

Content Guidelines/Standards Matrix

College/University University of Detroit Mercy **Code** CE

Source of Guidelines/Standards National Council for the Social Studies—
Psychology, 1997 **Program/Subject Area** Psychology

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

| | Guideline/ Standard | Narrative Explaining how Required Courses and/or Experiences Fulfill the Guidelines |
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| | | Secondary Minor |
| 1.0 | Assist learners in comprehending and applying concepts, theories, and principles associated with human cognition, emotional, social, and personal development, and growth and change; | Foundation provided in PYC-100 Introductory Psychology ; concepts developed in PYC 250-Developmental Psychology . In PYC 100 , students learn these concepts through reading textbook chapters (assisted with study guides) and articles about aspects of personal development, instructor lectures, classroom discussions, and in-the field interviews. They demonstrate their comprehension by writing two papers: (1) Psychology topic of interest to the student supported by interview, research, and personal reflections. (2) Critical review of a book by an eminent psychologist. Specific directions are supplied and the basis for evaluation. In PYC 250 , the students expand their understanding of basic principles of human development through reading, lecture, and discussion based on C.K. Sigelman and E.A. Rider’s textbook, <i>Lifespan Human Development</i> . They demonstrate their understanding through class participation, examinations, and completion of a short paper on an assigned topic of psychology. Education courses provide additional opportunities for the students to understand these concepts from the perspective of teaching 9-12 students. EDU 402-Introduction to Secondary Education requires the students to complete 30 hours of field |

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| 1.0 (cont.) | Assist learners in comprehending and applying concepts, theories, and principles associated with human cognition, emotional, social, and personal development, and growth and change; | <p>experience in a secondary classroom of their major and/or minor. Guidelines for presenting the action research and evaluation include explanation and discussion of how the learning process is influenced by the students' development and interaction with others. In EDU 432-Psychology of Education, among other psychology concepts, students develop knowledge and understanding of the developmental stages, tasks, behaviors, and problems encountered in the learning process. They participate in observations and clinical tutoring experiences and research and write a term paper about an area/theory of educational psychology following the APA Format. The findings are presented to the class and discussed.</p> <p>All secondary candidates are required to take SED-Education and Mainstreaming of Exceptional Persons, in which the various growth and development patterns, learning styles, and the implications (s) of their impairment to their education, role(s) in society, psychological and social development productivity are explored within and without the mainstreamed elementary, middle and secondary school setting(s). Candidates for Psychology certification will take EDU 473-Curriculum and Methods of Teaching in Secondary Schools II: Social Studies and will focus the objectives of the readings (MDE and other education electronic sites and writings), unit and lesson planning (Plans must include objective-based assessments.), and other class assignments on demonstrating that the candidate is prepared to teach Psychology concepts to secondary students. During the candidate's student teaching assignment, EDU-490 Student Teaching in the Secondary Schools, he/she would be placed in a Psychology classroom as part of the semester's experience, usually with other Social Studies (depending on the candidate's major) 9-12 grade assignments. The Co-operating Teacher and University Supervisor evaluate and provide continuous feedback to the candidate about her/his ability to help 9-12 students learn about human development. Psychology and Education instructors model appropriate teaching strategies and research methods in their courses.</p> |

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| 2.0 | Guide learner understanding of human thinking, memory, perception, learning, development, and behavior; | Introduced in PYC-100 Introductory Psychology ; developed in PYC 250- Developmental Psychology , and PYC 30- Experimental Psychology . Students learn these concepts as explained in Standard 1.0 above. The focus in PYC-301 Experimental Psychology is to help students become more comfortable with experimental research. Its goal is to apply the concepts learned earlier to research questions. Through lecture, reading, and discussion the research methodologies are presented as well as the opportunity to revisit the Psychology concepts. The students demonstrate their knowledge through written examinations, laboratory reports about their experiment, and a paper that summarizes their learning from a journal article. As explained in Standard 1.0, Education courses provide additional opportunities for the students to understand these concepts and to facilitate the candidate's ability to teach Psychology skills and concepts to 9-12 grade students. |
| 3.0 | Assist learner comprehension of factors associated with human adjustment and coping behaviors in various situations, during different stages of life, and in respect to particular personal and environmental situations. | Introduced in PYC 100- Introductory Psychology ; developed in PYC 250- Developmental Psychology , and PYC 342- Abnormal Psychology . In addition to previous explanations of PYC 100 and PYC 250 , both courses also include opportunities for students to learn and demonstrate their comprehension of factors associated with human adjustment and coping behaviors throughout life, with respect to particular personal and environmental situations. PYC 342 uses film, textbook and non-fiction book readings, lecture, and discussion to provide an in depth study of selected psychological disorders—film being the primary teaching technique. It takes the students beyond the typical symptom checklist and allows the student to develop an appreciation for the effect of psychological disorders on individuals, families, and society. Students demonstrate their knowledge by active participation in discussion, examinations, and papers about the films and its examination of a selected abnormal behavior. As explained in Standard 1.0, Education courses provide additional opportunities for the students to understand these concepts and to facilitate the candidate's ability to teach Psychology skills and concepts to 9-12 grade students. |

