates go into the following fields:

23%	Health Related Areas
19%	Professional Services
17%	Administration/Clerical
15%	Education/Teaching
9%	Research and Development and R&D Management
6%	Consulting
6%	Other Management
4%	Sales

Employers look for employees who can read, write, perform arithmetic and mathematical operations, listen to others, and speak effectively. They want employees who think creatively, make good decisions, solve problems, organize information, know how to learn, and can reason well. Finally, they look for employees who are responsible, have high self-esteem, are sociable, can self-manage, and who are honest and demonstrate integrity (SCANS, 1991). Studies conducted by the American Psychological Association document that psychology graduates typically embody these characteristics. Students gain these characteristics largely through (a) the knowledge learned in a broad core of psychology classes and (b) interacting closely with their professors (APA, 1993). Therefore, we believe that the core-course model for the Psychology degree program at CSUCI will best serve our students.

The Psychology BA degree program at CSUCI also prepares students for graduate work at the masters and doctoral levels. The program is flexible enough to enable students to gain useful job skills while giving a broad education in psychology and related fields. The CSUCI psychology faculty are committed to helping interested students gain admittance into graduate school. CSUCI psychology faculty are committed to students' lifelong success.

2g. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation and three years and five years thereafter.



For a detailed description of the number of students in the program by year see Appendix B

3. Existing Support Resources for the Proposed Degree Major Program

3a. Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree) who would teach in the program.

Harley E. Baker
Assistant Professor of Psychology
EdD, Organization and Leadership, 1999, University of San Francisco
Research Psychologist since 1994
Experience in developmental psychology, research methodology and psychometrics since 1990.

Beatrice M. de Oca
Associate Professor of Psychology
PhD in Psychology, 1997, UC Los Angeles
Psychology Professor since 1997
Experience teaching undergraduate and graduate psychology courses for psychology majors and students in teaching education programs.

Kevin Volkan
Professor of Psychology
MPH, 1998, Harvard University
PhD in Clinical Psychology, 1991, Center for Psychological Studies, Albany CA
EdD in Educational Psychology, 1987, Northern Illinois University

The second unique aspect of the CSUCI psychology program is its interdisciplinary course offerings. These interdisciplinary courses offer students a chance to experience the intersection of psychology with other disciplines. This closely follows how psychology is understood and practiced in the world at large.

Graduates of the CSUCI undergraduate psychology program will be prepared to work in a variety of settings. Typically, psychology graduates do well finding jobs. However, we recognize that nationally approximately 23% of undergraduate psychology majors go on to graduate school for masters, doctorates, or other professional degrees. Therefore, the psychology faculty at CSUCI are committed to helping students gain admittance into graduate or professional schools.

Proposed Course of Study – 120 units

This is an example of how a student might progress through the psychology major. Students may be able to double-count some of the elective courses in the major for general education, thereby enabling them to take more electives (see section 1e above). The schedule below assumes that a student does not choose to do this.

Freshman Year (30 units)

Fall –
PSY 100
PSY 212 or PSY 220 or BIOL 100 or BIOL 200, etc
Lower Division GE
Lower Division GE
Lower Division GE

Spring –
PSY 202
ENGL 100
Lower Division GE
Lower Division GE
Lower Division GE

Sophomore Year (30 Units)

Fall -
PSY 211
PSY 213
Lower Division GE
Lower Division GE
Lower Division GE

Spring –
PSY 217
Lower Division GE
Lower Division GE
Lower Division GE
Lower Division GE

Junior year (30 units)

Fall –
PSY 300
PSY 310
PSY 330-349 Elective
PSY 330-349 Elective
Title V Required Course

Spring –
PSY 301
PSY 312
PSY 313
University-wide elective
GE 330-349 elective

Senior Year (30 units)

Fall –
PSY 314
PSY 330-349 Elective
PSY 400-level course
GE 330-349 elective
Title V Required Course

Spring –
PSY 400-level course
PSY 400-level course
PSY Capstone
University-wide elective
GE 330-349 elective

Catalog Page

PSYCHOLOGY

Psychology is the study of the aspects of mind related to human nature, our relationships to each other, and our relationship to the world at large. While psychology is often scientific in its outlook, it also includes ways of knowing and understanding the world based on philosophy and the arts. In this sense psychology is one of the broadest of disciplines, encompassing a wide range of academic areas and endeavors.

