

TRINITY UNIVERSITY

Washington, DC.

Human Relations Program Report

Spring 2011

Faculty

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Introduction

The Human Relations Program at Trinity University was established in 1985 to offer students the opportunity to develop a scholarly perspective in the two major social science areas of psychology and sociology, as complementary ways of understanding human behavior. Since then, the program has been expanded to include courses in counseling and social work.

Currently the program offers a major in the College of Arts & Sciences. There is no minor offered. The Human Relations courses are taught by 8 full-time faculty members, 5 Psychology faculty and 3 Sociology faculty and adjunct faculty members, as needed. Students majoring in Human Relation are advised by the full-time psychology and sociology faculty.

Goals and Objectives

Program Goal: Students will understand sociological & psychological concepts, theories, and research methods.

Objectives:

Student will be able to:

1. Define basic sociological ideas
2. Recognize the topics to which sociologists devote their studies
3. Apply/operationalize basic sociological ideas
4. Explain the scope of psychology using a bio-psycho-social approach
5. Identify the major sub-areas of psychology (social, developmental, physiological, clinical)
6. Understand the different goals and outcomes of experimental, correlational, and descriptive research in the social sciences
7. Apply the major theoretical models (behavioral, cognitive, biological, and psychodynamic) to examples of behavior

Student will be developing mastery of psychological models and learn to apply them in a particular context

1. use major theoretical models (behavioral, cognitive, biological and psychodynamic) to interpret behavior
2. understand the differences and complementariness of theories in the bio-psycho-social approach
3. begin to understand how the interaction of many factors contributes to individual differences in behavior
4. critically analyze research in psychology to determine its validity and generalizability to individuals from a variety of backgrounds.

Student will be developing mastery of sociological models and apply them in a particular context;

1. describe and interpret the basic concepts and theories that define the sociology
2. apply concepts and theories to a significant areas of knowledge in sociology
3. use the concepts and theories to interpret data

Assessment:

Student competencies in these objectives will be assessed in introductory level courses in both psychology and sociology (Psych 101 and Socy 100). Students were administered pre and post tests at the beginning and end of all sections of Introduction to Psychology in fall 2010. This was done to determine how many students were able to meet the minimum competency expected by students who have successfully completed an introductory level psychology course (see Appendix A). In addition, select professors have been conducting mini assessments within their Psych 101 courses in the spring 2011 semester using items that assess how well students are meeting specific program objectives (see Appendix B).

As a 100 level introductory course, students in Socy 100 are expected to develop knowledge of basic sociological concepts, and theoretical perspectives. This material can be effectively tested by using objective (multiple choices) exams. To develop awareness and understanding of a variety of social issues, it is also expected that students will be able to apply their sociological knowledge to real life social situations, because sociology is best learned when applied to the real world. The first exam in Socy 100 [see appendix C] is used to assess GOAL I objective 1. The exam contains questions that assess students understanding of information, concepts and application.

Program Goal: Demonstrate the ability to research and write substantive papers

Objectives

Student will be able to:

1. Present arguments in quantitative and qualitative terms
2. Discuss concepts in an articulate manner in a classroom or seminar setting
3. Be able to apply scholarly works to research topics
4. Be able to interpret data and draw conclusions using sociological and psychological concepts
5. Be able to write a research paper that reflects thinking in the discipline
6. Develop an academic writing style appropriate for a person with a college degree

Assessment

Students will be assessed based on their final paper in the required research methods and senior seminar courses to determine how their papers reflect competency in the research and writing objectives (see Appendix D). In addition, student performance on the critical essay portion of the senior comprehensive portfolio will be assessed.

Program Goal: Demonstrate understanding of human relations as interdisciplinary.

Objectives

Student will be able to:

1. Through discussion and written work, show the application of interdisciplinary ideas to topics examined.
2. Compare and contrast sociological and psychological concepts as they are applied to issues central to both disciplines

Assessment

Senior comprehensive portfolios are being assessed to determine how well the students are able to apply sociological and psychological constructs to a research question (see Appendix E).

