



ATENEUM DE MANILA
UNIVERSITY



AUN-QA

PROGRAMME SPECIFICATION

Bachelor of Science in Psychology



**Bachelor of Science, major in
Psychology**

Program Specification Booklet

Table of Contents

Program Specification Overview	3
Program Description	4
Program Learning Outcomes	5
Curriculum	6
Curriculum Map	9
Contribution of the Core Curriculum Program Learning Outcomes to the 4Cs: The Ideal Ateneo Graduate	10
Major Program Learning Outcomes and the Ideal Ateneo Graduate	12
Interaction of Core Curriculum Program Learning Outcomes to Major Program Learning Outcomes in the Formation of the Ideal Ateneo Graduate	14
Course Learning Outcomes and Major Program Learning Outcomes	15
Alignment of Teaching and Learning Strategies with Major Program Learning Outcomes	34
Alignment of Assessment Strategies with Major Program Learning Outcomes	36
Course Offerings	38
Faculty Profile	50

Program Specification Overview

Awarding Institution	Ateneo de Manila University
Programme accredited by	Commission on Higher Education (CHED), Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU)
Final Award	Bachelor of Science, major in Psychology (BS Psychology)
Program Title	Bachelor of Science, major in Psychology
Learning Outcomes of the Programme	<p>Knowledge and Skills in Psychology:</p> <ol style="list-style-type: none"> 1. Analyze the foundational and current psychological theories and research evidence that inform the discipline 2. Integrate psychological and natural science theories, research, and skills to understand human behavior for application in one's chosen profession and in diverse contexts 3. Demonstrate competence in conceptualizing, conducting, writing, and evaluating psychological research <p>Ethical Behavior:</p> <ol style="list-style-type: none"> 4. Apply ethical principles, standards, and behaviors in Psychology research and one's chosen profession. <p>Personal Mastery:</p> <ol style="list-style-type: none"> 5. Practice self-reflection to aid self-awareness, enhance personal strengths, and address areas for development
Admission Criteria	<p>A high school graduate must pass the admission requirements of the Office of Admission and Aid</p> <p>In particular, only those in the top 15% of the ACET can get into the BS Psychology program as it is considered an honors program.</p>
Retention Criteria	<p>For freshmen: QPI of 1.80</p> <p>For sophomores: QPI of 1.90</p> <p>For juniors: QPI of 2.00</p>

Shifting Criteria	Minimum QPI of 2.75
Mode of Study	Full-time
Required Credit Units	173 academic units, including practicum and thesis
Medium of Instruction	English
Length of Program	4 years (8 semesters and 2 intersessions)
Statutory Body Accreditation	PAASCU Level III CHED Autonomous University CHED Center of Excellence
National Program Standards	CHED MO 37, Series of 2017 – Policies and Standards for Undergraduate Programs in Psychology
Teaching, Learning, and Assessment Strategies	<p>Teaching and Learning Strategies for face-to-face and online classes:</p> <ul style="list-style-type: none"> - Lectures - Multimedia support materials - Student discussions - Cooperative learning - Enrichment activities - Formative and summative projects - Case studies - Independent research - Feedback and assessment tools <p>Assessment Methods and Tools for face-to-face and online classes:</p> <ul style="list-style-type: none"> - Formative and summative quizzes and exams - Class participation - Research papers - Written worksheets/exercises - Integration projects - Oral reports and presentations - Service learning - Reflection papers
Last Revision of the Programme	SY 2019-2020

The Department of Psychology

The Department of Psychology aims to be a leading institution of Psychology in Asia with strong and vibrant program that develops exemplary psychologists, creates cutting-edge relevant knowledge, and engages in responsive interventions that lead to personal and social transformation.

The Department seeks to train students in Psychology as a social science and help them become skilled in the scientific method of observing, analyzing, and understanding individuals and groups in order to become competent psychologists for others. Specifically, it wishes graduates to have the following competencies: knowledge and skills in Psychology: critical thinking; ethical behavior; independent and continuous learning; cultural intelligence & sensitivity to diverse contexts; interpersonal and collaboration skills; research excellence; leadership and innovation; professionals for others; and, personal mastery.

Bachelor in Science, major in Psychology

The BS Psychology program provides students with strong humanistic and research foundations in the essential theories, principles, applications, and methods in the study of human behavior.

The BS program further prepares students for careers in the natural sciences such as Medicine. Students hone their interest in the sciences via an array of natural science courses; those in the pre-medicine track take necessary science prerequisites for medical school.

Program Learning Outcomes

Core Curriculum Learning Outcomes (CCLO)

- CCLO1.** Demonstrates effective communication skills (listening and speaking, reading, and writing) in English and Filipino
- CCLO2.** Evaluates information and issues in various spheres of life using mathematical reasoning and statistical tools to process and manage data
- CCLO3.** Proposes ways to address pressing social and ecological problems using appropriate critical approaches and scientific methodologies
- CCLO4.** Develops a creative and moral imagination that is responsive to contemporary global realities and challenges, but also deeply rooted in local histories, conditions, norms, and institutions
- CCLO5.** Internalizes the significance and value of her/his own unique existence and purpose in life in light of Christian faith
- CCLO6.** Discerns life choices with a keen awareness of ethical dilemmas and considerations
- CCLO7.** Exemplifies a commitment to enhancing human life and dignity, especially of those who are excluded and in greatest need
- CCLO8.** Practices a vision of leadership and committed citizenship rooted in Christian humanism

Major Program Learning Outcomes (M PLOs)

- MPLO 1** Analyze the foundational and current psychological theories and research evidence that inform the discipline
- MPLO 2** Integrate psychological and natural science theories, research, and skills to understand human behavior for application in one's chosen profession and in diverse contexts
- MPLO 3** Demonstrate competence in conceptualizing, conducting, writing, and evaluating psychological research
- MPLO 4** Apply ethical principles, standards, and behaviors in Psychology research and one's chosen profession
- MPLO 5** Practice self-reflection to aid self-awareness, enhance personal strengths, and address areas for development

Curriculum

FIRST YEAR

<u>First Semester</u>		<u>Units</u>	<u>Second Semester</u>		<u>Units</u>
ENLIT 12	Literature: Global Voices and Encounters	3	ENGL 11	Purposive Communication	3
FILI 11	Malayuning Komunikasyon	3	FILI 12	Panitikan ng Pilipinas	3
PHYS 25.01	General Physics 1, Lecture	3	BIO 100.01	General Zoology, Lecture	3
PHYS 25.02	General Physics 1, Laboratory	1	BIO 100.02	General Zoology, Laboratory	2
PSYC 20	General Psychology	3	PSYC 90.01	Psychological Statistics, Lecture	3
MATH 10	Mathematics in the Modern World	3	PSYC 90.02	Psychological Statistics, Laboratory	2
SocSc 11	Understanding the Self	3	THEO 11	Faith, Spirituality, and the Church	3
INTACT 11	Introduction to Ateneo Culture and Traditions 11	(0)	INTACT 12	Introduction to Ateneo Culture and Traditions 12	(0)
PHYED 1	Physical Education 1	(2)	PHYED 2	Physical Education 2	(2)
	TOTAL	19(2)		TOTAL	19(2)

SECOND YEAR

<u>Intersession</u>	<u>Units</u>	
FLC 11	Foreign Language and Culture 11	3
HISTO 11	Rizal and the Emergence of the Philippine Nation	3
	TOTAL	6(0)

