

LEVEL UP!

CT at the 1-, 2-, 3-, and 4000 Level

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Overview

- PSYC interpretation of UG levels
- Examples from specific classes
- Considerations for adding CT to class

PSYC interpretation of UG levels



1000 - level

- Client-like
 - Similar to self-help, therapy, talk by outside consultant, etc.
- Learning outcomes
 - Demonstrate life skills
 - INSTRUCTOR uses psychological research to teach these skills (theory or research may be referred to but not the main outcome)
- Prerequisites
 - None

2000 - level

- Intro level, gen ed, survey-level
 - What are basic findings, tools, etc?
- Sample learning outcomes
 - Compare and contrast major areas of psychology
 - Explain how psychologists approach the study of _____
 - Identify the major findings of psych relevant to _____
- Prerequisites
 - None (but 2030 has a co-requisite of Intro Psych; for majors only)


3000 - level

- More advanced, user-level
 - What are the main findings, theories, or applications from this area?
- Sample learning outcomes
 - Know major approaches to/applications of _____
 - Use course material to solve basic problems within that domain
 - Identify problems for which a specialist in that domain is needed
- Prerequisites
 - Intro Psychology

4000 - level

- Senior level, majors only
 - Grad school-like seminar format
- Sample learning outcomes
 - Locate, understand, and apply original peer reviewed research articles in _____
 - Synthesize existing research in that domain and others and generate testable research or applications based on existing and new findings
- Prerequisites
 - Intro Psychology
 - Research methods sequence (Fundamentals, Stats, Res Methods)

Examples

- PSYC 1810: Stress, Coping, and Flourishing
 - PSYC 2030: Fundamentals of Psychological Science
 - PSYC 3830: Abnormal Psychology
 - PSYC 4820: Positive Psychology
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PSYC 1810: Stress, Coping, and Flourishing: Establishing Daily Wellness Habits

- Typical section = 250
- Catalog Description
 - *Students practice a variety of empirically-validated daily wellness exercises and evaluate the personal effectiveness of each one. Exercises are drawn from mindfulness, cognitive behavioral therapy, and the positive psychology literatures. Students also create a personal wellness plan for the future, guided by their experiences in the course.*
- **Critical thinking**
 - **Data-informed analysis and evaluation of their personal experiences with various daily wellness practices; plans for their own wellness in the future**

PSYC 1810: Stress, Coping, and Flourishing: Establishing Daily Wellness Habits

- 105 Daily Practice exercises recorded on a form
 - Google Forms -> ~~Forms for Microsoft Excel~~-> Qualtrics
 - New exercise each full week of class (and breaks)
 - All forms include
 - *Overall, how would you rate your experience with this exercise today?*
 - Loved it, liked it, neutral or meh, disliked it, hated it
 - *What one to three words best describe(s) your experience with this exercise today?*
 - *Did anything get in the way of being able to engage in this exercise today? If so, what?*
 - *Do you have anything to add to today's notes?*
 - Students are emailed their answers and told how to search for them later


PSYC 1810: Stress, Coping, and Flourishing: Establishing Daily Wellness Habits

- Final “exam” = Personal Plan
 - *Consider each of the daily activities we've done this semester. Which ones did you enjoy? Which ones did you find helpful? Which ones were easiest to fit into your day?*
 - *You should see your receipts showing you how you rated each activity, what words you used to describe it, and what, if anything, got in the way of practice that day. Ideally, pull these up in a different window as you complete this form so that you can see how you actually rated various practices when you did them.*
 - *But also, it's also okay to complete this form based on your recollection of what you enjoyed as well if you are missing receipts or don't have access to them. The important thing is to take a few minutes to reflect on what worked best for you and why, and to think about what you'd like to do for your own wellness going forward.*

PSYC 1810: Stress, Coping, and Flourishing: Establishing Daily Wellness Habits

- Final “exam” = Personal Plan
 - *Which 5 activities did you enjoy doing the most/find the most helpful/were the easiest to fit into your day?*
 - *For the activities _____, what was it about these activities (as a group or individually) that was made them _____? Why were these activities the most _____?*
 - *In general, what most often got in the way of completing daily activities? What are ways around that?*
 - *What would you like to tell your future self to do for self-care/stress management? Is there anything else you'd like to tell your future self?*

What does CT look like at various UG class levels?

