

2018 Psychology Annual Program Plan

PSYC Psychology

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

Psychology is the study of the mind and human and animal behavior. It seeks to understand thought, emotion and behavior through the scientific study of mental functions.

The purpose of this program is to help students develop strong reading, writing, critical thinking and analytical skills, as well as demonstrate a passion for understanding how the human mind works.

The mission statement of Skyline College is, "To empower and transform a global community of learners. Our psychology program contributes to this mission by teaching students to how to bring about behavior change. Students are instructed on how to carry out the three basic types of learning, which are classical conditioning, operant conditioning, and observational learning.

The field of psychology is broadly broken up into two main areas of study: Clinical Psychology and Research Psychology. The field of research psychology teaches students how to describe behavior, uncover associations between variables, and discover cause and effect relationships. The field of clinical psychology teaches students how help people make positive changes in their lives through psychological counseling techniques. Our psychology program teaches students how to transform the world to be a better place.

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Stephen Hearne, Ph.D. Professor of Psychology

Jennifer Merrill, M.A. Professor of Psychology

Tony Jackson, Ph.D. Professor of Psychology

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

The psychology did expand the use of Supplemental Instructors. We now have three Supplemental Instructors for three different sections of General Psychology (PSYC 100).

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

There are no recent external or internal changes impacting the program or which are expected to impact the program in the next year.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

(1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.

(2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

Over the last year, we learned from the assessment of course SLOs that the psychology department is doing well. Three courses were assessed. They were Experimental Psychology (PSYC 105), Quantitative Reasoning in Psychology (PSYC 171) and Child Development (PSYC 201). The assessments of all of the SLOs in these courses passed at the 70% benchmark pass rate.

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

From the assessment of SLOs, we learned that the teaching of these courses are going well. Therefore, we are taking a win-stay strategy and continuing to teach in the same manner.

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

We did not participate in the assessment of ISLOs this year.

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

The psychology department wants to obtain a President's Innovation Fund (PIF) in order to buy psychological testing equipment and supplies. We want to book guest speakers and attend conferences. We also want to develop collaborative learning and project bases learning.

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals.

Narrative

See the planning module.

| Associated Objectives |
|--|
|  387-Book Guest Speakers - 3 years |
|  386-Buy Psychological Testing Equipment and Supplies |
|  Budget and Objectives of Psychology Department |

Objectives of Psychology Department

Planning Year: 2018-2019

Planning Year: 2018-2019

| Unit Code | Planning Unit | Unit Manager |
|------------|---------------|---------------------------|
| 2418PSYC00 | Psychology | Merrill-Sinarle, Jennifer |

Objective Status: New/In Progress

386 Buy Psychological Testing Equipment and Supplies
This equipment can be used to teach students about the aspects of intelligence and personality traits.

Wechsler Intelligence Scale for Children Fifth Edition (WISC-V) - \$1,259
Myers Briggs Type Indicator (MBTI) 100 tests - \$1,795
Strong Explores (short version of Strong Interest Inventory) 100 tests - \$995
Styrofoam heads - \$500
Duplicating cost for cookbook - \$1500
Mirror boxes - \$800

387 Book Guest Speakers - 3 years

Lawford L. Goddard, Ph. D. is a sociologist/demographer who possesses a broad multi-disciplinary social science background, having studied extensively in the areas of sociology, demography, education, history, political economy and cultural pluralism. Born in Trinidad, Dr. Goddard is a graduate of the University of the West Indies and received his PhD from Stanford University. He is an expert on Black family dynamics, Black culture and youth development programs such as rites of passage and mentoring programs, substance abuse prevention, HIV/AIDS education and prevention. He has over forty years experience as a trainer/educator in the areas of health education (alcohol and other drug use prevention, HIV prevention, mental health service delivery), youth motivation and self-destructive behavior. He has studied and traveled extensively in the Caribbean and South America, has extensive knowledge of Diasporan, especially Caribbean, African cultural retentions and geo-political inventions due to migration and brings this cross-cultural perspective to the understanding of the Black experience. He has conducted extensive research on the political economy of migration and the process of economic development and population changes and their impact on the system of social stratification in this region. He was a Member of the Strategic Planning Workgroup and Data Analyst of the California Reducing Disparity Project African American Population Report and a member of the CALMHSA Stigma and Discrimination Reduction Program for NAMI California. He is currently the Secretary of the African American Steering Committee for Health and Wellness in Alameda County. He has served on the Board of The Association of Black Psychologists for the past ten years as the National Convention Committee Chair. He was a founder of the Institute for the Advanced Study of Black Family Life and Culture in Oakland and is Lecturer Emeritus in the Department of Africana Studies, San Francisco State University. He is the co-author of four books and has over twenty four book chapters and articles in refereed journals.
Booking Fee: \$10,000 - \$20,000