<u>First Semester</u>	<u>Units</u>	<u>Second Semester</u>	<u>Units</u>	
PSYC 23	Cognitive Psychology	PSYC 21	Physiological Psychology	3
PSYC 91.01	Experimental Psychology, Lecture	PSYC 22	Social Psychology	3
PSYC 91.02	Experimental Psychology, Laboratory	PSYC 24	Theories of Personality	3
ArtAp 10	Art Appreciation	NatSc, Lec	Natural Science, Lecture	3
HISTO 12	Readings in Philippine History	NatSc, 2u Lab	Natural Science, 2 Units Laboratory	2
SocSc 12	The Contemporary World	PHILO 11	Philosophy: The Human Condition	3
STS 10	Science, Technology, and Society	THEO 12	Theology of the Catholic Social Vision	3
PHYED	Physical Education 3	NSTP 11	National Service Training Program 11	(3)
	TOTAL	PHYED 4	Physical Education 4	(2)
			TOTAL	20(5)

THIRD YEAR


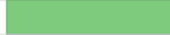










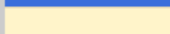
<u>First Semester</u>		<u>Units</u>	<u>Second Semester</u>		<u>Units</u>
PSYC 25	Developmental Psychology	3	PSYC 26	Abnormal Psychology	3
PSYC 27	Industrial Organizational Psychology	3	PSYC 192.01	Field Methods, Lecture	3
PSYC 92.01	Psychological Assessment, Lecture	3	PSYC 192.02	Field Methods, Laboratory	2
PSYC 92.02	Psychological Assessment, Laboratory	2	NatSc, Lec	Natural Science, Lecture	3
PHILO 12	Philosophy of Religion	3	NatSc, 2u Lab	Natural Science, 2 Units Laboratory	2
THEO 13	A Theology of Marriage, Family, and Vocation	3	PHILO 13	Ethics	3
	TOTAL	17(0)	SocSc 13	The Economy, Society, and Sustainable Development	3
			NSTP 12	National Service Training Program 12	(3)
				TOTAL	19(3)

FOURTH YEAR

<u>Intersession</u>		<u>Units</u>	<u>Second Semester</u>		<u>Units</u>
PSYC 197/50/70	Practicum/Major Elective	3			
	TOTAL	3(0)			
<u>First Semester</u>		<u>Units</u>	<u>Second Semester</u>		<u>Units</u>
PSYC 28	Culture and Psychology	3	PSYC 199.2	Research in Psychology II	3
PSYC 199.1	Research in Psychology I	3	NatSc, Lec	Natural Science, Lec	3
NatSc 3 units	Any 3-Unit Natural Science	3	NatSc, 2u Lab	Natural Science, 2 Units Lab	2
SocSc 14	Politics, Governance, and Citizenship	3	DLQ 10	Discerning Life Questions: Towards Leadership and Commitment	3
IE 1	Interdisciplinary Elective 1 - English	3	IE 3	Interdisciplinary Elective 3	3
IE 2	Interdisciplinary Elective 2	3	FREE ELECTIVE	Free Elective	3
	TOTAL	18(0)		TOTAL	17(0)

Curriculum Map

BS PSY v. 2020	FIRST YEAR		SECOND YEAR			THIRD YEAR		FOURTH YEAR		
	1st Semester	2nd Semester	Interession	1st Semester	2nd Semester	1st Semester	2nd Semester	Interession	1st Semester	2nd Semester
CORE	ENLIT 12	ENGL 11	HISTO 11	HISTO 12	PHILO 11	PHILO 12	PHILO 13		SocSc 14	DLQ 10
	FILI 11	FILI 12	FLC 11	ArtAp 10	THEO 12	THEO 13	SocSc 13		IE 1	IE 3
	MATH 10	THEO 11		STS 10					IE 2	FE 1
	SocSc 11			SocSc 12						
MAJOR	PHYS 25.01	BIO 100.01		PSYC 23	NatSc, 2u Lab	PSYC 25	NatSc, 2u Lab	PSYC 197/50/70	NatSc, 3u	NatSc, 2u Lab
	PHYS 25.02	BIO 100.02		PSYC 91.01	NatSc, Lec	PSYC 27	NatSc, Lec		PSYC 28	NatSc, Lec
	PSYC 20	PSYC 90.01		PSYC 91.02	PSYC 21	PSYC 92.01	PSYC 192.01		PSYC 199.1	PSYC 199.2
		PSYC 90.02			PSYC 22	PSYC 92.02	PSYC 192.02			
					PSYC 24		PSYC 26			
CO-CURRI- CULAR	INTACT 11 BINHI (integrated with SocSc 11)	INTACT 12		IMMERSION (integrated with SocSc 12)	NSTP 11		NSTP 12		SIP (Integrated with SocSc 14)	

LEGEND:					
CORE		MAJOR		CO-CURRICULAR	
	Foundational		Natural Science		InTACT
	Rootedness		Content Course		Sophomore Formation Program
	Deepening		Methods Course		Junior Formation Program
	Leadership		Practice Course		Senior Integration Program
	Interdisciplinarity				

Contribution of the Core Curriculum Program Learning Outcomes (CCPLOs) to the 4Cs: The Ideal Ateneo Graduate

	<p>Conscience Develops the self and deepens self-awareness continuously (life-long learning) in the context of a community</p>	<p>Competence Uses the scientific spirit, the creative imagination, a continuing sustainable development perspective, and Christian values in becoming a leader and agent of change (academic excellence, sustainable development perspective)</p>	<p>Compassion Engages the world while critically rooted in local sensibilities, local and global cultures, and social realities (cultural rootedness, global perspective)</p>	<p>Commitment Develops a vision of personal and structural transformation, grounded in social awareness and in Ignatian spirituality that is strongly oriented to faith and justice (spiritual grounding, social involvement)</p>
<p>CCLO1: Demonstrate effective communication skills (listening and speaking, reading and writing) in English and Filipino.</p>		✓		
<p>CCLO2: Evaluate information and issues in various spheres of life using mathematical reasoning and statistical tools to process and manage data.</p>		✓		

CCLO3: Propose ways to address pressing social and ecological problems using appropriate critical approaches and scientific thinking.	✓	✓		✓
CCLO4: Develop a creative and moral imagination that is responsive to contemporary global realities and challenges, but also deeply rooted in local histories, conditions, norms, and institutions.	✓		✓	
CCLO5: Internalize the significance and value of her/his own unique existence and purpose in life in light of Christian faith.	✓			✓
CCLO6: Discern life choices with a keen awareness of ethical dilemmas and considerations.	✓			✓
CCLO7: Exemplify a commitment to enhancing human life and dignity, especially of those who are excluded and in greatest need.	✓		✓	✓
CCLO8: Practice a vision of leadership and committed citizenship rooted in Christian humanism	✓	✓	✓	✓

Major Program Learning Outcomes (MPLOs) and the Ideal Ateneo Graduate

IDEAL ADMU GRADUATE	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
Develops the self and deepens self-awareness continuously (life-long learning) in the context of a community (Conscience)					
1. Exemplifies resourcefulness, creativity, respect and appreciation for rigor, scholarship, and love of learning	✓	✓	✓	✓	
2. Manages the self in diverse contexts -- private and public, while being aware of strengths, limitations, and role in society		✓			
3. Demonstrates the capacity to discern the rightness and goodness of one's thoughts and actions, guided by an inner sense of purpose and a deep awareness of one's gifts and weaknesses				✓	✓
Uses the scientific spirit, the creative imagination, a continuing sustainable development perspective, and Christian values in becoming a leader and agent of change (academic excellence, sustainable development perspective) (Competence)					
4. Critically evaluates how local history and conditions, contemporary events, and the Filipino heritage, in all its dimensions, shape the Filipino identity	✓	✓			
5. Participates proactively and productively in national and global discourses, while remaining rooted in local culture and local social conditions		✓			
6. Participates in a global exchange of experiences to contribute to national and global development		✓	✓		
7. Engages in productive dialogues with people from different cultures and different faiths		✓			