Psychology recognizes the diverse cultural, economic, ethnic, historical, and political viewpoints that exist in a multicultural world. The discipline seeks to understand how these viewpoints interact with individual and group behavior in order to encourage a rich pluralism of human interaction.

The psychology program at CSUCI is unique in two aspects. The first is that students will have some exposure to all major areas of psychology through a required sequence of core courses. Included in these courses is a year-long upper division course in quantitative reasoning. This core-course curriculum borrows an ideology from the best undergraduate psychology programs, producing students with knowledge in all branches of psychology as well as methodological skills which can be widely applied within and outside of the discipline.

The second unique aspect of the CSUCI psychology program is its interdisciplinary course offerings. These interdisciplinary courses offer students a chance to experience the intersection of psychology with other disciplines. This closely follows how psychology is understood and practiced in the world at large.

Graduates of the CSUCI undergraduate psychology program will be prepared to work in a variety of settings. Typically, psychology graduates do well finding jobs. However, we recognize that nationally approximately 23% of undergraduate psychology majors go on to graduate school for masters, doctorates, or other professional degrees. Therefore, the psychology faculty at CSUCI are committed to helping students gain admittance into graduate or professional schools.

DEGREES OFFERED:
Bachelor of Arts in Psychology

CONTACT INFORMATION
Harley Baker, EdD
Undergraduate Advisor
Assistant Professor of Psychology
Professional Building 247
Phone: 805 437-8897
Email: harley.baker@csuci.edu

PROPOSED COURSE OF STUDY

Requirements for the
B.A. in Psychology (120 units)

(All courses listed below are 3 units unless otherwise noted)

Lower Division Required Courses (21 units):

Psychology majors must take each of these courses:
PSY 100 Introduction to Psychology
PSY 202 Statistics (same as BIO 202 and Math 202)
ENGL 105 Composition & Rhetoric
PSY 211 Cognitive and Learning Psychology

PSY 213 Developmental Psychology
PSY 217 Theories of Personality

Psychology majors must take one of the following courses:
PSY 212 or PSY 220 or BIOL 100 or BIOL 200 or BIOL 201 or ANTH 103 or ANTH 120

Students will need to obtain a grade of C or to apply these courses to the psychology major. Students may substitute equivalent courses taken at other universities in each area by articulation agreement or by permission of the Psychology program. 9 units from these required lower division courses may be counted towards GE requirements.

Upper Division Required Core Courses (18 units)

Psychology majors will normally take of these courses at CSUCI. Students may substitute equivalent courses taken at other universities in each area by articulation agreement or by permission of the Psychology program. All courses must be passed with a grade of C or better to apply towards the Psychology major.

PSY 300 Psychological Research and Statistical Methods with Lab I
PSY 301 Psychological Research and Statistical Methods with Lab II
PSY 310 History and Systems of Psychology
PSY 312 Social Psychology
PSY 313 Clinical and Abnormal Psychology
PSY 314 Physiological Psychology

300 Level Electives (9 units)

Psychology majors must take 9 units from 300-level Psychology courses. Up to 3 units from interdisciplinary courses numbered from 330-350 offered in other disciplines may be counted towards this requirement (6 units from interdisciplinary Psychology courses may be counted towards the upper division GE requirement). Other 300 or 400 level courses may be substituted by permission of the Psychology program. The current list of courses is as follows:

PSY 330 Health Psychology
PSY 331 Environmental Psychology
PSY 332 Organizational Psychology
PSY 333 Measurement and Testing of Groups and Individuals
PSY 337 Psychological Ethics and Moral Philosophy
PSY 338 Psychology of Art and Artists
PSY 339 Psychopathology and Literature
PSY 340 History and Psychology of Nazi Germany
PSY 342 Drugs and Human Behavior
PSY 344 Psychology and Traditional Asian Thought
PSY 345 Individuals with Disabilities and Society
PSY 346 Psychology of Motivation
PSY 349 Traditional and Alternative Views of Medicine and Healing

400 Level Electives (9 units)

Psychology majors must take 9 units from psychology courses numbered 400 and above. Other 300 and 400 level courses may be substituted by permission of the Psychology program. The current list of courses is as follows:

PSY 400 Case Studies in Psychopathology
PSY 410 Psychological Testing
PSY 412 Advanced Issues in Social Psychology
PSY 415 Assessment of Children
PSY 436 Psychology and History of Asian Warrior Cultures
PSY 441 Psychology of Space

PSY 442 Applied Multivariate Analyses
PSY 445 Adolescent Development
PSY 449 Human-Computer Interaction
PSY 450 Advances in Neural Science
PSY 452 Psychopharmacology
PSY 457 Criminal Behavior
PSY 461 Adv Topics in Child and Adol Development
PSY 470 Seminar in Freud and Object Relations Theory
PSY 471 Seminar in Jungian and Archetypal Psychology
PSY 473 Bizarre Behavior and Culture Bound Syndromes
PSY 476 Seminar in Gender Psychology
PSY 477 Seminar in Bio-Psychology
PSY 482 Seminar in Quantitative Methods
PSY 489 Advanced Topics in Psychology

Electives in Any Discipline (6 units)

Capstone Courses (3 units)

Psychology majors must complete 3 units from these courses.
PSY 490 Psych Intern or Service Learn (1-3 units)
PSY 492 Independent Research in Psych (1-3 units)
PSY 494 Directed Study in Psychology (1-3 units)
PSY 499 Senior Capstone in Psychology (1-3 units)

Summary of Total Units for Graduation with a BA in Psychology:

All Courses
48 units General Education
21 units Lower Division Required Courses
18 units Upper Division Required Core Courses
[redacted]

120 units Total

Courses in Psychology
15 units Lower Division Psychology Courses
18 units Upper Division Core Courses
6 units 300 level Electives
9 units 400 level Electives
3 units Capstone Courses

LIST OF PSYCHOLOGY COURSES

PSY 100 Introduction to Psychology (3)
PSY 210 Learning, Cognition and Development (3)
PSY 211 Cognition and Learning (3)
PSY 212 Neurobiology and Cognitive Science (3)
PSY 213 Developmental Psychology (3)
PSY 217 Theories of Personality (3)
PSY 220 Human Sexual Behavior (3)
PSY 300 Psych Research and Statistical Methods with Lab I (3)
PSY 301 Psych Research and Statistical Methods with Lab II (3)
PSY 310 History and Systems of Psychology (3)
PSY 312 Social Psychology (3)
PSY 313 Clinical and Abnormal Psychology (3)
PSY 314 Physiological Psychology (3)
PSY 330 Health Psychology (3)
PSY 331 Environmental Psychology (3)
PSY 332 Organizational and Industrial Psychology (3)
PSY 333 Measurement and Testing of Groups and Individuals (3)
PSY 337 Psychological Ethics and Moral Philosophy (3)
PSY 338 Psychology of Art and Artists (3)
PSY 339 Psychopathology and Literature (3)
PSY 340 History and Psychology of Nazi Germany (3)
PSY 342 Drugs and Human Behavior (3)
PSY 344 Psychology and Traditional Asian Thought (3)
PSY 345 Individuals with Disabilities and Society (3)
PSY 346 Psychology of Motivation (3)
PSY 349 Traditional and Alternative Views of Healing (3)
PSY 400 Case Studies in Psychopathology and Clinical Psych (3)
PSY 410 Psychological Testing (3)
PSY 412 Advanced Issues in Social Psychology (3)
PSY 415 Assessment of Children (3)
PSY 436 Psychology and History of Asian Warrior Cultures (3)
PSY 441 Psychology of Space (3)
PSY 442 Applied Multivariate Analyses (4)
PSY 445 Adolescent Development (3)
PSY 449 Human-computer Interaction (3)
PSY 450 Advances in Neural Science (3)
PSY 452 Psychopharmacology (3)
PSY 457 Criminal Behavior (3)
PSY 461 Advanced Topics in Child and Adolescent (3)
PSY 470 Seminar in Freud and Object Relations Theory (3)
PSY 471 Seminar in Jungian and Archetypal Psychology (3)
PSY 473 Bizarre Behavior and Culture Bound Syndromes (3)
PSY 476 Seminar in Gender Psychology (3)
PSY 482 Seminar in Quantitative Methods (3)
PSY 489 Advances Topics in Psychology (1-3)
PSY 490 Psychological Internship or Service Learning (1-3)
PSY 492 Independent Research in Psychology (1-3)
PSY 494 Directed Study in Psychology (1-3)
PSY 499 Senior Capstone Course (1-3)