Theopia Jackson, PhD received her master's degree in clinical psychology from Howard University, Washington DC and doctorate from the Wright Institute in Berkeley, California. She has held several leadership roles in higher education and is currently the Program Chair for Clinical Psychology in the Department of Humanistic and Clinical Psychology at Saybrook University in Oakland, California. Dr. Jackson is a licensed clinical psychologist with medical privileges at UCSF Benioff Children's Hospital Oakland; she practiced in the Healthy Hearts program, Department of Psychiatry, and Comprehensive Sickle Cell Center. In addition, she is the 2017 – 2019 President Elect for The Association of Black Psychologists, Inc. (ABPsi) and past president for the Bay Area chapter. Her other professional affiliations include membership in the Association of Family Therapists of Northern California (co-founding member of the Cultural Accountability Committee), American Psychological Association (Division 32 Society for Humanistic Psychology: Member-at-Large), California Psychological Association (Chair: Division VII Diversity and Social Justice; Member: CARE Committee), and Delta Sigma Theta Sorority, Inc. Additionally, she serves on the medical advisory council for Baykids Studios and for the Sickle Cell Community Advisory Council (SCCAC). Dr. Jackson has a long history of

providing child, adolescent, and family therapy services, specializing in serving populations coping with chronic illness and complex trauma. She is an accomplished scholar-practitioner and educator who provides cultural competency workshops/seminars/consultation. She has been invited to participate on several national and local California initiatives intended to establish integrative health care that is culturally-attuned and linguistically responsive. Dr. Jackson is a life-learner who believes that professional knowledge both shapes and is shaped by community wisdom. She and her husband of 30+ years are the proud parents of three children, her best teachers. Honoring culturally-centered spiritual healing of creativity and resiliency, Dr. Jackson espouses: "What you help a child to love can be more important than what you help him [or her] to learn." ~African proverb
Booking Fee: \$10,000

Dr. Wade W. Nobles is Professor Emeritus of Africana Studies and Black Psychology at San Francisco State University; a co-founder (and Past President) of the Association of Black Psychologists; and the founder and Executive Director of the Institute for the Advanced Study of Black Family, Life and Culture, Inc.(retired). He is the author of over one hundred (100) articles, chapters, research reports and books, including African Psychology: Toward its Reclamation, Reascension and Revitalization, Seeking the Sakhu: Foundational Writings in African Psychology, The Island of Memes: Haiti's Unfinished Revolution. Dr. Nobles research interest includes African-centered education, African psychology, Black self-concept, racial identity formation and human authenticity, cross-cultural and ethno-human functioning, socio-political systems, psycho-cultural development, African-American family dynamics, psychological aspects of mythology, systems of human transformation, African spirituality and traditional African healing systems. He has served as a member of the White House Conference on Families, 1980 (Jimmy Carter); Member of the President's Commission on Mental Health 1979 (Jimmy Carter); The White House Conference on Drug Free America, 1984 (Ronald Reagan) and served as a select Diasporan Scholar in Dakar Senegal, (October 2004) to the Conference of Intellectuals from Africa and the Diaspora on "Africa in the 21st Century-Integration and Renaissance"
Booking Fee: \$20,000

Louann Brizendine, M.D. is a practicing clinician, best-selling author, public speaker and media commentator who specializes in the relationship dynamics that result from the neurobiology of brains and hormones. She completed her degree in Neurobiology at UC Berkeley, graduated from Yale School of Medicine and did her internship and residency at Harvard Medical School. She has also served on both the faculties of Harvard University and University of California at San Francisco. Now an endowed professor at UCSF, Dr. Brizendine pursues active clinical, teaching, writing and research activities, where she founded the Women's Mood and Hormone Clinic in 1994 and continues to serve as the clinic's director. Her first book, "The Female Brain," is being translated into 29 languages and its follow-up, "The Male Brain," is in 15 languages. She is now devoting her time to training students and doctors in the field of women's and teen girls moods and hormones and writing a new book called "The Love Brain".
Dr. Brizendine is at UCSF.
Booking Fee: Not known right now

Carol S. Dweck, Ph.D., is one of the world's leading researchers in the field of motivation and is the Lewis and Virginia Eaton Professor of Psychology at Stanford University. Her research has focused on why people succeed and how to foster success. She has held professorships at Columbia and Harvard Universities, has lectured all over the world, and has been elected to the American Academy of Arts and Sciences. Her scholarly book Self-Theories: Their Role in Motivation, Personality, and Development was named Book of the Year by the World Education Federation.
Booking Fee: \$20,000 - \$30,000

Stephanie Brown, Ph.D., is an internationally recognized expert on the treatment of alcoholics, adult children of alcoholics and all addicts and their families, based on her research defining a developmental process of active addiction and recovery. Dr. Brown is the founder and director of The Addictions Institute, an outpatient counseling and therapy program in Menlo Park, California. She was the founder and director of the Stanford Alcohol Clinic at Stanford University Medical Center, and a Research Associate at the Mental Research Institute where she co-directed The Family Recovery Project.
Booking Fee: \$5,000