

Section 1 – Applied Psychology Program Mission and Educational Objectives

The mission of the Bachelor of Science program in Applied Psychology is to enable students to apply general knowledge of psychology and in-depth knowledge and skills to specific areas of psychology to communicate effectively, think critically, behave ethically and with cultural awareness, and work interpersonally with people from a wide variety of backgrounds.

The Applied Psychology program's educational objectives are:

1. To produce graduates with effective interpersonal skills who can work in a variety of practical settings;
2. To enable students to obtain the knowledge and skills necessary for immediate employment and/or graduate study in psychology and related areas;
3. To provide opportunities for students to apply their psychological training to employment in business and human service related organizations – such as (but not limited to) hospitals, mental/behavioral health centers, and the Department of Human Services.
4. To prepare undergraduate students for graduate study in various areas of psychology, such Applied Behavior Analysis, Experimental Psychology, or Marriage and Family Therapy.
5. To serve as a minor to complement other programs on campus.

Section 2 – Program Description and History

The Department of Humanities and Social Sciences added the Bachelor of Science in Applied Psychology on the Klamath Falls campus in 1997. The program has become well established and continues to evolve in significant ways. A minor in Psychology is also available to students. The Applied Psychology program serves students in the major, students in the minor, and serves General Education by providing courses that fulfill social science requirements. Approval to offer the Applied Psychology degree at the Portland-Metro campus was received June, 2014. A significant revision of the curriculum was undertaken during the 2014/15 academic year and was implemented in 2015/16. This revision increased the core course requirements to be consistent with American Psychological Association standards, eliminated the requirement to select an emphasis/track, required applied experience course credit, and increased academic advisors ability to help students select electives best suited to their specific career path. The Bachelor of Science program in Applied Psychology has faculty on both the Klamath Falls and Portland-Metro campuses, as well as online.

Enrollment for the Applied Psychology major started very high, with 195 students enrolled in the Fall of 1997. Enrollment declined after 1997, but remained relatively stable between 2002 and 2013 with consistent number of students, totaling between 125 and 157 students actively enrolled each year. Enrollment in Fall 2014 decreased to 118 students in Klamath Falls. Enrollment in Fall of 2017 was 54 primarily on-campus students (between Klamath Falls and Portland-Metro) and 27 primarily online students, making for 81 students total. By spring term 2018 there were 69 primarily on-campus students (between Klamath Falls and Portland-Metro) and 28 primarily online students, making for 97 students total. It is not completely clear why the enrollment in the Applied Psychology program has continued to decline. It is possible that the growth in other similar majors (e.g., Population Health Management) has provided potential students with more choice and the opportunity to seek a degree that more appropriately aligns with their interests.

The Applied Psychology program has historically graduated between 30-56 students annually, with 38 students graduating in Spring 2018. As of Fall 2018, the Applied Psychology program has 125 majors – 78 of which are on the Klamath Falls campus, 12 are on the Portland-Metro campus, and 35 are online. Of Applied Psychology graduates, 68% report being employed after graduation, 29% report continuing their education after graduation, 3% report still seeking a job after graduation. This produces a “success rate” of 97%. The median annual income of our Bachelor of Science graduates is \$31,100.

The Applied Psychology program has maintained networked connections with several local organizations in Klamath Falls – including Klamath Basin Behavioral Health, the Department of Human Services, and Sky Lakes Hospital – allowing for our students to gain experiential learning through our externship opportunities, the OIT Well-bring program, and the Relationship Building Program. Our program also allows students to gain experience working with the Autistic community by working in our BIG Applied Behavior Analysis Clinic in Klamath Falls.

A new faculty member – Dr. Carey Fitzgerald – joined the Applied Psychology program as an Assistant Professor in July, 2019.

Section 3 – Program Student Learning Outcomes

These Program Student Learning Outcomes were last reviewed and assessed during the 2014-15 academic year.

PSLO 1: Students will demonstrate an understanding of and be able to use major research methodologies in psychology, including design, data analysis, and interpretation

PSLO 2: Students will demonstrate knowledge and understanding of relevant ethical issues including a general understanding of the APA Code of Ethics.

PSLO 3: Students will demonstrate basic counseling techniques.

PSLO 4: Students will demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews and theoretical papers.

PSLO 5: Students will demonstrate effective oral communication skills in various formats (e.g. group discussion, debate and lecture).