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Appendix A

GOALS AND OBJECTIVES FOR THE UNDERGRADUATE PSYCHOLOGY MAJOR: RECOMMENDATIONS FROM A MEETING OF CALIFORNIA STATE UNIVERSITY PSYCHOLOGY FACULTY*

Mary J. Allen, Richard Noel, and Jess Deegan, California State University, Bakersfield; Diane Halpern and Cynthia Crawford, California State University, San Bernardino (2000)

Overview

This seven-page resource consists of a set of eight goals and objectives for the undergraduate psychology major. The goals are divided into two major categories: (1) knowledge, skills, and values unique to psychology and (2) knowledge, skills, and values for undergraduates further developed in psychology. The document is adapted from a report drafted by 48 psychology faculty representing the 19 campuses of California State University. This resource can be downloaded from OTRP-Online or purchased in print form from OTRP.

Outline of Contents

Introduction
Knowledge, Skills, and Values Unique to Psychology
Knowledge, Skills, and Values for Undergraduates Further Developed in Psychology
Appendix

Introduction

Department-based learning outcomes can provide a framework for individual departments for curriculum and program planning, assessment, and faculty recruitment. Once program faculty have agreed upon learning objectives, they can examine and plan their curriculum to ensure that learning objectives will be fostered. They can tailor assessment processes to explicitly examine the mastery of objectives by their students and recruit faculty who will help the department attain their goals. In shaping this document we were mindful of concerns about the potential misuse of data gathered for outcomes assessment, such as administrative use of outcomes data for summative evaluation and resource allocation. We viewed outcomes assessment as a formative, rather than a summative process.

The goals and outcomes specified in this document are descriptive, not prescriptive. Departments are not expected to endorse every element of this list because campus missions, faculty perspectives, and student interests and needs vary across campuses. Each campus and department has the prerogative and responsibility to develop its own learning objectives, and operationalization of some of these outcomes should be in relation to local General Education objectives. Because campuses reflect unique histories and respond to unique service regions, psychology majors across campuses are not necessarily interchangeable. Specific learning outcomes and relative emphases will vary across campuses. We

* This document is adapted from a report drafted by 48 California State University (CSU) psychology faculty representing 19 CSU campuses (see the Appendix). Our meeting was supported by a 1999 grant from the California State University Office of Academic Services and Professional Development and was hosted at California State University, Bakersfield.

We propose eight goals and related objectives grouped into two major categories: (1) Knowledge, Skills, and Values Unique to Psychology and (2) Knowledge, Skills, and Values for Undergraduates Further

Developed in Psychology. Individual departments are welcome to consider this list when examining their own goals and objectives. If they choose to do this, they are encouraged to borrow and to adapt any elements of the list that are relevant to their mission and to determine when and how to assess them.

Knowledge, Skills, and Values Unique to Psychology

Goal 1. Theory and Content of Psychology

Students should be familiar with the major theoretical approaches, findings, and historical trends in psychology.

Outcomes

Students should be able to:

Explain and distinguish among the major theoretical approaches in at least three of these areas of psychology: biological, psychoanalytic, cognitive, behavioral, humanistic, social, and developmental

2. Demonstrate an understanding of psychology in relation to
   a. natural sciences (e.g., biology, ethology, neuroscience)
   b. social sciences (e.g., anthropology, sociology)
   c. applied disciplines (e.g., criminal justice, business, law, social work)

3. Demonstrate knowledge and understanding of
   a. theory and research in learning, perception, and cognition
   b. theory and research in personality and social processes
   c. theory and research in the biological and physiological bases of behavior
   d. theory and research on developmental changes in human thought and behavior
   e. the history of psychology: the evolution of methods of psychology and its theoretical conflicts
   f. individual differences in behavior, including those related to gender, ethnicity, and culture
   g. psychological tests and measurements and the ways that test information is used in our society
   h. perspectives on the origin and treatment of abnormal behavior
   i. at least one applied area of psychology, such as clinical, industrial/organizational, or health psychology
   j. the contribution of animal research to our understanding of human behavior

4 Evaluate the scientific approach as a tool for understanding human thought and behavior.

Goal 2. Methodology

[redacted]

Outcomes

Students should be able to:

1 Locate relevant research, theory, and information necessary to plan, conduct, and interpret results of research studies.
2 Formulate a testable research hypothesis.