IDEAL ADMU GRADUATE	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
Engages the world while critically rooted in local sensibilities, local and global cultures, and social realities (cultural rootedness, global perspective) (Compassion)					
8. Uses technical competencies, understanding of complexity, appreciation of local conditions, and global and sustainable development perspectives in analyzing contexts, solving problems, and making decisions	✓	✓	✓		
9. Reflects and acts with sensitivity, reason, and faith; consistent with Christian values that respect and recognize diverse creeds and spiritualities		✓		✓	✓
10. Leads with passion, a sense of purpose, and critical intelligence, innovates in one's area of expertise, and in the process, facilitates dialogue and resolution of conflicts, and engages others		✓		✓	
Develops a vision of personal and structural transformation, grounded in social awareness and in Ignatian spirituality that is strongly oriented to faith and justice (spiritual grounding, social involvement) (Commitment)					
11. Works with others to create a just and hopeful vision of the future, proceeding with integrity and conviction towards personal, structural, and institutional transformation grounded in Ignatian spirituality		✓		✓	✓
12. Translates one's sense of service to involvement in the renewal of the Church and of society, especially work with the marginalized, at the frontiers or the peripheries		✓		✓	
13. Reaches out with compassion to others as a result of a discerning spirit that comes from an awareness of one's own woundedness and the joy and hope that comes from a personal encounter with a merciful God		✓		✓	

Interaction of Core Curriculum Learning Outcomes (CCPOs) and Major Program Learning Outcomes (MPLOs) in the Formation of the Ideal Ateneo Graduate

Interaction of CCLOs and MPLOs in the Formation of the Ideal Ateneo Graduate	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
Conscience: CCLOs 3, 4, 5, 6, 7, 8				✓	✓
Competence: CCLOs 1, 2, 3, 8	✓	✓	✓		
Compassion: CCLOs 4, 7, 8		✓		✓	✓
Commitment: CCLOs 3, 5, 6, 7, 8		✓		✓	✓

Course Learning Outcomes (CLOs) to Major Program Learning Outcomes (MPLOs)

CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
Major Courses					
PSYC 20 – General Psychology	✓				✓
CLO1 Acquire knowledge and understand psychological theories and concepts	✓				
CLO2 Summarize and explain the basic concepts and theories of psychology	✓				
CLO3 Critically discuss current trends and socially relevant issues in psychology	✓				
CLO4 Critically analyze and communicate scientific studies in psychology	✓				
CLO5 Utilize a scientific psychological lens in understanding one’s experiences and development					✓
CLO6 Apply scientific methods and findings in formulating solutions to everyday human problems and socially relevant issues.					✓
CLO7 Collaborate and maintain healthy interpersonal relationships with colleagues					✓

CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 90.01 – Psychological Statistics, Lecture	✓			✓	✓
CLO1 Understand the different assumptions, mechanisms, and outputs of basic statistical techniques.	✓				
CLO2 Draw meaningful interpretations from a dataset.	✓				
CLO3 Constantly adhere to the rigor of the statistical tradition in Psychology.				✓	✓
CLO4 Navigate the complexities of psychological research by drawing from the knowledge of quantitative methods.	✓				
CLO5 Transform real-world problems into research questions answerable with statistical techniques.	✓			✓	
CLO6 Engage in creative decision-making to correctly apply statistical approaches in various contexts, and properly articulate the results.	✓				

CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 90.02 – Psychological Statistics, Laboratory	✓			✓	✓
CLO1 Understand the different assumptions, mechanisms, and outputs of basic statistical techniques	✓				
CLO2 Draw meaningful interpretations from a dataset	✓				
CLO3 Constantly adhere to the rigor of the statistical tradition in Psychology				✓	✓
CLO4 Navigate the complexities of psychological research by drawing from the knowledge of quantitative methods	✓				
CLO5 Transform real-world problems into research questions answerable with statistical techniques	✓			✓	
CLO6 Engage in creative decision-making to correctly apply statistical approaches in various contexts, and properly articulate the results	✓				

CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 91.01 – Experimental Psychology, Lecture	✓	✓	✓	✓	
CLO1 Know and differentiate the various assumptions and techniques that characterize psychological experimentation (Knowledge)	✓		✓		
CLO2 Use experimental techniques to extract valuable inferences about human behaviors and mental processes (Skill)	✓	✓	✓	✓	
CLO3 Develop a curious yet rigorous mindset about the nature of psychological phenomena (Attitude)	✓	✓	✓		
CLO4 Navigate the uncertainties of the research process by drawing from the scientific attitude that underlies experimental psychological thought (Competence)	✓		✓	✓	✓
CLO5 Draw from their experience of experimental methods in order to creatively answer questions about real- world problems (Competence)	✓	✓	✓	✓	✓
CLO6 Contribute to the field of psychology by offering sound critique of classical experiments and provide innovative solutions to past challenges (Competence)	✓	✓	✓	✓	✓

CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 91.02 – Experimental Psychology, Laboratory	✓	✓	✓	✓	
CLO1 Know and differentiate the various assumptions and techniques that characterize psychological experimentation	✓		✓		
CLO2 Use experimental techniques to extract valuable inferences about human behaviors and mental processes	✓	✓	✓	✓	
CLO3 Develop a curious yet rigorous mindset about the nature of psychological phenomena	✓	✓	✓		
CLO4 Navigate the uncertainties of the research process by drawing from the scientific attitude that underlies experimental psychological thought	✓		✓	✓	✓
CLO5 Draw from their experience of experimental methods in order to creatively answer questions about real- world problems	✓	✓	✓	✓	✓
CLO6 Draw from their experience of experimental methods in order to creatively answer questions about real- world problems	✓	✓	✓	✓	

CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 23 – Cognitive Psychology	✓	✓		✓	✓
CLO1 Critique specific psychological theories/models by way of highlighting its strengths and apparent flaws given the known evidence supporting and detracting it; a) Clarify and describe the theory/model (K) b) Explain the known evidence that supports and criticizes the theory/model (K) c) Apply critical thinking and reasoning skills (S) d) Find and select relevant sources of information (S) e) Objectively evaluate the information available (A)	✓	✓		✓	✓
CLO2 Identify and argue at least two research areas related to the topics covered in the course that they may further pursue in their other major courses; and a) Explain the current state the science of a given topic (K) b) Identify an apparent gap in knowledge (S) c) Logically and critically discuss available information that agues one’s thesis (S) d) Demonstrate willingness to ask questions and further investigate potential answers (A) e) Express an appreciation for the scientific method as a path towards the discovery of fundamental truths regarding our humanity (A)	✓				

<p>CLO3 Apply at least 2 concepts learned to one’s personal life as a way of self-improvement and/or helping at least one other person improve him/herself.</p> <ul style="list-style-type: none"> a) Describe relevant theories/models in cognitive psychology (K) b) Explain the apparent behavioral and cognitive mechanisms and their implications in a person’s functioning (K) c) Apply specific theories and models that explain behavioral and/or mental processes to one’s personal (e.g., “How can I study more effectively so that I understand the material better and perform better on tests?” or “How can I develop a healthier lifestyle?”), interpersonal (e.g., “What can I do to help myself improve my views of and/or interactions with another/other person/s better?”), and/or cultural (e.g., “What ways of thinking/habits/behaviors have I learned that I can still correct?”) context (S) d) Demonstrate an appreciation of the complexity of our cognitive processes and their impact on our thoughts, feelings and behaviors as we navigate the world around us. (A) e) Experience the ways that common human cognitive mechanisms and pitfalls combine with specific individual and group demographics (e.g., gender, age, socio-economic status), coping strategies, cultural beliefs and values, and levels of expertise lead them to specific ways of thinking and behaving (A) 	✓	✓		✓	✓
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CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 21 – Physiological Psychology	✓	✓		✓	✓
CLO1 Recognize physiological psychology or biopsychology as a branch of neuroscience, including its philosophical and psychological roots.	✓	✓		✓	✓
CLO2 Describe the structures and functions of the different neuronal elements.	✓	✓			
CLO3 Explain neuronal impulse generation, conduction and synaptic transmission of electrochemical signals (communication within and between neurons).	✓	✓			
CLO4 Discuss the most important neurotransmitters and their roles in relation to behavior.	✓	✓			
CLO5 Compare the key methods used to study brain structures and functions.	✓	✓		✓	
CLO6 Differentiate the major divisions of the brain and nervous system, and their functions.	✓	✓			
CLO7 Describe basic brain structures and their functions.	✓	✓			
CLO8 Discuss the functional organization of the somatosensory and motor systems.	✓	✓			
CLO9 Explain the nature and functions of the endocrine system and its effect or role on behavior.	✓	✓			
CLO10 Discuss brain system mechanisms that mediate or contribute to the control and regulation of complex forms of behavior.	✓	✓			✓