Program Goal: Infuse the curriculum with courses that address gender, race and class

Objectives

Student will be able to:

1. Develop an understanding of how gender, race and class are socially constructed
2. Understand how gender, race and class contribute to social inequalities
3. Appreciate the unique experiences of females, with a focus on issues of identity, interpersonal relationships, productivity, gender roles, self-concept, and adaptation to transition.
4. Recognize the interplay of individual, ethnic, and societal factors in psychosocial development and apply these concepts to individuals of various cultures and nationalities.

Assessment

Psychology of Women (Psych 262) assessment focuses on using objective questions (multiple choice) to determine how well students are performing on assessment measures designed to assess Objective 3 (Student will be able to appreciate the unique experiences of females with a focus on issues of identity, interpersonal relationships, productivity, gender roles, self concept, and adaptation to transition (see Appendix F).

Final papers in ethnic & Cross Cultural Psychology (Psych 385) will be used to assess whether students are successfully mastering Objective 4 (Student will be able to recognize the interplay of individual, ethnic, and societal factors in psychosocial development and apply these concepts to individuals in various cultures and nationalities).

Data

Program Goal: Students will understand sociological & psychological concepts, theories, and research methods.

- Pre and post test data was collected in Introduction to Psychology in fall 2010. This data is currently being collated and analyzed.
- Data is being collected to see whether the inclusion of an online component for Introduction to Psychology courses has a significant impact on course performance.
 - Across two semesters and two different professors we found a significant positive correlation between students grades on the online “myspsychlab” exams and the first in-class test of the semester, $r(111) = .45, p < .01$. Furthermore, there was a significant difference in these class test grades for those students who did and did not use “myspsychlab” as a resource $t(63) = -3.64, p < .01$.
- Individual professors are collecting performance on specific items that best reflect the objectives of the Introduction to Psychology course. This data collection is ongoing and will be completed and analyzed at the end of spring 2011.
 - Objective: Student will be able to understand the different goals and outcomes of experimental, correlational, and descriptive research in the social sciences.

	% correct	% incorrect
Question 1	64 (25/39)	26 (14/39)
Question 2	85 (33/39)	15 (6/39)

- Objective: Student will be able to identify the major subareas of psychology (social, developmental, physiological, clinical)

	% correct	% incorrect
Question 1	77 (30/39)	23 (9/39)
Question 2	90 (35/39)	10 (4/39)

- Objective: Student will be able to apply the major theoretical models (behavioral, cognitive, biological, and psychodynamic) to examples of behavior.

	% correct	% incorrect
Question 1	39 (14/36)	61 (22/36)
Question 2	72 (26/36)	28 (10/36)
Question 3	97 (35/36)	3 (1/36)
Question 4	53 (19/36)	47 (17/36)

- The first exam in Introduction to Sociology was used to assess students understanding of

information, concepts and application.

- Objective: Student will be able to define basic sociological ideas

	% exceeded objective	% met objective	% did not meet objective
Test 1	13	67	20

Program Goal: Demonstrate the ability to research and write substantive papers

- Professors are grading student competency in the areas of research and writing using rubrics that assess student ability to conduct research and report findings in an appropriate academic style.

	% exceeded objective	% met objective	% did not meet objective
Research Paper in Psych 311	5 (1/19)	74 (14/19)	21 (4/19)
Research Paper in Psych 211	12 (3/25)	84 (21/25)	4 (1/25)

Program Goal: Demonstrate understanding of human relations as interdisciplinary.

- Senior comprehensive portfolios are being assessed to determine how well the students are able to apply sociological and psychological constructs to a research question.
 - Objective: Through discussion and written work, show the application of interdisciplinary ideas to topics examines

	% exceeded objective	% met objective	% did not meet objective
Senior Portfolio	17 (1/6)	50 (3/6)	33 (2/6)

- Objective: Student will be able to compare and contrast sociological and psychological concepts as they are applied to issues central to both disciplines

	% exceeded objective	% met objective	% did not meet objective
Analytical Essay	0 (0/6)	67 (4/6)	33 (2/6)

Program Goal: Infuse the curriculum with courses that address gender, race and class

- The professor for Psychology of Women is collecting performance on specific items that best reflect the objectives of the course and the program. This data collection is ongoing and will be completed and analyzed at the end of spring 2011.
 - Objective: Student will be able to appreciate the unique experiences of females, with a focus on issues of identity, interpersonal relationships, productivity, gender roles, self concept, and adaptation to transition.