3. Design basic studies to address psychological questions using different research methodologies

4 Under appropriate supervision, collect, analyze, and report data designed to answer a psychological question.

5. Apply APA ethical guidelines in the design, data collection, analysis, interpretation, and reporting of psychological research. Demonstrate understanding of APA guidelines for the ethical treatment of human and nonhuman research participants.

6. Apply and interpret basic descriptive and inferential statistics. Demonstrate understanding of the appropriate use of various data analytic techniques for addressing different types of questions and hypotheses.

7. Demonstrate knowledge of different research methodologies employed by psychologists, including an understanding of the appropriate use of various research designs for addressing different types of questions and hypotheses.

8. Place research questions in an appropriate theoretical context.

9. Evaluate the appropriateness of conclusions presented in disseminated research relevant to [redacted]

Goal 3. Application of Psychology

Students should have an understanding of applications of psychology to personal, social, and organizational issues.

Outcomes

Students should be able to:

1. Identify the major applied areas of psychology.

2. Describe the role of psychology in addressing human problems, both individually and collectively.

3. Demonstrate an understanding of how the study of psychology enables individuals to make informed judgments that strengthen the community and build public policy.

4. Explain behavior using different psychological theories or models.

5. Formulate how major principles of psychology can be applied to career choices.

6. Construct examples of how psychological theories and principles relate to everyday life.

7. Evaluate the strengths and weaknesses of their own field experiences.

8. Analyze alternative solutions to problems or issues encountered in real-world settings.

9. Design an action plan for improving a circumstance for an individual or group. This involves:
   a. Knowledge. Define a problem in need of change.
   b. Comprehension. Describe what needs to be changed.
   c. Application. Apply psychological theories and principles to the specified problem.
   d. Analysis. Compare and contrast different perspectives for the solution of the problem.
   e. Synthesis. Design and formulate an ethical plan of action.
   f. Evaluation. Assess the effectiveness of the plan and solution(s) employed.

10. Treat individuals in applied settings according to the APA ethical guidelines.

11. Recognize unethical application of psychological principles.

In addition, students should

Recognize the value of psychology in understanding and suggesting solutions for real-world problems.

2 Appreciate the value of psychological science in society.

Knowledge, Skills, and Values for Undergraduates Further Developed in Psychology

Goal 4. Information Competence, Technology, and Computers

Students should demonstrate information competence and the ability to use computers and other technology for multiple purposes.

Outcomes

Students should be able to

1 Demonstrate these minimum skills: using a personal computer, making and transferring files, avoiding viruses, using basic word processing programs, using and accessing email, and browsing the Web.

2. Demonstrate information competence at each stage in the following process:
   a. Formulating a topic. Choosing a topic and restating it in narrower and broader terms.
   b. Determining the types of information needed. Identifying sources of information from multiple media and describing their relationship to the chosen topic.
   c. Locating appropriate sources by searching electronic and traditional databases and providing evidence of the search.

Outcomes

Students should be able to:

Demonstrate critical thinking skills and abilities acquired through training and experience in scientific methodology, including the ability to

a. Identify, describe, and compare major scientific methods for gathering and analyzing information and for explaining behavior.
b. Use knowledge of research design to justify and challenge research conclusions.
c. Support conclusions with reasoning and evidence.

2. Evaluate the merit of information, including the ability to
   a. Differentiate fact from fiction.
   b. Differentiate the probable from the improbable.
   c. Recognize and evaluate the source and context of information.
   d. Identify and explain inappropriate assertions.

3. Approach problems effectively, including the ability to
   a. Articulate problems clearly.
   b. Generate multiple solutions to problems.
   c. Recognize and defend against common thinking fallacies.

Goal. 6. Cultural Awareness

Students should have an understanding of the complexity of cultural diversity.