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| 4.0 | Have learners consider how such factors as memory, thinking, beliefs, emotions, personality, perceptions, attitude, and abilities may affect their decisions and actions at any particular moment and may be used to interpret and comprehend possible decisions and actions by others; | Introduced in PYC 100- Introductory Psychology ; developed in PYC 250- Developmental Psychology , PYC 341- Psychology of Personality , PYC 360- Social Psychology , and PYC 361-Social Psychology Lab . Once students have grasped the basic understanding of these concepts in PYC 100 and PYC 250 , they take PYC 341 which provides a survey of the major theories of personality, methods of scientifically investigating and critically evaluating conceptions of personality. The students demonstrate their learning through class discussion of readings, writing a term paper focusing on personality (either in general or a particular theory) and its relationship to another specific area of human functioning, participating in a Psychology related service learning experience set up through the UDM Leadership Development Institute, writing a reflection paper about the experience, and examinations. Among its objectives, PYC 360 (PYC 361 Lab) includes “to provide students an understanding of how Social Psychology will directly influence and improve the quality of their individual and communal lives as job applicants, employees, family members, citizens, leaders, and life long learners.” Through lecture and discussion about textbook reading assignments, a service learning project, a paper about learning gained from the project, examinations, and two research papers about research projects designed and conducted through the laboratory individual and team work, the students demonstrate their understanding of these concepts. As explained in Standard 1.0, Education courses provide additional opportunities for the students to understand these concepts and to facilitate the candidate’s ability to teach Psychology skills and concepts to 9-12 grade students. |

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| 5.0 | Have learners examine factors associated with the construction, revision, and use of self-concepts and identity and how these may affect an individual's thinking, feelings, decisions, and action toward self, others, and the world; | Introduced in PYC 100- Introductory Psychology ; developed in PYC 341- Psychology of Personality, PYC 360-Social Psychology, and PYC 361-Social Psychology Lab . These factors and concepts are learned in PYC 100 , as well as in PYC 250 , then research questions are developed and examined in PYC 341 and reported in a term paper. Through study of Freudian, Jungian, Adlerian, Horney, and Eriksonian theory as well as behaviorist, humanistic, transpersonal, trait, and type theories, students examine these factors and critically discuss how they impact individual development and social interactions. These topics in PYC 360/361 are among the topics that will also enhance student understanding of these factors: Social Perception: Perceiving and Understanding Others, Attitudes: Evaluating the Social World, The Self: Understanding "Who Am I?" and Social Influence: Changing Others' Behavior. Students demonstrate their understanding through examinations, research and report writing, and discussions. As explained in Standard 1.0, Education courses provide additional opportunities for the students to understand these concepts and to facilitate the candidate's ability to teach Psychology skills and concepts to 9-12 grade students. |
| 6.0 | Have learners examine and comprehend factors that may have contributed to their own self-concepts and identity, including how their family, groups, peers, and communities may have contributed; | Introduced in PYC 100- Introductory Psychology ; developed in PYC 341- Psychology of Personality, PYC 360-Social Psychology, and PYC 361-Social Psychology Lab . As explained in previous standards, the topics and assignments in these Psychology courses ensure that students learn and demonstrate their understanding of these concepts about self-identity. As explained in Standard 1.0, Education courses provide additional opportunities for the students to understand these concepts and to facilitate the candidate's ability to teach Psychology skills and concepts to 9-12 grade students. |
| 7.0 | Have learners examine and comprehend factors associated with personality and individual differences and how personality and these differences have been and may be described, classified, assessed, and interpreted; | Introduced in PYC 100- Introductory Psychology ; developed in PYC 341- Psychology of Personality . In Standard 5.0 the various theories studied in PYC 341 are listed. Through those studies, students learn about how personality and these differences have been described, classified, assessed, and interpreted. They write a term paper about a factor or factors associated with personality concepts, gain practical knowledge through a service project and related paper, and write 3 examinations to demonstrate their understanding. As explained in Standard 1.0, Education courses provide additional opportunities for the students to understand these concepts and to facilitate the candidate's ability to teach Psychology skills and concepts to 9-12 grade students. |