Section 4 – Curriculum Map

Applied Psychology B.S. Student Learning Outcomes Table

F – Foundation P – Practice C – Capstone

COURSE	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	ESLO 1 - Communication	ESLO 2 – Inquiry & Analysis	ESLO 3 – Ethical Reasoning	ESLO 4 – Quantitative Literacy	ESLO 5 - Teamwork	ESLO 6 – Diverse Perspectives
PSY 201/202/203	F	F			F						
PSY 215/216		F	F		F						
PSY 220		F			F						
PSY 225	P			P	F				P		
PSY 301		P	P		P						
PSY 311/312	F	F			F						
PSY 313/314	P	P		C	P				P		
PSY 317		P	F		P						
PSY 321/322	F	F			F						
PSY 330/331	F	F			F						
PSY 334/335		P			P			F			
PSY 336/337		F			F						
PSY 339	F	F									
PSY 407	C	C	P		C						C
PSY 420		C			C						C
PSY 455	F	F			P						
PSY 475	C	C		C	C					P	

Section 5 – Assessment Cycle

Applied Psychology B.S. Cycle for PSLOs and ESLOs

Outcome	2018-19	2019-20	2020-21
PSLO 1		Direct PSY 225 Direct PSY 314 Indirect Student Exit Survey	
PSLO 2			Direct PSY 313 Direct PSY 314 Indirect Student Exit Survey
PSLO 3			
PSLO 4			
PSLO 5			
ESLO 1			
ESLO 2			
ESLO 3			
ESLO 4	PSY 335 – KF; PM; Online Indirect Student Exit Survey		
ESLO 5		PSY 475 Indirect Student Exit Survey	
ESLO 6			PSY 331 Indirect Student Exit Survey

Going forward the Applied Psychology Program plans to following the Oregon Tech’s 6-year ESLO assessment cycle, and 3-year PSLO cycle.

Section 6 – Assessment Activity

- **Activity**: The activity being used for the direct measure of Ethical reasoning ESLO is a written assignment used in multiple PSY 335 (Behavior Modification) courses. This particular assignment asks students to make ethical decisions – supported by their knowledge in the field of psychology and behavior modification - in regards to hypothetical scenarios described in vignettes. These scenarios mimic real-world situations that many psychologists, and even our undergraduate students – may face if they pursue a career in psychology and/or applied behavior analysis. See [Appendix](#) for this assignment. The Student Exit Survey was also used to evaluate students’ ESLOs.
- **Rubric**: The standard ESLO Rubric is being used to score these activities.
- **Sample**: Ten (10) artifacts were assessed. These equates to approximately 8% of Applied Psychology majors at OIT. PSY 335 is a popular course, and is required as part of the Applied Psychology major, so this course allowed us to access a representative sample of Applied Psychology majors, but the representativeness of this sample could be improved by increasing the sample size.
- **Reliability**: The Applied Psychology Assessment Coordinator, Dr. Carey Fitzgerald, assessed the 10 student artifacts described above. Dr. Fitzgerald assessed these artifacts by following the Ethical reasoning ESLO Rubric that was presented to him by administrators during the 2019 Convocation Assessment meetings.
- **Multiple Sites**: This activity/assignment was presented to students enrolled in PSY 335 at the Klamath Falls campus, the Portland-Metro campus, and Online. However, Dr. Fitzgerald could only access 10 artifacts from the PSY 335 course on the Klamath Falls campus. No assignments for the PSY 335 at Portland-Metro nor online could be found on Portfolium.
- **Performance Target**: The target performance level was 75%. This would equate to students earning 12/16, or a “3” (as per the ESLO Rubric), on each of the four aspects of Ethical Reasoning described in the rubric.
- **Performance Level**: The average score across the N = 10 artifacts in PSY 335 was 71.25% (M = 11.4 out of a total of 16 points). This is slightly under the goal of 75% (12/16), which indicates that our program has some room for improvement. However, the Student Exit Surveys indicate 50% of Applied Psychology students rated their proficiency in ethical reasoning as “highly proficient,” and the other 50% rated themselves as “proficient.” When asked “How much has your experience at Oregon Tech contributed to your knowledge, skills, and personal development in these areas?” 62.5% of students stated “Very Much”, and 25% stated “Quite a bit.”
- **Faculty Discussion**: Applied Psychology faculty plan to discuss these numbers during our next program meeting.
- **Interpretation**: The data imply there is room for improvement in our curriculum, but the majority of our sample seems to be confident in the knowledge and skills they are developing at OIT.

Section 7 – Data-driven Action Plans: Changes Resulting from Assessment

- **Action Driver**: The average assessment score was slightly below the Performance Target.

- **Action Specifics:** While PSY 335 (Behavior Modification) is a fitting and adequate course in which to assess Ethical Reasoning, this ESLO could also be assessed in the PSY 313/314 (Research Methods I and II) courses as a means of assessing other aspects of Ethical Reasoning in Psychology. It is possible that some of the students who completed the Ethical Reasoning ESLO in PSY 335 may be less passionate about the subject of behavior modification, and may be more apt to think critically about ethical reasoning in a difference psychology course – such as being able to reflect on and discuss ethical decision-making in regards to scientifically studying human subjects.
- **Accountability:** Dr. Fitzgerald will begin incorporating his PSY 313 and PSY 314 courses in Future assessments.
- **Planning and Budgeting:** No financial resources are needed for these changes.
- **Improvements in Assessment Process:** Psychology is a diverse area of study. Therefore, we may need to improve the assessment of the Applied Psychology program by using multiple different courses as a means of gaining more accurate well-rounded data regarding our majors.
- **Reassessment:** This outcome will be reassessed by continuing the 6-year ESLO cycle, but with more courses being utilized each quarter to measure each ESLO.