	% correct	% incorrect
Question 1	35 (9/26)	65 (17/26)
Question 2	69 (18/26)	31 (8/26)
Question 3	77 (20/26)	23 (6/26)
Question 4	81 (21/26)	19 (5/26)

- Objective: Student will be able to Recognize the interplay of individual, ethnic, and societal factors in psychosocial development and apply these concepts to individuals of various cultures and nationalities

	% exceeded objective	% met objective	% did not meet objective
Final Paper for Psych 385			

Evaluation of the Major

- The final section of the senior portfolio allows students to discuss their experiences as a Human Relations major at Trinity. They are encouraged to evaluate the program's strengths and weaknesses including things that they would like to see change.
 - The interesting finding was that a large percentage of the Human Relations Seniors who are graduating in Spring 2011 are planning to pursue a career in social work, counseling or a related field (4/8, 50%).

Analysis

Program Goal #1: Students will understand sociological & psychological concepts, theories, and research methods.

Socy 100

The exam contained 20 questions that assessed objective 1 (Student will be able to define basic sociological ideas). Twenty questions measured students' understanding of basic sociological concepts and theories. The first 9 questions were used to disaggregate the data. One question assessed students' recall of the factual information and eight questions assessed students' ability to use and apply concepts intelligently. In every category more students answered the nine questions correctly than incorrectly. The result of the disaggregated data shows that most students have a good understanding of the sociological concepts. The over all grades from the first exam support this assessment. The grades for the first exam are used as a key indicator of

the success of meeting the first objective. A majority (80%) of students were successful in meeting these objectives; 20% failed to meet the objectives. Considering the fact that this was the first test and learning occurs incrementally, measurements of student understanding of sociological concepts should be even higher later in the semester.

Psych 101

The initial findings relevant to the addition of "myspsychlab", an online component suggest that students who utilize the online resources perform better on their exams. Initial findings also support that students are familiar with and able to correctly identify many of the concepts. However, they are having difficulty when it becomes necessary to apply those concepts to examples of behavior.

Program Goal: Demonstrate the ability to research and write substantive papers

Program Goal: Demonstrate understanding of human relations as interdisciplinary.

The findings relevant to the senior portfolios indicate that 33% of the students are not meeting expectations relevant to the ability to synthesize sociological and psychological concepts. Individual students are able to apply either psychological or sociological theory to relevant questions but are having a difficult time switching between the two frameworks.

Program Goal: Infuse the curriculum with courses that address gender, race and class

Evaluation of the Major

The evaluation essay component of the human relations portfolio indicates that though there are still many students who are choosing to major in Human Relations because of the opportunity to understand human behavior from different discipline perspectives there are also several students who are using the Human Relations major as a pseudo pre-social work program.

Conclusion

The Human Relations major remains a strong major at Trinity with robust enrollment. This spring we are anticipating 8 graduates.

In response to the assessment we have implemented several changes. One major change has been the addition of additional Human Relations elective courses including Group Counseling to appeal to the students who intend to pursue a career in social work or counseling. In addition, the major requirements were clarified to allow students to take additional human relations electives in lieu of an additional psychology elective.

Based on the positive response to the online "myspsychlab" component to Introduction to Psychology in fall 2010 this component has been added in every section of Introduction to Psychology in spring 2011. Points that count towards a student's final grade have been allotted for various activities within the online lab therefore incentivizing a student's participation.

Based on the lack luster performance of the students on the senior comprehensive portfolio the senior seminar format has been altered. The new format will allow students increased opportunity to read and critically analyze sociological and psychological literature, write several papers, and synthesize concepts important in both psychology and sociology.