<p>CLO11 Apply the principles of biopsychology or physiological psychology for a greater understanding and appreciation of human behaviors.</p>	✓	✓		✓	✓
<p>CLO12 Develop an awareness of and empathy for people with deviant or abnormal behaviors thru the lens of biopsychology or physiological psychology.</p>	✓	✓		✓	✓

CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 22 – Social Psychology	✓	✓	✓	✓	✓
CLO1 Explain and distinguish relevant themes that facilitate the investigation of social behavior, social cognition, social influence, and social relations	✓				
CLO2 Demonstrate an accurate, contextually relevant, and culturally nuanced understanding of social psychological concepts, theories, and frameworks	✓	✓			
CLO3 Critically apply social psychological lenses to appreciate and analyze one’s interaction with the social world	✓	✓			✓
CLO4 Utilize social psychological lenses to examine and foster healthy relationships across personal, leadership, and advocacy contexts	✓	✓		✓	
CLO5 Compose research-backed documents that synthesize social psychological concepts and theories for the analysis of social episodes	✓	✓		✓	
CLO6 Evaluate the scientific and ethical quality of social psychological concept applications that come from external sources through the use of relevant literature and scholarly discussion	✓			✓	

CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 24 – Theories of Personality	✓	✓		✓	✓
CLO1 Explain the major scientific paradigms, methods, and theoretical concepts used by personality psychologists in understanding personality and behaviors	✓				✓
CLO2 Analyze the similarities and nuances of the different theories	✓				✓
CLO3 Apply the different theories in understanding the dynamics of their personality and behaviors, as well as those of others, more objectively	✓	✓		✓	✓
PSYC 27 – Industrial/Organizational Psychology	✓	✓		✓	✓
CLO1 Explain the major concepts in Industrial/Organizational Psychology	✓	✓			✓
CLO2 Apply the major concepts and theories to analyze and improve HR systems		✓		✓	
CLO3 Discuss key issues facing organizations and industrial psychologists and create possible solutions and recommendations	✓	✓		✓	
CLO4 Describe how the HR practitioner can align HR systems to the organization’s strategies and goals		✓		✓	
CLO5 Recognize the value of various organizational factors at work	✓	✓			✓

CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 25 – Developmental Psychology	✓	✓	✓	✓	✓
CLO1 Identify and differentiate the defining developmental tasks across the different stages towards optimal development	✓	✓	✓		
CLO2 Explain the principal factors that influence development and analyze the interplay among these factors for a particular case in a specific stage	✓	✓	✓		
CLO3 Interpret how particular developmental concepts and theories are applied in one’s personal and cultural context	✓	✓	✓	✓	✓
CLO4 Utilize a scientific way of thinking to understand and interpret developmental characteristics	✓	✓	✓		
CLO5 Evaluate how the western models of developmental psychology are similar and different from the Asian/Filipino experience	✓	✓		✓	✓
CLO6 To apply developmental principles and scientific theories to address a pressing developmental issue in a particular stage	✓	✓	✓	✓	✓
PSYC 92.01 – Psychological Assessment, Lecture	✓	✓	✓	✓	✓
CLO1 Explain the practical use, limitations, and professional ethics that govern the use of psychological assessment methods and tools, particularly in the Philippine setting	✓	✓	✓	✓	✓
CLO2 Demonstrate understanding of the nuances of intelligence and personality assessments as applied in various settings such as clinical/counseling, healthcare, education, and industrial/business settings	✓	✓	✓		✓

CLO3 Evaluate the psychometric soundness of assessment methods and tools using reliability, validity, norms, test bias, and its fit with the client’s background and in addressing assessment needs	✓	✓	✓	✓	✓
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CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 92.02 – Psychological Assessment – Laboratory	✓	✓	✓	✓	✓
CLO1 Demonstrate understanding of the principles of test administration, scoring, and interpretation of some commonly used group-administered tests in the Philippines	✓	✓	✓	✓	✓
CLO2 Appreciate the process of psychological assessment, from understanding the reason for referral, to the data gathering process (case history interview, observations, testing), to the interpretation of test scores, to the integration of research findings, and to the psychological report-writing	✓	✓	✓	✓	✓
CLO3 Apply the principles and ethical guidelines in the conduct of psychological assessment and report-writing	✓	✓	✓	✓	✓
CLO4 Analyze, interpret, and integrate different sources of assessment data in creating a sound psychological report	✓	✓	✓	✓	✓

CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 192.01 – Field Methods, Lecture	✓	✓	✓	✓	✓
CLO1 Know the theories or frameworks, epistemologies, and issues of validity behind qualitative, quantitative, and mixed methods research	✓	✓	✓	✓	
CLO2 Appreciate different types of research and their contributions to science		✓	✓	✓	
CLO3 Know the theoretical underpinnings and practical issues of data collection methods, namely, interview and focus group discussion	✓	✓			
CLO4 Conceptualize and coherently argue a qualitative research		✓	✓		
CLO5 Analyze qualitative data using thematic analysis		✓	✓	✓	✓
CLO6 Write a high-quality and scholarly research report using the APA format		✓	✓		✓
CLO7 Behave towards research participants in a responsible and ethical manner				✓	

CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 192.02 – Field Methods, Laboratory	✓	✓	✓	✓	✓
CLO1 Know the theories or frameworks, epistemologies, and issues of validity behind qualitative, quantitative, and mixed methods research	✓	✓	✓	✓	
CLO2 Appreciate different types of research and their contributions to science		✓	✓	✓	
CLO3 Know the theoretical underpinnings and practical issues of data collection methods, namely, interview and focus group discussion	✓	✓			
CLO4 Conceptualize and coherently argue a qualitative research		✓	✓		
CLO5 Analyze qualitative data using thematic analysis		✓	✓	✓	✓
CLO6 Write a high-quality and scholarly research report using the APA format		✓	✓		✓
CLO7 Behave towards research participants in a responsible and ethical manner				✓	

CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 26 – Abnormal Psychology	✓	✓	✓	✓	✓
CLO1 Demonstrate a working understanding of the science of psychopathology by answering the two primary questions of what factors contribute to specific abnormal behaviors, and what interventions are suggested for each dysfunction	✓	✓	✓	✓	✓
CLO2 Discuss, compare, and explain theories, contributing factors, researches, and treatments in psychopathology and recognize that the boundaries and foundations of mental disorders are, at least in part, the product of social consensus	✓	✓	✓	✓	✓
CLO3 Interrupt and manage the debilitating toll of emotional disturbances by becoming more aware of the dynamics of the psyche and how these characteristics can be used in psychotherapy	✓	✓	✓	✓	✓
CLO4 Demonstrate compassion for people who suffer from psychological disorders and acknowledge the creativity of the human psyche in meeting life’s many challenges to emerge as empowered persons capable of living healthy and fulfilling lives	✓	✓	✓	✓	✓

CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 28 – Culture and Psychology	✓	✓			✓
CLO1 Understand the theories or frameworks, epistemologies, and perspectives in understanding the relationship between psychology and culture	✓	✓			✓
CLO2 Explain key tenets, assumptions, and methods of Sikolohiyang Pilipino	✓	✓			✓
CLO3 Explain cultural similarities, differences, and intersections in the understanding of self-construals, identities, and behaviors across Philippine and Asian contexts	✓	✓			
CLO4 Apply psychological approaches and methods discussed in class to examine the role of culture in unpacking mental processes, emotions, and behaviors of Filipinos	✓	✓			
CLO5 Appreciate the role, extent, and nuanced of culture in shaping human mental processes, emotions, and behaviors		✓			✓

CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 199.1 – Research in Psychology I	✓	✓	✓	✓	✓
CLO1 Practice scientific thinking in solving human problems and evaluate the soundness and significance of psychological research	✓	✓	✓	✓	✓
CLO2 Demonstrate ability to apply research knowledge and skills by designing and carrying out a psychological study and writing a scholarly research report	✓	✓	✓	✓	✓
CLO3 Examine ethical issues and exhibit ethical behavior in the conduct of psychological research	✓	✓	✓	✓	
CLO4 Display sensitivity, respect, and collegiality in relating and collaborating with fellow students and faculty adviser			✓	✓	✓
PSYC 199.2 – Research in Psychology II	✓	✓	✓	✓	✓
CLO1 Practice scientific thinking in solving human problems and evaluate the soundness and significance of psychological research	✓	✓	✓	✓	✓
CLO2 Demonstrate ability to apply research knowledge and skills by designing and carrying out a psychological study and writing a scholarly research report	✓	✓	✓	✓	✓
CLO3 Examine ethical issues and exhibit ethical behavior in the conduct of psychological research	✓	✓	✓	✓	
CLO4 Display sensitivity, respect, and collegiality in relating and collaborating with fellow students and faculty adviser			✓	✓	✓

Elective Courses					
CLOs	MPLO1	MPLO2	MPLO3	MPLO4	MPLO5
PSYC 50 Series – People Management in Diverse Settings	✓	✓		✓	✓

Course Description: This application course taken during the summer term exposes students to the different sector in which psychology is practiced as a profession, such as education, industry, medical, government, and non- governmental organizations. Students complete a total of 150 hours of practicum work in one or more of the above settings.

PSYC 70 Series – Psychological Health and Human Development	✓	✓		✓	✓
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Course Description: This application course taken during the summer term exposes students to the different sector in which psychology is practiced as a profession, such as education, industry, medical, government, and non- governmental organizations. Students complete a total of 150 hours of practicum work in one or more of the above settings.

PSYC 80.08 – Disaster and Mental Health	✓	✓		✓	✓
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Course Description: This course provides an overview of the nature and the psychosocial impact of disasters. Learners are introduced to the mental health and psychosocial support interventions for working with disaster survivors. The class utilizes a combination of readings, discussions, lecture and simulation to build knowledge and skills in facilitating selected interventions.

Alignment between Teaching and Learning Strategies and Major Program Learning Outcomes (MPLOs)

	Lectures	Multimedia support materials	Student discussions	Cooperative learning	Enrichment activities	Formative and summative projects	Case studies	Independent research	Feedback and assessment tools
PLO ₁	✓	✓	✓	✓	✓	✓	✓	✓	✓
PLO ₂	✓	✓	✓	✓	✓	✓	✓	✓	✓
PLO ₃	✓	✓	✓	✓	✓	✓	✓	✓	✓
PLO ₄	✓	✓	✓	✓	✓	✓	✓	✓	✓
PLO ₅	✓	✓	✓	✓	✓	✓	✓	✓	✓
PSYC 20	✓	✓	✓	✓	✓			✓	✓
PSYC 90.01	✓	✓	✓	✓					✓
PSYC 90.02	✓	✓	✓	✓		✓		✓	✓
PSYC 91.01	✓	✓	✓	✓		✓		✓	✓
PSYC 91.02	✓	✓	✓	✓		✓		✓	✓
PSYC 23	✓	✓	✓	✓	✓	✓		✓	✓
PSYC 21	✓	✓	✓	✓	✓				✓
PSYC 22	✓	✓	✓	✓	✓			✓	✓
PSYC 24	✓	✓	✓	✓	✓	✓	✓		✓
PSYC 27	✓	✓	✓	✓	✓	✓	✓		✓
PSYC 25	✓	✓	✓	✓	✓	✓		✓	✓

	Lectures	Multimedia support materials	Student discussions	Cooperative learning	Enrichment activities	Formative and summative projects	Case studies	Independent research	Feedback and assessment tools
PSYC 92.01	✓	✓	✓	✓	✓	✓	✓	✓	
PSYC 92.02	✓	✓	✓	✓	✓	✓	✓		✓
PSYC 192.01	✓	✓	✓	✓	✓				✓
PSYC 26	✓	✓	✓	✓	✓	✓	✓	✓	✓
PSYC 28	✓	✓	✓		✓	✓	✓		✓
PSYC 199.1	✓	✓	✓	✓	✓			✓	✓
PSYC 199.2	✓	✓	✓	✓	✓			✓	✓

Alignment of Assessment Strategies and Major Program Learning Outcomes (MPLOs)

	Summative and Formative Quizzes and Exams	Class Participation	Research Papers	Written Worksheets/Exercises	Integration Projects	Oral Reports and Presentations	Service Learning	Reflection Papers
PLO ₁	✓	✓	✓	✓	✓	✓	✓	
PLO ₂	✓	✓	✓	✓	✓	✓	✓	
PLO ₃			✓	✓		✓		
PLO ₄		✓	✓	✓	✓			
PLO ₅		✓						✓
PSYC 20	✓				✓	✓		
PSYC 90.01	✓	✓	✓	✓				
PSYC 90.02	✓	✓	✓	✓				
PSYC 91.01					✓	✓		
PSYC 91.02					✓	✓		
PSYC 23	✓	✓		✓	✓	✓	✓	
PSYC 21	✓	✓		✓		✓		✓
PSYC 22		✓			✓			✓
PSYC 24	✓	✓			✓			✓
PSYC 27	✓	✓			✓			
PSYC 25		✓		✓		✓		✓
PSYC 92.01	✓	✓						

	Summative and Formative Quizzes and Exams	Class Participation	Research Papers	Written Worksheets/Exercises	Integration Projects	Oral Reports and Presentations	Service Learning	Reflection Papers
PSCY 92.02		✓		✓	✓	✓		✓
PSYC 192.01	✓	✓		✓				
PSYC 192.02		✓	✓		✓			
PSYC 26	✓	✓	✓			✓		✓
PSYC 28	✓	✓				✓		
PSYC 199.1			✓	✓				
PSYC 199.2			✓		✓			

Course Offerings

PSYC 20

GENERAL PSYCHOLOGY (Major Course)

3 units

This course aims to provide the student with a general overview of the science of psychology. Various approaches and theories of human behavior will be introduced to help students develop a better understanding and appreciation of people. The course will emphasize scientific findings, methods, and skills which students can use to formulate solutions to everyday human problems and socially relevant issues.

PSYC 21

PHYSIOLOGICAL PSYCHOLOGY (Major Course)

3 units

Prerequisite: PSYC 20

Physiological Psychology is the branch of neuroscience concerned with the physiological mechanisms that govern behavior. It is an area that interfaces between psychology's concern with understanding the behavior of humans (and animals) and those areas of neuroscience related to understanding the brain.

This course is an undergraduate psychology survey course that primarily aims to introduce the student to the physiological and biological bases of behavior through a fundamental understanding of the structure, function and processes of the human nervous system on both the neural (micro) and brain-spinal cord (macro) levels. Ways in which bodily processes affect behavior and ways in which behavior influences bodily systems with emphasis on brain-body, brain-behavior and mind-behavior relationships would be introduced and explored in the course.

