

LBHC Program learning outcome report (2022-23)

I. General information

Degree name	AA in Human Services
Degree option names	Psychology Option
Date report submitted	07/11/2023
Program faculty who contributed to this report	R. Eric Tiner, MS, Human Services Instructor
Program learning outcome (refer to your program learning outcomes curriculum map and plan for the PLO to be formally assessed this year)	Identify characteristics of some of the most commonly occurring mental health diagnoses.
Course that formally assesses this program learning outcome at its highest level (see program learning outcome curriculum map and plan)	PY 203 Abnormal Psychology
Number of students assessed for this program learning outcome	6
Semester students were assessed (e.g., fall 2023)	Spring 2023



II. Assessment of indicators for the program learning outcome (add more rows if necessary)

Break down your program learning outcome into indicators (maybe taken from rubric): Students should be able to...	List the most significant teaching and learning activities used by faculty to facilitate the learning of <u>each PLO indicator</u> in their class(es)	List the graded assignment(s) that formally assesses each indicator at its highest level	Performance expectations: Identify the percent range for each level of performance by replacing the "xx's" below or enter below whatever makes sense to you	Average score for the PLO indicator (%)	How well did the students perform? (right-click on the checkbox and select 'properties' and 'checked')
Describe major characteristics of Clinical Assessment, Diagnosis, and Treatment	In-class lectures, videos, and differential diagnosis discussions; chapter quizzes; Final Exams.	Final Exam	Below expected levels: 0 – 69% At expected levels: 70 – 89% Above expected levels: 90 – 100%	91.67%	<input type="checkbox"/> below expected levels <input type="checkbox"/> at expected levels <input checked="" type="checkbox"/> above expected levels
Characterize features of Anxiety Disorders	In-class lectures, videos, and differential diagnosis discussions; chapter quizzes; Final Exams.	Final Exam	Below expected levels: 0 – 69% At expected levels: 70 – 89% Above expected levels: 90 – 100%	90.50%	<input type="checkbox"/> below expected levels <input type="checkbox"/> at expected levels <input checked="" type="checkbox"/> above expected levels
Characterize features of Disorders of Trauma and Stress	In-class lectures, videos, and differential diagnosis discussions; chapter quizzes; Final Exams.	Final Exam	Below expected levels: 0 – 69% At expected levels: 70 – 89% Above expected levels: 90 – 100%	67.83%	<input checked="" type="checkbox"/> below expected levels <input type="checkbox"/> at expected levels <input type="checkbox"/> above expected levels
Characterize features of Depressive and Bipolar Disorders	In-class lectures, videos, and differential diagnosis discussions; chapter quizzes; Final Exams.	Final Exam	Below expected levels: 0 – 69% At expected levels: 70 – 89% Above expected levels: 90 – 100%	N/A	<input type="checkbox"/> below expected levels <input type="checkbox"/> at expected levels <input type="checkbox"/> above expected levels
Characterize features of Schizophrenia	In-class lectures, videos, and differential diagnosis discussions; chapter quizzes; Final Exams.	Final Exam	Below expected levels: 0 – 69% At expected levels: 70 – 89% Above expected levels: 90 – 100%	N/A	<input type="checkbox"/> below expected levels <input type="checkbox"/> at expected levels <input type="checkbox"/> above expected levels

III. Overall assessment of this program learning outcome (please be thorough in all responses)

<p>Overall, how well did the students perform on this PLO?</p>	<p><input type="checkbox"/> below expected levels</p> <p><input type="checkbox"/> at expected levels</p> <p>X above expected levels</p>
<p>Analyze assessment of PLO indicator results in section II: What does the information in section II suggest to you about the performance expectations, the teaching strategies, and student learning?</p>	<p>While students who submitted the Final Exam appeared to perform above the expected level on describing characteristics of Clinical Assessment, Diagnosis, and Treatment and Anxiety Disorders, they appeared to perform below the expected level when characterizing Disorders of Trauma and Stress.</p> <p>(Given the extensive research on intergenerational trauma within Indigenous populations, it was suggested that intergenerational trauma experienced by students could potentially impair students' performance in identifying characteristics of disorders of trauma and stress.)</p>
<p>Next steps: Plans for reinforcing effective teaching and learning strategies and for improving student learning (clearly identify what will be done, by whom, by when, and how you will assess the impact of the changes)</p>	<p>Continue in-class lectures, videos, activities, differential diagnosis discussions, chapter quizzes, and Final Exams while directing more attention and class time to outline characteristics of Disorders of Trauma and Stress.</p> <p>(Perhaps include information and discussion of characteristics of intergenerational trauma. Then, compare the characteristics of intergenerational trauma with characteristics of the disorders of trauma and stress.)</p>
<p>Projected semester of implementing "next steps"</p>	<p>Spring 2024</p>
<p>Results of "next steps" implementation on student learning – this section is to be completed the following year (describe how the implementation of the above "next steps" impacted student learning in the program)</p>	<p>During the spring 2024 semester offering of PY 203 Abnormal Psychology, students appeared to demonstrate significant improvement in describing and characterizing some of the most commonly occurring mental health disorders.</p> <p>Unlike the spring 2023, the spring 2024 offering of this course utilized the textbook publisher's powerpoint presentation lecture slides, quiz questions, and an online presentation of chapter quizzes through Google Forms. This allowed for more information to be covered, ease of administering, taking, and scoring of quizzes/exams, and appeared to produce more in-class discussion—with more focused, deep questions of the course material.</p> <p>In addition, when covering the information over Chapter 6: Disorders of Trauma and Stress, in-class discussion incorporated the topic of intergenerational trauma. Students appeared to make the connection between (individual) symptoms seen in disorders of trauma and stress and those same symptoms seen at the broader level (e.g., families, societies, cultures).</p> <p>Continue utilizing textbook publisher's powerpoint lecture presentations and quiz/exam questions through Google Forms. Continue to discuss the topic of intergenerational trauma in Chapter 6: Disorders of Trauma and Stress. Continue to deepen and focus discussion of the disorders, characteristics, and associated features and data.</p> <p>During spring 2024, eight students completed the final exam for PY 203 Abnormal Psychology. Students performed above expected levels in describing major characteristics of clinical assessment, diagnosis, and treatment. Students also characterized anxiety disorders, disorders of trauma and stress, depressive and bipolar disorders, and schizophrenia at above expected levels.</p>

Date “results of ‘next steps’ implementation” section above submitted	06.03.2024
Suggestions for improving this report or process (if any)	