Appendix A

PSY 101: Intro. to Psychology Pre-test

1. The two main divisions of the nervous system are the _____ and _____.
 - a. brain; spinal cord
 - b. autonomic; somatic nervous systems
 - c. peripheral nervous system; central nervous system
 - d. glands; muscles

2. After a head injury a person reports that she is unable to see, although her eyes are uninjured. A doctor would suspect an injury in the _____ lobe.
 - a. occipital
 - b. parietal
 - c. temporal
 - d. frontal

3. Our sleep-wake cycle follows a(n) _____ rhythm.
 - a. infradian
 - b. diurnal
 - c. circadian
 - d. ultradian

4. Drugs that speed up the functioning of the nervous system are called _____.
 - a. stimulants
 - b. depressants
 - c. narcotics
 - d. psychogenics

5. _____ refers to heredity and _____ refers to environmental influences.
- Nature; nurture
 - Cognition; emotion
 - Nurture; behavioral genetics
 - Cross-sectional; longitudinal
6. According to Piaget, the ability to understand that simply changing the appearance of an object does not change the object's nature is known as _____.
- object permanence
 - conservation
 - centration
 - reversibility
7. Which of the following is NOT one of the three types of temperament described by Thomas and Chess?
- active
 - slow-to-warm-up
 - difficult
 - easy
8. Mothers who were unresponsive, insensitive, and coldly rejecting were associated with _____ attached infants.
- securely
 - avoidant
 - ambivalent
 - disorganized/disoriented

9. Samantha was participating in an experiment in which she was given a pill that was supposed to cause her to get drowsy. Five minutes after taking the pill, Samantha reported that she felt drowsy and wanted to lie down. The pill was actually made of sugar and had no ingredients to cause drowsiness. How do you explain Samantha's drowsy feeling?

- a. experimenter effect
- b. placebo effect
- c. subject bias
- d. treatment effect

10. A negative correlation means that _____.

- a. high values of one variable are associated with low values of the other
- b. high values of one variable are associated with high values of the other
- c. low values of one variable are associated with low values of the other
- d. there is no relationship between the two variables

11. "I am impulsive and I want what I want now!" This refers to which part of the personality?

- a) Ego
- b) Superego
- c) Id
- d) Oral stage

12. Eysenck is better known to have established which model of trait theory:

- a. Schizoid, schizotypal, schizophrenia
- b. Neuroticism, conscientiousness, extraversion,
- c. Extraversion, neuroticism, psychoticism
- d. Openness, agreeableness, neuroticism

13. John is very competent and self-disciplined about completing work and handling his personal task. Which personality trait is more reflective of his personality style?

- a. Neuroticism
- b. Conscientiousness
- c. Extraversion
- d. Openness
- e. Agreeableness

14. Which theorist developed the idea that birth order is relevant to personality trait?

- a. Freud
- b. Binet
- c. Maslow
- d. Adler

15. Which subfield of psychology focuses on individual differences?

- a. Clinical
- b. Personality
- c. Developmental
- d. Social

16. As an infant, Stephanie received many penicillin injections from the doctor. When she later saw a photographer in a white coat that was similar to the doctor's coat, she started to cry. This is an example of _____.

- a. instrumental learning
- b. observational learning
- c. classical conditioning
- d. Habituation

17. Pavlov placed meat powder in the mouths of the dogs, and they began to salivate. Pavlov's student noticed that after a few days the dogs began to salivate at the sound of the student's footsteps. The salivation to the sound of the footsteps was a _____.

- a. primary reinforcer
- b. positive reinforcer
- c. conditioned response
- d. secondary reinforcer

18. Prejudice is a(n) _____, whereas discrimination is a(n) _____.

- a. dislike; hatred
- b. hatred; dislike
- c. behavior; attitude
- d. attitude; behavior

19. You decide that you are going to condition your cat to salivate to the sound of a bell. You give the cat food, and then a second later you ring the bell. You do this several times, but no conditioning seems to occur. This is probably because _____.
- the bell was not a distinctive sound
 - the bell should have been sounded before the cat ate the food
 - you should have had a longer interval between the bell and the food
 - Pavlov found that the CS and UCS must be only seconds apart in order to condition salivation
20. A reinforcer is a consequence that _____ a behavior, while a punisher is a consequence that _____ a behavior.
- motivates; stimulates
 - weakens; strengthens
 - inhibits; motivates
 - strengthens; weakens
21. In operant conditioning, _____ is necessary to create the association between the stimulus and the repetition of a voluntary response.
- reinforcement
 - the law of negative effect
 - conditional emotional linkages
 - a long time delay
22. What term do psychologists use for the phenomenon that occurs when people are less likely to aid a person in trouble if there are other people around who are also potential helpers?
- bystander effect
 - sole-witness effect
 - subtle aggressive effect
 - antisocial behavior effect

Which of the following is NOT one of the three major components of attitudes?