The content of the course falls into three areas: a.) an examination of neurons, neurotransmitters and the nervous system; b.) a description of sensory and motor systems; and c.) a summary of various behaviors and how these are controlled by the central and peripheral nervous systems, and the endocrine system.

PSYC 22

SOCIAL PSYCHOLOGY (Major Course)

3 units

Prerequisite: PSYC 20

Social Psychology is the scientific study of human social behavior: how and why we think, feel, behave, and relate to one another in social situations. This course is designed to introduce the student to the basic theories, concepts, empirical findings, and methods used by social psychologists in studying and understanding social behavior. It also aims to give the students the necessary knowledge and skills to view current important social events in our country from a social psychological perspective. Through the class, students will be able to practice the following competencies: knowledge and skills in social psychology, critical thinking in analyzing social behavior and social issues, independent/continuous learning, collaboration, and cultural intelligence and sensitivity to diverse contexts.

PSYC 23
COGNITIVE PSYCHOLOGY (Major Course)

3 units

This course introduces the student to the lens of cognitive psychology. It focuses on the different theories, concepts, research findings, and issues related to mental processes. In the course, the student will apply different cognitive concepts and theories to the self and daily life, and in the Philippine context. Through lecture and discussions, class demonstrations, team-based learning activities, class exercises, projects, and a critical reading of the texts, students will gain the following competencies: knowledge and skills in learning and cognition in various contexts, critical thinking, ethical behavior, research, interpersonal skills, leadership, and personal mastery.

PSYC 24
THEORIES OF PERSONALITY (Major Course)

3 units

Prerequisite: PSYC 20

The course is a study of the major theories of personality current in the field. To attain a deeper understanding of the basic concepts and principles provided by the different theoretical perspectives to the study of personality, the course will entail discussions and application of the theories. This course aims to develop the following competencies: knowledge and skills in Personality Psychology, critical thinking, cultural intelligence and sensitivity in diverse contexts, and personal mastery. The students are expected to practice ethical behavior, independent and continuous learning, interpersonal and collaboration skills, and social responsibility.

PSYC 25
DEVELOPMENTAL PSYCHOLOGY (Major Course)

3 units

This course presents the stages of human development from conception to late adulthood. It will focus on the different theories, concepts, research findings, and issues related to the different dimensions of human development namely, physical, cognitive, and psychosocial, across the lifespan. Through online discussions and lectures (synchronous/asynchronous), individual reflection, and online group activities, students will gain the following competences: knowledge and skills in human development in various cultural contexts, critical thinking, ethical behavior, research ability, social responsibility, interpersonal skills, leadership and innovation, and personal mastery.

PSYC 26
ABNORMAL PSYCHOLOGY (Major Course)

3 units

Prerequisite: PSYC 24

The course presents a multidimensional view of major conceptualizations in psychopathology using the scientific approach that blends recent empirical and clinical evidences. Each mental disorder is examined through an integrated perspective that considers the dynamic reciprocal influences of biological, social, emotional, developmental, and cognitive factors. The course acknowledges the uniqueness of distressful human experiences by studying case studies of human encounters with patients from mental wards and clinics, and exploring such issues as cultural and regional diversities, socioeconomic class differences, gender roles, and biopsychospiritual factors (yes, it includes the realm of spirit or soul which is the original meaning of “psyche”, and is a characteristic feature of the Filipino psyche) to create a wholistic tapestry for understanding psychopathology and its treatment. Ethical considerations are incorporated throughout as a guide to sound clinical practice.

PSYC 27**INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY (Major Course)****3 units**

The course is an introduction to Industrial-Organizational Psychology, the major applied branch of the Psychology field, which is concerned with people's attitudes, behavior, cognitions, emotions and personality in the workplace. It presents psychological principles and research methods utilized by psychologists to improve the effectiveness and fairness of human resource management decisions. It discusses how focusing on human behavior and scientific structuring of organizations and work, result in greater productivity and better quality of life in organizations. Through this class, students will be able to learn and practice the following competencies: knowledge and skills in Industrial/Organizational Psychology, critical thinking, ethical behavior, independent and continuous learning, cultural intelligence and sensitivity to diverse contexts, interpersonal and collaboration skills, research excellence, leadership and innovation, and personal mastery.

PSYC 28**CULTURE AND PSYCHOLOGY (Major Course)****3 units****Prerequisite: PSYC 20**

Culture influences how people think, feel, and behave and vice-versa. PSYC 28 introduces perspectives from cross-cultural psychology, cultural psychology, and indigenous psychology to explain mental processes and human behavior with emphasis on Filipino culture in the context of the broader Asian region. In particular, it also aims to generate locally embedded knowledge in psychology by taking into account contemporary and local issues in Philippine and neighboring Asian societies as it relates to the psychological processes of diverse people and groups. Topics include the frame and methods of Sikolohiyang Pilipino as well as empirical research findings highlighting cultural, comparative, and intersecting perspectives on personhood, values and identities; language and emotional expression; digital media communication; mental health and wellbeing; youth, family, and close relationships; gender and sexuality; spirituality; health and illness; local leadership, politics, and nation-building; conflict and peacemaking, among others.

The following competencies will be developed and evaluated in the students: knowledge and skills in psychology, mastery in psychological research, critical thinking, and ethical behavior in research. In addition, competencies to be practiced by students are independent and continuous learning, sensitivity to contextual and human diversity, collaboration, leadership and innovation, and personal mastery.

PSYC 50.03**LEADERSHIP AND FOLLOWERSHIP (Major Elective)****3 units****Prerequisite: PSYC 20**

This course introduces the students to the theories and concepts of leadership and followership in various organizations such as corporate, government and community. Using examples from Philippine society, the course seeks to develop in students an appreciation of the link between being a leader and follower, through the experiences of practitioners in the field. Through this course, students are expected to reflect on their individual leadership and followership positions, and evaluate how they can improve themselves and the organizations they will work with.

**PSYC 50.04
CONFLICT MANAGEMENT AND RESOLUTION (Major Elective)**

3 units

Prerequisite: PSYC 20

This course provides the student with introductory frameworks for the analysis, management and resolution of interpersonal and intergroup conflict. The student explores the field through the application of Organization and Social Psychological theories of conflict, case analyses, and simulations. The class seeks to enhance awareness, critical thinking, and strategic action towards conflict occurring in diverse settings such as in schools, organizations, and communities in different contexts such as political, academic, and social.

**PSYC 50.05
EMPLOYEE SELECTION AND DEVELOPMENT (Major Elective)**

3 units

Prerequisite: PSYC 20

This course deepens and expands the learners' understanding of frameworks, theories, processes, and concepts on employee recruitment, selection and development that were introduced in the introductory course on organization psychology. It provides opportunities for students to learn basic capabilities needed to conduct job analysis, competency profiling, employee attraction, recruitment and selection, and onboarding and socialization in diverse settings. It will equip students with foundational skills in conducting training needs analysis, crafting learning designs, and managing training programs applicable in communities, government, schools and corporate.

**PSYC 50.06
DYNAMICS OF GROUPS AND ORGANIZATIONS (Major Elective)**

3 units

Prerequisite: PSYC 20

This course prepares students who will be involved in leading, and/or managing teams and groups in organizations. It provides a venue for understanding effective and ineffective behaviors, processes, and underlying dynamics of group functioning as well as helpful leader behaviors across the stages of team development. The course uses structured experiential learning as a primary method, supplemented by readings, cases, exercises, and other student-centered tools. Topics include the different roles of team members and the functions of group leader, the elements of group processes, group development and performance.

**PSYC 50.07
STRATEGIC HUMAN RESOURCE MANAGEMENT (Major Elective)**

3 units

Prerequisite: PSYC 20

The course emphasizes the alignment of Human Resource Management practices and programs with the goals, strategies and values of the organization. This course presents tools for analyzing strategic alignment for enabling the learner to understand the most vital resource of the organization – its human resources.