- PSYC 1810: Stress, Coping, and Flourishing
 - PSYC 2030: Fundamentals of Psychological Science
 - PSYC 3830: Abnormal Psychology
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PSYC 2030: Fundamentals of Psychological Science

- Typical section = 300 fall, 150 spring
- Catalog description
 - *Overview of the basic knowledge, skills and abilities for success in the psychology major, including the fundamentals of psychometrics, research methods, career planning and the dissemination of research findings. Preq: Psychology major. Preq or concurrent enrollment: PSYC 2010.*
- **Critical thinking**
 - **Infused in all of the topics: Psychology is a science that uses a systematic approach to evidence**

PSYC 2030: Fundamentals of Psychological Science

- Example
 - Measurement in psychology
 - How do we measure things like behavior, thoughts, and feelings?
 - Error in measurement
 - Watch the Bridge Keeper scene from *Monty Python and the Holy Grail*



PSYC 2030: Fundamentals of Psychological Science

- Class exercise
 - Set up day
 - Class votes on which psychological construct & how to measure it
 - Each student writes one thing that would artificially increase someone's score on the measure & one thing that would artificially decrease someone's score on the measure
 - Create strips of paper with "measurement errors" on them, each with a point value
 - Error day:
 - Half of class assigned a true score of X, the other half a true score of Y
 - Single item
 - Everyone draws 1 error strip
 - Calculate observed scores
 - Multiple items
 - Everyone draws 3 – 4 error strips
 - Calculate observed scores
 - What do you notice? Why do psychologists often use multiple items or multiple measures?

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PSYC 3830: Abnormal Psychology

- Typical N = 350
- Catalog description
 - *Introduction to the diagnosis and treatment of mental illnesses. Uses current diagnostic standards for mental disorders as a framework for understanding the symptoms, causes, and treatments of the most commonly observed maladaptive behaviors. Includes Honors sections. Preq: PSYC 2010.*
- **Critical thinking**
 - **How do mental health providers collect evidence from a client to make a diagnosis?**

PSYC 3830: Abnormal Psychology

- Improv game “Guess Panel”
 - Guesser leaves room
 - Each of 3 panelists get a suggestion of who they are from the audience
 - Guesser hosts a talk show where audience asks questions of panelists
 - Guesser says who we are based on our answers



PSYC 3830: Abnormal Psychology

- Improv game “Guess Panel”
 - Guesser leaves room
 - Each of 3 panelists get a suggestion of who they are from the audience
 - Guesser hosts a talk show where audience asks questions of panelists
 - Guesser says who we are based on our answers
- Diagnose a Person
 - I pick a disorder covered in that section or in the past
 - The students act as the clinician and ask questions of me as the client
 - I wait until after they have got enough info from me and a bit more
 - I pull up QR code to form and ask “What is the best diagnosis for me?”
 - I close form and class learns the right answer immediately

PSYC 3830: Abnormal Psychology

- Improv game “Guess Panel”
 - Panelists play up answers to give funny clues
 - Wrong guesses by the host can be funny (some wrong answers have led to wonderful scenes later)
- Diagnose a Person
 - I play up
 - Symptoms associated with multiple diagnoses
 - Differences in the clinical presentation of the same disorder between different people
 - Irrelevant info that needs to be ignored
 - Hints to ask better questions
 - Only right answers get full points

PSYC 3830: Abnormal Psychology

- Caution: Diagnose a Person always paired with Actual Question from a Hypothetical Friend
 - The right answer is ALWAYS a variant of empathy +
 - *I'm not an expert – I've only had one class. But I learned that if something is causing you distress or impairment, it is worth getting it checked out by a licensed mental health professional.*
 - Any attempt at a diagnosis for an Actual Question from a Hypothetical Friend is always wrong
- **ROTE LEARNING, not critical thinking**
 - **LOOKING FOR** an automatic response in real life!!

What does CT look like at various UG class levels?

- PSYC 1810: Stress, Coping, and Flourishing
- PSYC 2030: Fundamentals of Psychological Science
- PSYC 3830: Abnormal Psychology
- PSYC 4820: Positive Psychology

PSYC 4820: Positive Psychology

- Typical N = 19
- Course description
 - *Examines the research, theories, and applications of the psychology of human strengths and well-being. Fundamental research into the cultural, emotional, personality, cognitive/motivational, and developmental correlates of strengths and well-being is examined, as well as application of these principles to a variety of organizational settings. Preq: PSYC 3100.*
- **Critical thinking**
 - **Reading and understanding original empirical articles on a positive psychology construct, identifying where other areas of psychology connect with the construct and how this construct can inform development of psychological applications**