23.

- a. thoughts
- b. feelings
- c. goals
- d. behaviors

24. Expertise, attractiveness, and trustworthiness all relate to which factor of persuasion?

- a. channel
- b. message
- c. source
- d. audience

25. What term is used to describe compliance with an initial small request followed by compliance with a larger request?

- a. risky shift
- b. foot-in-the-door effect
- c. door-in-the-face effect
- d. polarization phenomenon

Appendix B

Introduction to Psychology

Objective #3: Understand the different goals and outcomes of experimental, correlational, and descriptive research in the social sciences.

- 1. Drinking orange juice is negatively correlated with the risk of cancer. Based on this information, which of the following statements is true?**
 - a. The more orange juice you drink, the higher your risk of cancer.
 - b. Drinking orange juice causes people to be cancer free.
 - c. The more orange juice you drink, the lower your risk of cancer.
 - d. The less orange juice you drink, the lower your risk of cancer.

- 2. Which of the following research methods allows the experimenter to draw conclusions about cause and effect?**
 - a. Survey
 - b. Case Study
 - c. Correlation
 - d. Experiment

Objective #2: Identify the major subareas of psychology (social, developmental, physiological, clinical).

- 1. Which of the following is the section of the brain located at the rear and bottom of each cerebral hemisphere and contains the visual centers of the brain?**
 - a. occipital lobe
 - b. parietal lobe
 - c. frontal lobe
 - d. temporal lobe

2. The brain and spinal cord are two components of the _____.

- a. central nervous system
- b. autonomic nervous system
- c. peripheral nervous system
- d. somatic nervous system

Objective #4 Student will be able to apply the major theoretical models (behavioral, cognitive, biological, and psychodynamic) to examples of behavior.

Positive reinforcement _____ the likelihood of behaviors occurring again; negative reinforcement _____ the likelihood of behavior occurring again.

- a. Decreases; increases
- b. Increases; increases
- c. Increases; decreases
- d. Decreases; decreases

Any event whose presence decreases the likelihood that ongoing behavior will recur is _____.

- a. a secondary reinforcer
- b. punishment
- c. negative reinforcement
- d. an aversive stimulus

As an infant, Stephanie received many penicillin injections from the doctor. When she later saw a photographer in a white coat that was similar to the doctor's coat, she started to cry. This is an example of _____.

- a. habituation
- b. observational learning
- c. instrumental learning

d. classical conditioning

When Luke kissed Laura, her heart rate increases. Luke always wore Old Spice After Shave. Whenever Laura smelled Old Spice thereafter, her heart raced. Old Spice After Shave was the:

- a. unconditioned stimulus.
- b. conditioned stimulus.
- c. conditioned response.
- d. unconditioned response.

Question	Answer	Number of Students Answered Correctly	Number of Students Answered Incorrectly
<p>To be classified as a society, what are the two key qualities a group of people must share?</p>	Applied	21	11
<p>What term do sociologists use to describe the corners in life that people occupy because of where they are located in a society?</p>	Factual	28	1
<p>Cordell has done an extensive study of the increase in divorce rates in the United States since 1950. He has come to the conclusion that the transformation of American society has resulted in a redefinition of love, marriage, children, and the rate of divorce. In view of this, with which sociological perspective would</p>			

Cordell s conclusion be most aligned?	Conceptual	18	7
Which sociological perspective views society as being composed of groups that engage in fierce competition for scarce resources?	Conceptual	21	9
Which theoretical perspective in sociology is most aligned with micro-level analysis?	Conceptual	18	7

Which term is used to describe a group's way of thinking, gestures, language, values, and social norms?	Conceptual	27	3
Which set of concepts best illustrates material culture?	Conceptual	24	6
Which term is used to describe			