Section 8 – Closing the Loop: Evidence of Improvement in Student Learning.

Plans for Improvement: **We will incorporate** more PSY courses into the ESLO Assessment – specifically, Research Methods I and II (PSY 313/314) – as a means of illustrating the various aspects of Ethical Reasoning in psychology. Applied psychology faculty can also provide students with additional training throughout the curriculum, such as in Basic Counseling (PSY 301), about making ethical decisions across a wide range of situations (both in psychological science and applied practice) throughout their career.

Applied psychology faculty can also become more educated about all Ethical Reasoning criteria in order to infuse training and feedback about proficiency in these areas (such as by providing students with feedback directly from the Ethical Reasoning rubric) into all other relevant courses.

APPENDIX

PSY 335 – Ethics Assignment – 2019 Winter

Instructions: Complete the items below by reading the item and entering your answer where it says (ANSWER HERE). This assignment will require you to have the Behavior Analysis Certification Board (BACB) Ethics Code, which is either included in the assignment link in Blackboard or available at <https://www.bacb.com/ethics/ethics-code/>. Please be concise but thorough when responding (i.e., give all the necessary information but as little extraneous information as possible).

Overview Items

Identify what the BACB is (1 point), and give three reasons that this entity has created a professional ethics code. That is, why do they have a vested interest in the ethical behavior of behavior analysts?

Identify why a governing or credentialing body is necessary for any profession including behavior analysis. Additionally, what are the benefits of credentialing people in a profession.

Application Items

Instructions: For the vignettes/items below, each response will require (1) identification of the most applicable ethical issues and cite the relevant part of the BACB Ethics Code (e.g., 2.01 – Accepting Clients). Then discuss at least three factors that contribute to your ethical reasoning regarding the vignette. Lastly, state the ethical decision you would make, and why, given your application of the BACB Ethics Code and your ethical decision making with only the information provided in the vignette.

1. A behavior analyst has been providing services to a 5-year-old client and their family for 2 months (one, one-hour appointment per week). The behavior analyst is told by a client that they are also seeing an occupational therapist for sensory-based therapy to decrease their child's problem behavior (e.g., aggression). The behavior analyst reviews the literature on sensory-based therapies for the types of problem behavior their client engages in but finds no empirical support. The behavior analyst now observes the client's child to engage in more aggression, and to run away when anyone tries to put the weighted vest on them. The behavior analyst expresses concern to the client's primary caregiver, who indicates that they are unwilling to discontinue the sensory-based treatment. While the behavior analyst will continue to not use the weighted vest during their appointment, the behavior analyst is now considering whether or not to continue working with this client.
2. A behavior analyst has started a new clinic to work with children diagnosed with autism spectrum disorder (ASD). The behavior analyst is providing therapy that is based in behavioral science and empirical support, and clients are making consistent progress toward treatment goals. The behavior analyst wants to provide services to more clients that may benefit from the clinic, and begins posting videos to Facebook and YouTube educating viewers about the science of applied behavior analysis and the empirical support for its use in the treatment of behaviors associated with ASD. Parents for the clinic clients begin noticing these videos and offer to participate in future videos. They offer to talk about their

satisfaction with the services the clinic provides, and indicate they want to share the benefits with other families in the community. The behavior analyst quickly accepts all parent offers, and verbally reminds them of the intake paperwork that covers confidentiality. Of the 15 clients being served in the clinic, 6 parents volunteer to participate. They later form their own Facebook group where they advocate for the behavior analyst's clinic. This information is reported to the BACB, which now must review whether the parent participation in the online videos is ethically responsible.

3. A student is providing services at a clinic under the supervision of a BCBA. The student provides 15 hours a week of direct (i.e., one-on-one) services and receives supervision meeting time with the BCBA every other week. The supervising BCBA often cancels meetings without rescheduling, and when they are in the meetings the BCBA is often answering emails. The student has expressed to the BCBA that they do not feel they are making sufficient progress on the Task List, and that the majority of the supervision focuses on making decisions regarding the client's treatment. The BCBA stated, "This is the supervision I received, and this is how I'm going to do it." Exasperated, the student consulted with a second BCBA about the situation. When the student mentioned this to their supervising BCBA the BCBA sternly told them that all disputes in the supervisor/supervisee relationship should be addressed in meetings, and that the student was wrong and, "stirring up trouble," by consulting with another BCBA.