It provides a perspective on the role of HR and its function as change agent in partnership with top management and how together, they can build one of the most critical sources of sustainable competitive advantage – an organization whose design, culture, and people are aligned with strategy and values. It addresses human resource topics such as competency management, performance

management, high-performance human resource systems, training and development, recruitment, retention, work-force relationships from a strategic perspective.

PSYC 50.08

LEADERSHIP SELECTION AND DEVELOPMENT IN ORGANIZATIONS (Major Elective)

3 units

Prerequisite: PSYC 20

Leadership influences and motivates people to do much more beyond their capacity. No one is born a leader, but learns this through various programs and interventions where desired leadership competencies can be developed. This class therefore seeks to understand the processes involved in leadership development across different organizational contexts. Not only will it look at leadership selection and development from a person-oriented approach, but it will also unravel how this process impacts organizations, systems and policies, and the financial bottom line. Students in this class will also have their own leadership competencies hone through coaching leaders towards their development.

PSYC 50.09

MANAGING KNOWLEDGE-BASED TRAINING (Major Elective)

3 units

Prerequisite: PSYC 20

This course provides an overview of the training and development process in the workplace, using theories of learning and characteristics of adult learning to provide students with skills in the analysis, design, facilitation, administration and evaluation of knowledge-based training programs.

PSYC 70.03

PSYCHOLOGICAL INTERVENTIONS IN DIVERSE COMMUNITY SITUATIONS (Major Elective)

3 units

Prerequisite: PSYC 20

This course introduces students to various psychological interventions used to prevent or address issues such mental health issues, risky behavior, violence, substance use etc. The course grounds students on the various types of psychological interventions, the influence of socio-cultural and contextual factors and skills and ethics associated with the provision of psychological intervention among diverse settings.

PSYC 70.04

RISK, RESILIENCE, AND INTERVENTIONS IN THE YOUTH SECTOR (Major Elective)

3 units

Prerequisite: PSYC 25

This course introduces students to theoretical perspectives and research on risk, resilience, and competence in youth. Students will apply these perspectives as they learn basic skills and methods in developing and evaluating intervention programs that promote positive youth development and/or avert risk behaviors or negative outcomes (e.g. substance use, delinquency, sexual risk-taking, or mental health and adjustment problems) in family, school, and community settings. Students will have an opportunity to focus on a particular youth issue of interest for a final project.

**PSYC 70.05
TEACHING YOUNG CHILDREN (Major Elective)**

3 units

Prerequisite: PSYC 25

This course explores theories and principles in human development and learning, early childhood education, and their applications in teaching young children in school and community contexts. It provides exposure to various models of early childhood education, and introduces skills in crafting developmentally-appropriate activities to support learning and development in early childhood.

**PSYC 70.06
BASIC COUNSELING PRINCIPLES AND TECHNIQUES FOR INDIVIDUAL AND GROUP SETTINGS (Major Elective)**

3 units

Prerequisite: PSYC 24

This course offers an overview of the essential knowledge, skills, and attitudinal orientation required for the practice of counseling. The stages of basic counseling will be introduced, and will include lectures and discussions on the theoretical basis behind each stage, together with the training and skills formation of the counseling steps. Various specialized therapeutic interventions will also be explored. Essentially, the course provides a solid understanding of the counseling process and hands-on training for basic counseling skills.

**PSYC 70.07
MINDFULNESS-BASED INTERVENTIONS (Major Elective)**

3 units

Mindfulness practices have originated from the ancient Eastern Buddhist contemplative practices to ease a person's experience of suffering and gain wisdom. Mindfulness simply means, choosing to notice details of our present moment experiences, just as they are, without judgment. Modern science has since adopted a secular (non-religious) approach to understanding how mindfulness practice brings about profound benefits to our mental health. Mindfulness-based interventions have been growing in recent years as a successful framework in the psychotherapist's toolkit. Mindfulness has been shown to be effective across many areas: improving attention; regulating emotions; promoting psychological well-being, improving performance at work and sports; improving cognitive performance; helping people to relate better; preventing depression relapse; managing stress and anxiety; etc.

**PSYC 70.08
HYPNOSIS AND HYPNOTHERAPY (Major Elective)**

3 units

Prerequisite: PSYC 26, PSYC 24

The course is a scientific investigation of the exciting field of hypnosis and hypnotherapy as practiced in modern times to enhance one's "bodymindspirit" resources and potentials for the advancement of chosen biopsychospiritual goals. It provides opportunities to experience hypnosis and its many characteristic phenomena such as response attentiveness, ideomotor and ideosensory responses, time distortion, regression, autonomous ideation, dissociation, and catalepsy, among others.

The actual "hands-on" experiences are then discussed in the light of past and present theoretical perspectives to understand and explain the trance phenomena. The course looks into hypnosis and various methods of trance induction and trance utilization. Students will be asked to do research

through actual experimental explorations of various hypnotic trance applications for enhancing performance, facilitating individual growth and or healing.

PSYC 70.09

POSITIVE PSYCHOLOGY (Major Elective)

3 units

Prerequisite: PSYC 20

This undergraduate seminar course introduces the scientific study of topics related to positive aspects of human experience. The course examines basic areas of research and sub-disciplines in positive psychology and explores how positive psychological principles help individuals live meaningful lives.

PSYC 70.10

INTRODUCTION TO CLINICAL PSYCHOLOGY (Major Elective)

3 units

Prerequisite: PSYC 26

This course introduces students to the roles, tasks, and to the discipline involved in the work of clinical psychologists operating in specific fields, such as forensic psychology, health psychology, and neuropsychology. It tackles a broad range of topics such as clinical skills (conducting interviews, observations, assessment, case conceptualization) as well as various approaches to intervention. Students likewise engage in discussions pertaining to cultural and ethical issues in diagnosis and classification, practice, and clinical research. At the end of the course, students are provided with adequate information about the field as they consider Clinical Psychology as a possible career.

PSYC 70.13

ASSESSMENT SKILLS AND CASE FORMULATION IN DIVERSE SETTINGS (Major Elective)

3 units

Prerequisite: PSYC 92.01, PSYC 92.02

This class extends knowledge gained from PSYC 92.01 and 92.02 (Psychological Assessment) by refining one's skills in assessment such as interviewing, observation, test administration, case formulation, and report writing. Students get to understand how these skills may be applied in specific contexts including industrial-organizational, educational, and clinical settings. The course employs an experiential approach and a case-based methodology in teaching, which provide a venue for the students to try their hand at these basic skills through guided case analysis and discussions, graded demonstrations, and role-playing. Lastly, the course tackles developmental and cultural issues in assessment.

PSYC 70.14

EXPRESSIVE METHODOLOGIES WHEN WORKING WITH CHILDREN AND ADOLESCENTS (Major Elective)

3 units

Prerequisite: PSYC 25

This course aims to deepen the students' understanding of developmental theories, techniques, and strategies used when working with children and adolescents. Through lectures, discussions, and exercises, students are introduced to creative methodologies that foster positive development such as art, movement, and play. Enrichment activities and peer interactions help facilitate personal growth, and build the necessary skills when working with children and adolescents.

PSYC 70.15
UNDERSTANDING ADULTHOOD (Major Elective)

3 units

Prerequisite: PSYC 25

This course is an introduction to adult development. It explores the theories, concepts, research findings, and issues related to the different dimensions of in young, middle, and late adulthood. Interventions in supporting holistic adult development is introduced. Through classroom instruction, group facilitation, individual reflection, and program development, the students gain the following competencies: knowledge and skills in adult development, critical thinking, ethical behavior, research ability, interpersonal skills, leadership and innovation, and personal mastery.

