

## C-ID 5-Year Review Summary – Psychology

### Post-vetting Modifications – March 3, 2015

In response to the comments received during the vetting, only two descriptors were further modified.

#### **PSY 120 - Introduction to Abnormal Psychology**

1. The reference to DSM V was modified to DSM 5.
2. The two different references in the content to “Issues in Classification and Diagnosis” were combined.
3. Gender Identity Disorders was modified to read “Gender Issues” as the former is no longer in the DSM.
4. As there has never been an expectation that this descriptor would cover all categories of the DSM, further modifications to align the course with the current DSM were not made.

#### **PSY 180 – Introduction of Lifespan Psychology**

In the course content, it had been proposed to remove “humanistic” and replace it with the term “biopsychosocial”. After considering the feedback and consulting five different texts, it was determined that neither humanistic nor biopsychosocial was really appropriate. While any faculty member can opt to cover any additional theories they want – and any college can dictate local coverage of any additional theory or theories – the descriptor should specify the theories that are commonly addressed. With this in mind, “learning theories” was replaced by “behavioral and social cognitive theories” and neither biopsychosocial nor humanistic was included.

#### Developmental Theories

- A. Psychodynamic theories
- B. Behavioral and Social Cognitive Theories
- C. Contextual theories (e.g., sociocultural)
- D. Cognitive theories

### **Overall Summary**

After removing duplicate responses, there were 86 respondents.

When asked if the proposed changes were appropriate, the percentage of “yes” responses were as follows:

PSY 110 – Introductory Psychology 95%

PSY 120 - Introduction to Abnormal Psychology 86%  
(Presumably, 4 of the 10 “no” votes would be modified based on the indicated changes.)

PSY 150 - Introduction to Biological Psychology 89%

PSY 180 – Introduction of Lifespan Psychology 91%

### **Initial Edits Prepared for Vetting - December 3, 2014**

The Psychology FDRG is offering minimal revisions to its nine descriptors. None of the revisions is substantive.

Responses to some of the comments received during the feedback phase are provided below, as are explanations for the indicated changes.

#### **PSY 110 – Introductory Psychology**

As there has been interest in having a recommendation from C-ID with respect to the awarding of credit for AP Exams, the FDRG reviewed the available data regarding the awarding of course credit for the AP Psychology exam. As it appears that all but two CSUs award course credit (i.e., credit for their introduction to psychology course) for an AP Psychology score of 3 or greater, the descriptor now recommends this practice to CCCs.

Despite a delineation of what is meant by “applied psychology” in the course objectives, two respondents seemed unclear as to what the term meant. The FDRG determined that the reference to the term in the objectives was appropriately broad and ensured that students were introduced to the various forms of psychology.

One respondent noted the absence of reference to the brain and another was not sure what was meant by psychometrics. A reference to the brain was added, as was a clarification of psychometrics.

Increasing the advisory to English composition was suggested, as was making English composition a prerequisite. As prerequisites of any sort on are not common on introductory psychology courses, these suggestions were dismissed.

#### **PSY 115 - Psychology of Personal and Social Adjustment**

No changes proposed.

As a lower division course for non-majors offering an introduction to a specific area of psychology, the suggestion to add a prerequisite of PSY 110 was not taken.

#### **PSY 120 - Introduction to Abnormal Psychology**

The reference to DSM IV was updated to DSM V.

A reference to “cultural sensitivity” was added.

As a lower division course for non-majors offering an introduction to a specific area of psychology, the suggestion to add a prerequisite of PSY 110 was not taken.

### PSY 130 - Introduction to Human Sexuality

No changes proposed.

As a lower division course for non-majors offering an introduction to a specific area of psychology, the suggestion to add a prerequisite of PSY 110 was not taken.

### PSY 150 - Introduction to Biological Psychology

The word “motivation” was removed from the content as it is not a stand-alone topic, but is subsumed within other topics in the course.

As this course is intended to be a lower division course that explores a complex topic that is also taught at the upper division level, it was determined that the existing prerequisite of PSY 110 was appropriate and sufficient. It was suggested that the course should have a research methods prerequisite or a biology prerequisite.

### PSY 170 – Introduction to Social Psychology

No changes proposed.

As a lower division course for non-majors offering an introduction to a specific area of psychology, the suggestion to add a prerequisite of PSY 110 was not taken.

### PSY 180 – Introduction of Lifespan Psychology

In the course content, “humanistic” was removed from the list of theories covered and changed to “biopsychosocial”.

As a lower division course for non-majors offering an introduction to a specific area of psychology, the suggestion to add a prerequisite of PSY 110 was not taken.

### PSY 200 - Introduction to Research Methods in Psychology

No changes proposed.

While a number of respondents suggested that the statistics prerequisite should explicitly be a psychological statistics course, the FDRG did not feel it would serve colleges well to mandate such a course when some colleges would not be able to support it. A psychological statistics course is preferred – or a statistics for the social and behavioral sciences. Others suggested there should be no statistics requirement and others argued that it should be a corequisite. After much discussion, it was determined that no changes should be made.

### PSY 205B - Introduction to Research Methods in Psychology (With Lab)

No changes proposed.

See above.