<p>a group's way of thinking, gestures, language, values, and social norms?</p>	<p>Applied</p>	<p>25</p>	<p>5</p>
<p>Mark is a foreign exchange student living with a Chinese family. The first night he was with them his hosts served a delicious entree of meat and vegetables. Although tasty, Mark could not identify the meat. When his host told him it was roast dog Mark became upset and decided to become a vegetarian for the course of his stay. In view of this, which sociological concept did Mark just experience?</p>	<p>Conceptual</p>	<p>28</p>	<p>2</p>
<p>Total: 30 students</p>			

Appendix D

Research Methods Paper

Abstract

1 2 3 4 5

Introduction (4-6 pages)

Brief summary of “problem”

Why the research should be done

At least four sources

Relevant sources used to back proposed research

End with research aims

Overall content: 1 2 3 4 5

Convincing?: 1 2 3 4 5

Methods (2-4 pages)

Design (included, appropriate etc)

Participants (age, gender, race, other relevant etc)

Measures (questionnaires, scale etc)

Procedure (what will they DO, detailed)

Analysis and results (optional)

Overall content: 1 2 3 4 5

Formatting: 1 2 3 4 5

7-11 pages 12-point etc *no* *somewhat* *yes*

APA formatted *no* *somewhat* *yes*

APA reference list *no* *somewhat* *yes*

Thoughtful / articulate *no* *somewhat* *yes*

At least 4 articles *no* *somewhat* *yes*

Good use of sources well referenced *no* *somewhat* *yes*

Generally well written few errors etc. *no* *somewhat* *yes*

Appendix E

HUMR SENIOR COMPREHENSIVE PORTFOLIO EVALUATION FORM

Please use the following 5-point scale in evaluating the portfolios. Add comments to elaborate:

Excellent	Very Good	Good	Fair	Poor
1	2	3	4	5

STUDENT NAME: _____

I. EVALUATION OF PAST COURSE WORK:

a. Sociology Paper (evaluated by sociology faculty only)

i. Ability to critically evaluate the paper's strengths & weaknesses: 1 2 3 4 5

ii. Ability to link papers to other sociology concepts: 1 2 3 4 5

b. Psychology Paper (evaluated by psychology faculty only)

i. Ability to critically evaluate the paper's strengths & weaknesses: 1 2 3 4 5

ii. Ability to link papers to other psychology concepts: 1 2 3 4 5

II. ANALYTICAL ESSAY INTEGRATING PSYCH AND SOC PERSPECTIVES:

a. Ability to apply psychological constructs to current question: 1 2 3 4 5

b. Ability to apply sociological constructs to current question: 1 2 3 4 5

c. Ability to INTEGRATE PSYCH and SOC perspectives: 1 2 3 4 5

d. Originality, organization, style & grammar: 1 2 3 4 5

III. EVALUATION OF HUMR "CAREER" ESSAY:

a. Ability to evaluate the HUMR major: 1 2 3 4 5

b. Ability to integrate PSYCH and SOC concepts/concepts from other disciplines:

1 2 3 4 5

c. Ability to link personal growth to academic/intellectual knowledge: 1 2 3 4 5

d. Organization, style & grammar: 1 2 3 4 5

RECOMMENDED GRADE: Distinction Strong Pass Pass Weak Pass Fail

Appendix F

Psychology of Women (Psych 262)

Objective #3: Appreciate the unique experiences of females, with a focus on issues of identity, interpersonal relationships, productivity, gender roles, self-concept, and adaptation to transition

1. The viewpoint that emphasizes the differences between the behaviors of women and men is known as:
 - A. Patriarchy
 - B. Sexism
 - C. Essentialism
 - D. The beta bias
2. Research on gender differences in verbal communication indicates that males, compared to females, do all of the following except:
 - A. Make more intrusive interruptions
 - B. Make more affiliative interruptions
 - C. Talk more
 - D. Use a more direct style
3. Which form of feminism states that there are differences between women and men and that women's attributes should be given more respect?
 - A. Liberal feminism
 - B. Cultural feminism
 - C. Women of color feminism
 - D. Radical feminism
4. The group of traits commonly associated with women is called:
 - A. Communion
 - B. Agency
 - C. Masculine
 - D. Feminine