Outcomes

Students should be able to:

Work and communicate effectively and sensitively with people from a diverse range of backgrounds and varying demographic characteristics (e.g., age, race, disability, sexual orientation, class, ethnicity, religion, cognitive abilities).

2. Examine the major cultural components which have influenced their own identity.

3. Demonstrate understanding of how their own identify influences their beliefs, values, and interactions with others.

4. Demonstrate understanding of the impact and issues of power, privilege, and oppression and their relationship to prejudice, discrimination, and inequity.

5. Examine and challenge their own prejudicial attitudes.

Goal 7. Communication Skills

Students should be able to express themselves effectively in written and oral communication.
Outcomes

Students should be able to:

1 Demonstrate effective writing skills in multiple formats (e.g., essays, graphs and tables, correspondence, technical papers, and note taking) and for multiples purposes (e.g., defending, explaining, persuading, arguing, teaching).

2. Demonstrate effective oral communication skills in multiple formats (e.g., group discussion, debate, lecture) and for multiple purposes (e.g., defending, explaining, persuading, arguing, teaching).

Goal 8. Personal Development

Students should understand themselves and others in a cultural context and develop interpersonal skills for diverse settings over the lifespan.

Outcomes

Students should be able to:

Identify their own values.

2. Demonstrate self-awareness of their own feelings, emotions, motives, and attitudes.
3. Use psychological theory to provide insight and understanding of their own behavior.
4. Demonstrate the ability to reflect on experience and find meaning in it.
5. Use psychological theory to understand interpersonal and group behavior.
6. Identify the impact of their own behavior on others.
7. Demonstrate appropriate, effective relationships with others in diverse settings, such as work, family, and social settings.
8. Develop knowledge-based interpersonal skills that foster sensitivity and expand self-knowledge.
9. Demonstrate interpersonal awareness and sensitivity to differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, and sexual orientation.
10. Demonstrate communication skills, such as interviewing, active listening, and empathic listening.
11. Demonstrate group facilitation and interaction skills.
12. Demonstrate conflict resolution skills.
13. Define career paths and develop skills relevant to pursuing them.
14. Demonstrate understanding of the importance of life-long learning and maintaining currency in one's field.

Appendix

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Appendix B: PSYCHOLOGY Course Sections Needed By Level of Course

Course	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
PSY 100 Intro Psych	1.5		2		2.4		2.8	
PSY 212 or 220 Bio Psy	3		4		4.8		5.6	
PSY 202 Stats		3		4		4.8		5.6
PSY 211 Cog-Learn Psy	1		3.8		4.8		5.6	
PSY 213 Dev Psy	1		3.8		4.8		5.6	
PSY 217 Personality		1		3.8		4.8		5.6
PSY 300 Res and Stats I	2		2.8		6.6		8	
PSY 301Res and Stats II		2		2.8		6.6		8
PSY 310 Hx-Systems Psy	2		2.8		6.6		8	
PSY 312 Soc Psy		2		2.8		6.6		8
PSY 313 Clin-Abnorm Psy		2		2.8		6.6		8
PSY 314 Phys Psy			2		2.8		6.6	
300-Level Electives	4	2	7.6	5.6	16	13.2	22.6	16
400-Level Electives			2	2.8	2.8	6.6	6.6	8
Intership-Srv Learning			2	2	2.8	2.8	6.6	6.6
Capstone				2	2.8	2.8	6.6	6.6
Total # of Course Sections	14.5	12	32.8	28.6	57.2	54.8	84.6	72.4
Freshman	**75**	**75**	**100**	**100**	**120**	**120**	**140**	**140**
Sophomore	**10**	**10**	**95**	**95**	**120**	**120**	**140**	**140**
Junior	**50**	**50**	**70**	**70**	**165**	**165**	**200**	**200**
Senior	**0**	**0**	**50**	**50**	**70**	**70**	**165**	**165**
Total # of Students	135	135	315	315	475	475	645	645

Key
1st Yr Courses
2nd Yr Courses
3rd Yr Courses
4th Yr Courses
3rd or 4th Yr Course

Note: A number of Junior transfers will need to take 2nd year psychology courses

Note: These estimates are for Psychology Majors only and DO NOT include sections taught as service courses for other majors or courses which are purely for GE