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| 8.0 | Assist learners to examine, comprehend, and apply ideas associated with mental and emotional health as well as psychological disorders, including factors contributing to and the treatment of such disorders | Introduced in PYC 100- Introductory Psychology ; developed in PYC 342 – Abnormal Psychology . Through study and discussion of chapters in Barlow and Durand’s <i>Abnormal Psychology</i> textbook, Geller and Durand’s <i>Women of the Asylum</i> . Poussaint and Alexander’s <i>Lay My Burden Down</i> , and a variety of movies such as <i>Boys Don’t Cry</i> , <i>Ordinary People</i> , <i>My Left Foot</i> , and <i>A Beautiful Mind</i> , students gain practical and real insight into psychological disorders such as gender identity disorders, neurological disorders, affective disorders, schizophrenia, and dissociative disorders. Written reviews are submitted and used to enhance class discussions. As explained in Standard 1.0, Education courses provide additional opportunities for the students to understand these concepts and to facilitate the candidate’s ability to teach Psychology skills and concepts to 9-12 grade students. |
| 9.0 | Enable learners to understand interconnections between themselves and particular situations, places, time, events, and social/cultural environments and systems that may influence them as well as be influenced by them; | Introduced in PYC 100- Introductory Psychology ; developed in PYC 360- Social Psychology, PYC 361-Social Psychology Lab, and PYC 440-Cross Cultural Socialization . These factors are topics studied in PYC 360/361 in addition to the ones explained in Standards 5 and 6. PYC 440 , through lectures and class discussions, exposes students to theories and real world examples of the role of culture in the concept of self, stereotypes and prejudice, basic psychological processes, language, thought, and non-verbal communication. D. Matsumoto and L. Juang’s book, <i>Culture and Psychology</i> , selected readings, short films about some cultural groups within the USA, and internet activities give students the opportunities to learn about many cultures and how they influence individuals and other cultures. Students are required to interview a person from a cultural group other than their own and to participate in the activities of a cultural group other than their own; then they write reports demonstrating the psychological concepts they learned/observed/understand. Film reflections also help to demonstrate their understanding of interconnections. Regular tests and a final examination also prove student learning. As explained in Standard 1.0, Education courses provide additional opportunities for the students to understand these concepts and to facilitate the candidate’s ability to teach Psychology skills and concepts to 9-12 grade students. |

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| 10.0 | Insure that learners comprehend, consider the advantages and disadvantages of, and apply concepts, principles, and procedures for conducting, monitoring, applying, and interpreting sound psychology research activities; | Introduced in PYC 100- Introductory Psychology ; developed in PYC 301- Experimental Psychology and STA 225-Statistics . While all Psychology courses require students to do some research activity appropriate to Psychology methodology, in PYC 301 , students do learn the language, methods, and standards of scientific research and are able to generate research questions and learn how to use the tools of research and statistical methods to answer their questions. In addition to writing a paper that explains their findings, students write literature reviews, lab reports, and examinations. As explained in Standard 1.0, Education courses provide additional opportunities for the students to understand these concepts and to facilitate the candidate's ability to teach Psychology skills and concepts to 9-12 grade students. |
| 11.0 | Insure that learners consider the various codes of ethics accepted by psychologists regarding the conducting of research on human and animal subjects and the reporting of research findings; | Introduced in PYC 100- Introductory Psychology ; developed in PYC 301- Experimental Psychology , PYC 360-Social Psychology , and PYC 361-Social Psychology Lab . These courses insist that students know and follow ethical practices in their research and writing. As explained in Standard 1.0, Education courses provide additional opportunities for the students to understand these concepts and to facilitate the candidate's ability to teach Psychology skills and concepts to 9-12 grade students. |
| 12.0 | Enable students to engage in preliminary behavioral science research, using various research paradigms and perspectives. | Introduced in PYC 100- Introductory Psychology ; developed in STA 225-Statistics , PYC 301-Experimental Psychology , PYC 360-Social Psychology , and PYC 361-Social Psychology Lab . These courses all teach student how to do preliminary behavioral science research using various research paradigms and perspectives. To ensure students learn the methods and ethical practices of psychological research and writing, students are provided with careful guidelines for their projects including approval of all topics and careful guidance as they do the research and write the papers. Professors regularly arrange time with individual students to seek their input as they conduct the experiments and write their findings as lab reports, short reflective papers, and formal essays and term papers. As explained in Standard 1.0, Education courses provide additional opportunities for the students to understand these concepts and to facilitate the candidate's ability to teach Psychology skills and concepts to 9-12 grade students. |

