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Students Learning Outcome and Assessment Plan Rio Hondo College

Department/program: Social Science/Psychology Date: April 18, 2007.

Course title/number: Introduction to Abnormal Psychology 114

Participating Faculty: Christine Sutow, Michelle Pilati, Vernon Padgett_____

State Student Learning Outcome:

Students provided with research findings and theories on psychological disorders will describe and/or evaluate the role that both genetics and environment (nature and nurture) play in the development of psychological disorders.

Proposed Types of Assessment to be used: (attach rubric)

- In-class small group assignments: Students will complete group papers in which they will describe the contribution of both genetics and environment in the development of particular disorders based upon research findings and theories presented in class and in their textbook. These papers will be evaluated by a point system.
- Objective and/or written tests: Students will be tested on a regular basis on the research findings and theories explaining particular disorders covered in class and in the textbook. There will be objective questions and/or essay questions asking for an evaluation of the relative contribution of genetics and environment in the development of these particular behaviors.

Collection and Evaluation Process:

Group assignment papers will be collected and students' knowledge evaluated by the clarity of their description of the role of both genetics and environment in the development of particular disorders. Further, students' understanding of these concepts will be evaluated on a regular basis throughout the course through testing. Test scores will be based upon a point system.

Changes being considered (if any):

None

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Review and recommendations; scheduled completion date:

Review in Fall, 2007

Rubric for Evaluation of a Student Learning Outcome

Course: Introduction to Abnormal Psychology 114

SLO: Students with research findings and theories on psychological disorders will describe and/or evaluate the role that both genetics and environmental (nature and nurture) play in the development of psychological disorders.

Faculty participating: Christine Sutow, Michelle Pilati, Vern Padgett, Kevin Smith

For multiple-choice answers:

Performance standard	<i>Excellent</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
	80% or more correct answers to questions (using a minimum of 6 questions across both standards).	66% correct answers to questions (using a minimum of 6 questions across both standards).	50% or less correct answers to questions (using a minimum of 6 questions across both standards).
Standard 1: Student understands the concepts of genetics and environment in the development of psychological disorders.	Using 3 questions, student identifies the correct answer at the above rate, the concepts of genetics and environment in the development of psychological disorders.	Using 3 questions, student identifies the correct answer at the above rate, concepts of genetics and environment in the development of psychological disorders.	Using 3 questions, student is unable to identify the correct answer at the above rate, concepts of genetics and environment in the development of psychological disorders.

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<p>Standard 2: Student understands and recognizes an example of the application of genetics and environment in the development of a particular psychological disorder.</p>	<p>Using 3 questions with an example, student identifies the correct answer at the above rate, concepts of genetics and environment in the development of a particular psychological disorder.</p>	<p>Using 3 questions with an example, student identifies the correct answer at the above rate, concepts of genetics and environment in the development of a particular psychological disorder.</p>	<p>Using 3 questions with an example, student is unable to identify the correct answer at the above rate, concepts of genetics and environment in the development of a particular psychological disorder.</p>
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Rubric for Evaluation of a Student Learning Outcome

Course: Introduction to Abnormal Psychology 114

SLO: Students with research findings and theories on psychological disorders will describe and/or evaluate the role that both genetics and environment (nature and nurture) play in the development of psychological disorders.

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For essay answers:

Performance standard	<i>Excellent</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
<p>Standard 1: Student is able to understand the definition and interaction of genetics and environment in the development of psychological disorders.</p>	<p>Student demonstrates a complete understanding of the definition and the interaction of genetics and environment in the development of psychological disorders.</p>	<p>Student provides an adequate definition for genetics and environment but lacks an understanding of how each interacts with the other in the development of psychological disorders.</p>	<p>Student is unable to provide either an adequate definition or understanding of the interaction of genetics and environment in the development of psychological disorders.</p>

<p>Standard 2: Student is able to correctly provide an application of genetics and environment and their interaction to a particular psychological disorder.</p>	<p>Student is able to fully present an application of genetics and environment and their interaction in relation to a particular psychological disorder.</p>	<p>Student provides an application of genetics and environment to a particular psychological disorder; however, their application and/or description of their interaction is unclear and disjointed.</p>	<p>Student is unable to provide an adequate application of genetics and environment or their interaction to a particular psychological disorder.</p>
<p>Standard 3: Student is able to provide an example(s) of genetics and environment in the development of a particular psychological disorder.</p>	<p>Student provides appropriate example(s) of both genetics and environment in the development of a particular psychological disorder.</p>	<p>Student provides appropriate example(s) of genetics and environment but inadequately describes their role in the development of a particular psychological disorder.</p>	<p>Student provides no examples or provides inappropriate example(s) of genetics and environment in the development of a particular psychological disorder.</p>