Note: Estimates for Internship-Service Learning and Capstone courses assume

Year	# of Freshmen	# of Junior transfers	# of Junior transfers needing 2nd Yr Psych Courses
2003	75	50	10
2004	100	60	20
2005	120	70	20
2006	140	80	20

Appendix C

Discipline or Program Initiatives for Improving Teaching and Curricula: Developing and Sharing Innovations and Solutions

History of Psychology Symposium

California State University, Bakersfield
California State University, Channel Islands
California State University, Chico
California State University, Fresno
Humboldt State University,
California State Polytechnic University, Pomona
California State University, Sacramento
California State University, San Marcos

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II Proposal Narrative

Abstract

The history of psychology course plays a pivotal role in psychology curricula across the California State University system, but finding faculty willing and able to teach this course can be difficult. This proposal is to fund a system-wide symposium of both new and continuing faculty in this area for the purpose of learning from solutions and innovations on other campuses, developing more effective instructional approaches, building on the successes of other colleagues, and sharing best practices among participants.

The Problem

The history of psychology course is becoming an increasingly important component of psychology curricula. As issues of assessment take on more significance, and ways are sought to measure student learning outcomes, the history course is being advocated, and in many places has already been adopted, as a capstone course representing the culminating experience for psychology majors. Several eminent scholars of the history of psychology have discussed the importance of the pedagogy circumscribed by this course. Fuchs and Viney (2002) have noted, this course serves as "an advanced integrative force in our curricula, encourages higher level critical thinking, and fosters a healthy skepticism that can free students from the pervasive influence of fads in the field". If faculty use material other than the course text, this course can also instill deep and empathic sensitivities to cultural diversity and "correct students' narrowness in their spatial, cultural, and temporal worlds" (Furumoto, 1989), and may help broaden awareness of "narrow provincial, class, and regional prejudices" (Watson, 1977).

Currently at least seventeen of the campuses in the CSU system offer a course covering the history of psychology, in everything from a lower division general education format to a required course in some Master's programs. This mirrors the data from nationwide surveys where more than 80% of universities offer this course. About 2,000 students take a history of psychology course each year at a CSU.

Finding faculty willing and able to teach the course can be difficult. One problem is that almost no one has any formal training in this field. Psychologists are typically trained in some domain of psychology. Professional advancement in Psychology Departments in the CSU is typically predicated on the establishment of strong research programs in our areas of specialization. This makes teaching the history of our field a true avocation, as it is rare for psychologists to have engaged in any active scholarship in history. For example, the eight authors of this proposal lack any formal preparation in the history of psychology. Essentially, we are self-taught in this area and have not published in this field. Whatever expertise we have garnered is a result of our own efforts. This includes investing summers, nights, and weekends reading background material, and sabbaticals spent traveling in relevant locales. A second, related, problem is that each year senior faculty who have developed expertise in this area are retiring. According to national research, some universities are even being forced to stop offering the course as senior faculty retire (Fuchs & Viney, 2002).

New faculty being asked to take on the course face a number of challenges. Typically they are trained in different paradigms of psychology than more experienced faculty. These newer faculty typically prefer a more culturally and gender inclusive approach to our history (Furumoto, 1989; Hogan, et al., 1989), prefer to include more of

the intellectual context in their courses, and tend to approach the field from a more cognitive, less behaviorist perspective. Gender inclusive and cross-cultural information about the history of psychology is available, but can be difficult to find. Information that includes the historical context of intellectual thought must also be sought out, as it is not usually included in the textbooks currently on the market. Although both more experienced and newer faculty do rely heavily on textbooks for this course (Hogan, et al., 1989), most of the textbooks are written from the older experimental/behaviorist perspective. Finally, to properly teach this course mastery of aspects of the history of philosophy, biology, and other allied sciences is required, placing a considerable burden on the faculty members teaching this course.