PSYC 4820: Positive Psychology

- Typical class period
 - Quiz on reading and past material
 - Often essay asking students to take a stand on something and use evidence from class to support argument
 - Small group discussion on construct
 - Often *Based on your reading and the last class, how could someone increase their level of ____? Why do you think that would work? What would the cost of that intervention be?*
 - Report out to class
 - Mini lecture on next construct to set context for next reading

PSYC 4820: Positive Psychology

- Field trips
 - Careful Looking at Lee Gallery
 - Curiosity vs Mindfulness
 - Awe Walk around campus
 - Serious vs Casual Leisure Day
- Each
 - Paired with relevant peer-reviewed article
 - Followed by reflective questions



PSYC 4820: Positive Psychology

- Individual Class Project
 - Pick topic early
 - Quiz questions based on topic
 - Scholarly paper based on 10 empirical peer-reviewed articles
 - Must focus on constructs and findings, not researchers
 - Must be integrated
 - Creative Project
 - Artist's Statement: why did you make those choices?



My considerations in developing CT additions

- The class content
 - What are the objectives of the class?
 - What decisions can be made based on material from the class?
 - What new skill do I want students to have coming out of the class that they didn't have before?
 - What risks are there to premature application of that skill?
- The students in the class
 - What do the students already know about psychology?
 - How interested are they in psychology?
 - How many of them are there?

My considerations in developing CT additions

But also... me!





WALT DISNEY World.

THE MOST MAGICAL PLACE ON EARTH

50

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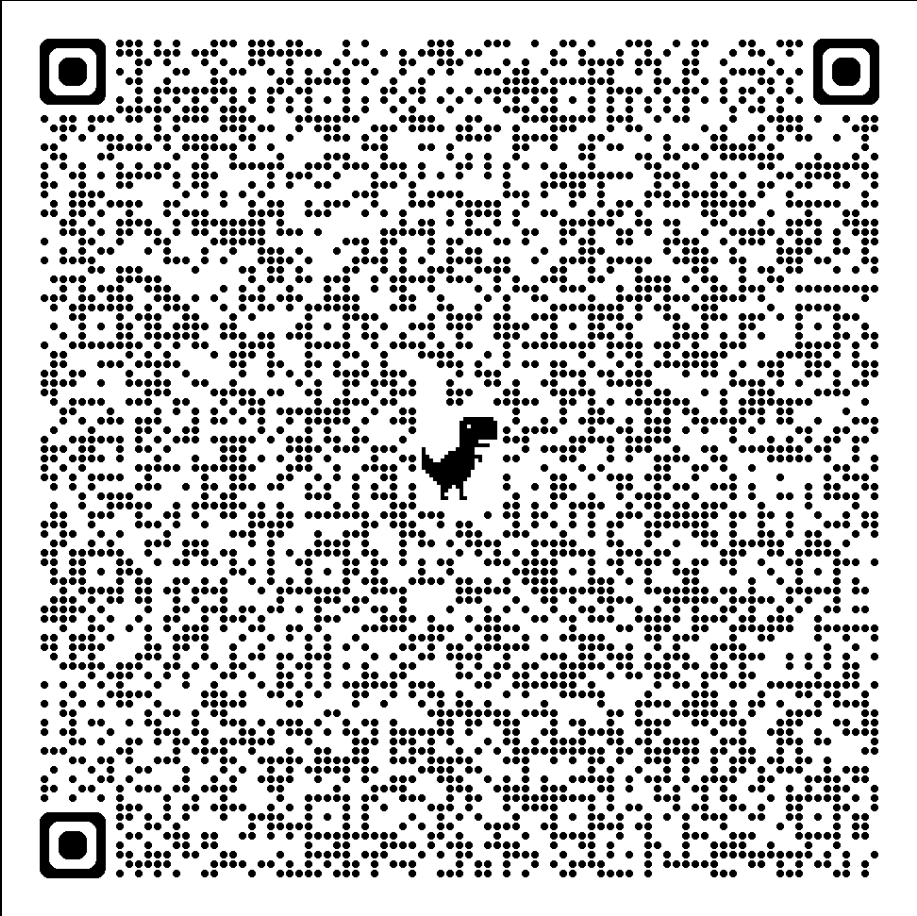
My considerations in developing CT additions

- Me!
 - What am I good at?
 - What am I not good at?
 - What types of assessments do I like to grade?
 - What types of activities do I like to do?
 - How much time do I have?
 - What tech do I have?
 - When are my pressing time conflicts?

Summary

- PSYC interpretation of UG levels
- Examples from specific classes
- Considerations for adding CT to class

Inateck Electronics Organizer Travel Case, Waterproof Tech Pouch, Large





Questions? cpury@clermson.edu