The Plan

The solution we are proposing is to offer a symposium of all CSU faculty either already teaching, or interested in teaching this course at their campuses. Twenty-two faculty at fifteen campuses responded positively to our initial e-mail about this RFP, and eight are collaboratively authoring this proposal. We believe this represents broad interest and support for such a symposium. Preliminary data has already been collected from likely participants at this symposium, and it clearly demonstrates the concerns of newer faculty being asked to teach this course. Therefore, the purpose of this symposium would be to address their two major concerns. First, we will facilitate the transmission of information about resources and teaching strategies from experienced faculty to newer faculty. Second, we will explore ways to broaden the material presented in the course. This will help make our courses more culturally inclusive, facilitate the development of more interdisciplinary approaches, allow us to teach more than the history of only

behaviorist and experimental psychology, and provide greater recognition of the impact of broad social forces on the history of ideas.

Logistics and Objectives

We propose to offer a weekend symposium with both informal and formal meetings to begin Friday, at noon, and conclude Saturday at noon. Preliminary arrangements have been made for lodging, conference facilities, and meals at Quail's Inn and Dinner House at the lake in San Marcos, near the CSU, San Marcos campus.

Participants will provide information about the course at their campuses, and about their main concerns, both philosophical and pedagogical. Each participant will then be responsible for leading some part of the discussion related to an issue they have identified as of primary concern. At these meetings we plan to achieve the following objectives.

1) Encourage new faculty and improve instruction by allowing us to
   1 identify recurring problems and issues in teaching this course
   2 share successful strategies and solutions for addressing these problems
   discuss resources, exercises, instructional approaches, and best practices
2) Ensure that this course remains an important part of our curricula by giving us time to
   4 compare perspectives on the place of this course in the major
   5 provide a forum for consideration of issues such as how changes in epistemology have influenced the history of science
   6 learn about scholarship in the history of science and psychology
3) Engage faculty in on-going dialog and networking

develop an electronic list for continued collaboration between participants

8 send each participant home with a package of material designed to contribute to improved teaching

4) If appropriate, we would disseminate the results of our efforts in the following ways

publish the results in internal CSU publications

present the results to regional and national professional meetings including the Western Psychological Association and American Psychological Association.

3 publish the results in appropriate scholarly journals

References

Fuchs, A. H. & Viney, W. (2002). The course in the history of psychology: Present status and future concerns. *History of Psychology, 5,* 3-15.

Furumoto, L. (1989). The new history of psychology. In I. S. Cohen (Ed.), *The G. Stanley Hall lecture series* (Vol. 9, pp. 5-34). Washington, DC: American Psychological Association.

Hogan, J. D., Goshtasbpour, F., Laufer, M. R., & Haswell, E. (1989). Teaching the history of psychology: What's hot and what's not. *Teaching of Psychology, 25,* 206-208.

Watson, R. I. (1977). A note on the history of psychology as a specialization. In I. Brozek & R. Evan (Eds.), *R. I. Watson's selected papers on the history of psychology* (pp. 43-45). Durham: University of New Hampshire Press.

Evaluation Plan

The four objectives outlined in this proposal are designed to address the purposes of the Institute for Teaching and Learning, specifically to encourage new faculty to teach the history of psychology course, and to improve teaching in this course by engaging faculty in dialogue aimed at invigorating their teaching methods and materials.

Objective 1: Encourage new faculty and improve instruction

1 recurring problems will be identified

2 strategic solutions will be developed and documented

3 notes will be synthesized into a summary that will be made available to participants and future instructors

4 participants will provide resource materials to share

Objective 2: Ensure that this course remains an important part of our curricula

1 this system-wide theme will be reinforced throughout the symposium by asking speakers to address the status of the course in their curriculum, and by asking the facilitators to include a discussion of this topic in each session

2 the number of new faculty who attend will be noted, and they will be mentored by experienced faculty

3 at least one presentation will be given by an active scholar in the field

Objective 3: Engage faculty in on-going dialog and networking

a web site and listserv will be developed that will allow participants to continue to collaborate on best practices

2 participants will be encouraged to collaborate on writing, publishing, and presenting on the topics emerging from the symposium

Objective 4: Disseminate the results of the symposium

project coordinator will organize the writing of a paper synthesizing and summarizing the results for publication in internal CSU publications

2 various participants will present the results to professional meetings

3 collaborative papers will be submitted for publication in appropriate journals

Finally, at the conclusion of our meetings, participants will be given an evaluation form and asked to provide feedback on the usefulness of the symposium and their suggestions for next steps.