PSYC 70.16
INTRODUCTION TO ASSESSMENT AND MANAGEMENT OF DEVELOPMENTAL DISABILITIES (Major Elective)

3 units

Prerequisite: PSYC 20

This introductory course exposes students to common developmental disabilities among children and approaches to help them identify possible disabilities and appropriately deal with these children. Students shall also develop the supportive attitude needed to be advocates for special needs children.

PSYC 70.17
HEALTH PSYCHOLOGY (Major Elective)

3 units

Prerequisite: PSYC 20

Health Psychology is the aggregate of the specific educational, scientific, and professional contributions of the discipline of psychology to the promotion and maintenance of health, the prevention and treatment of illness, the identification of etiologic and diagnostic correlates of health, illness and related dysfunction and to the analysis and improvement of the health-care system and health policy formation.

It is a specialty area that applies psychological principles and processes to the scientific study of health, illness and health-related behaviors. It focuses on how biological, psychological, social and cultural factors interact with, influence and affect health and illness. It is specifically aimed toward a broader understanding of the different health concepts and issues, and their impact on human life. Essentially, it is the psychology behind why people get ill, what their behaviors are when they become sick or how they react to, cope with and recover from illness, or simply how they stay healthy and well, and how they relate to the health care system and providers.

This course is an undergraduate psychology course that primarily aims to introduce the basic principles of health psychology and to describe the various emerging theoretical frameworks and models that would illustrate the involvement of psychology in health. It is designed to foster greater understanding of the link between the body and mind, and how this link is manifested in human health, wellness or illnesses.

**PSYC 80.08
DISASTER AND MENTAL HEALTH (Interdisciplinary Elective)**

3 units

This course provides an overview of the nature and the psychosocial impact of disasters. Learners are introduced to the mental health and psychosocial support interventions for working with disaster survivors. The class utilizes a combination of readings, discussions, lecture and simulation to build knowledge and skills in facilitating selected interventions.

**PSYC 90.01
PSYCHOLOGICAL STATISTICS, LECTURE (Major Course)**

3 units

This course introduces the student to the basic concepts and methods of descriptive and inferential statistics. It is designed to enable the student to gain the necessary knowledge, skills, and appreciation of using statistics in organizing, analyzing, and interpreting quantitative data obtained from psychological research. Emphasis will be placed on the understanding of basic statistical concepts, its application in psychology, and in the use of statistical software for data analysis and interpretation. This course also aims to hone other competencies such as: critical thinking, independent and continuous learning, sensitivity to diversity, interpersonal and collaboration skills, research excellence, leadership and innovation, and personal mastery.

**PSYC 90.02
PSYCHOLOGICAL STATISTICS, LABORATORY (Major Course)**

2 units

This course introduces the student to the basic concepts and methods of descriptive and inferential statistics. It is designed to enable the student to gain the necessary knowledge, skills, and appreciation of using statistics in organizing, analyzing, and interpreting quantitative data obtained from psychological research. Emphasis will be placed on the understanding of basic statistical concepts, its application in psychology, and in the use of statistical software for data analysis and interpretation. This course also aims to hone other competencies such as: critical thinking, independent and continuous learning, sensitivity to diversity, interpersonal and collaboration skills, research excellence, leadership and innovation, and personal mastery.

**PSYC 91.01
EXPERIMENTAL PSYCHOLOGY, LECTURE (Major Course)**

3 units

Prerequisites: PSYC 20, PSYC 90.01, PSYC 90.02

This course introduces the concepts, principles, procedures, and issue of the experimental method of studying human behavior and mental processes. Specifically, the course aims to equip the student with the knowledge and skills to be able to design and conduct experiments, write a scholarly research report, as well as critically evaluate existing and future research. It is hoped that the student will develop a more scientific approach in understanding and addressing human problems.

**PSYC 91.02
EXPERIMENTAL PSYCHOLOGY, LABORATORY (Major Course)**

2 units

Prerequisites: PSYC 20, PSYC 90.01, PSYC 90.02

This course introduces the concepts, principles, procedures, and issue of the experimental method of studying human behavior and mental processes. Specifically, the course aims to equip the student with the knowledge and skills to be able to design and conduct experiments, write a scholarly research report, as well as critically evaluate existing and future research. It is hoped that the student will develop a more scientific approach in understanding and addressing human problems.

**PSYC 92.01
PSYCHOLOGICAL ASSESSMENT, LECTURE (Major Course)**

3 units

Prerequisite: PSYC 20, PSYC 24

This course is an orientation to the rudiments of psychological assessment. The basic principles, methods, current trends, issues, and ethics of psychological testing are tackled. The course involves a review of the basic psychometric principles that apply to all types of psychological tests, including item analysis, reliability, and validity. Through the various course requirements, the student will be able to learn and/or practice the following competencies: knowledge and skills in psychological assessment, critical thinking, ethical behavior, independent learning, cultural sensitivity of different psychological tests, collaboration, research excellence, social responsibility, and personal mastery.

**PSYC 92.02
PSYCHOLOGICAL ASSESSMENT, LABORATORY (Major Course)**

3 units

Prerequisite: PSYC 20, PSYC 24

This course is an orientation to the rudiments of psychological assessment. The basic principles, methods, current trends, issues, and ethics of psychological testing are tackled. The course involves a review of the basic psychometric principles that apply to all types of psychological tests, including item analysis, reliability, and validity. Through the various course requirements, the student will be able to learn and/or practice the following competencies: knowledge and skills in psychological assessment, critical thinking, ethical behavior, independent learning, cultural sensitivity of different psychological tests, collaboration, research excellence, social responsibility, and personal mastery.

**PSYC 192.01
FIELD METHODS, LECTURE (Major Course)**

3 units

Prerequisites: PSYC 20, PSYC 90.01, PSYC 90.02, PSYC 91.01, PSYC 91.02

This course introduces the student to qualitative and mixed methods research in psychology. The course covers theory and epistemology behind qualitative, quantitative, and mixed methods research and focuses on the most widely used data collection methods in the field, namely, (1) the interview and (2) the focus group discussion. The student experiences the different stages of the complete research process: (1) literature review, (2) problem conceptualization, (3) sampling design and instrumentation, (4) data collection, (5) data management, (6) data analysis, and (7) writing of results and discussion. The use of other data collection methods (such as observations, surveys, image analysis, content analysis, archival research) will also be discussed. This course is a prerequisite to the undergraduate thesis course. The following competencies will be developed and evaluated in the students: knowledge and skills in psychology, mastery in psychological research, critical thinking, and ethical behavior in research.

In addition, competencies to be practiced by students are: independent and continuous learning, sensitivity to contextual and human diversity, collaboration, leadership and innovation, and personal mastery.

PSYC 192.02

FIELD METHODS, LABORATORY (Major Course)

2 units

Prerequisites: PSYC 91.01, PSYC 91.02

This course introduces the student to qualitative and mixed methods research in psychology. The course covers theory and epistemology behind qualitative, quantitative, and mixed methods research and focuses on the most widely used data collection methods in the field, namely, (1) the interview and (2) the focus group discussion. The student experiences the different stages of the complete research process: (1) literature review, (2) problem conceptualization, (3) sampling design and instrumentation, (4) data collection, (5) data management, (6) data analysis, and (7) writing of results and discussion. The use of other data collection methods (such as observations, surveys, image analysis, content analysis, archival research) will also be discussed. This course is a prerequisite to the undergraduate thesis course. The following competencies will be developed and evaluated in the students: knowledge and skills in psychology, mastery in psychological research, critical thinking, and ethical behavior in research. In addition, competencies to be practiced by students are: independent and continuous learning, sensitivity to contextual and human diversity, collaboration, leadership and innovation, and personal mastery.

PSYC 197

PRACTICUM (Major Course)

3 units

Prerequisite: PSYC 20

This course provides on-the-job training in the different areas of psychology. Students are assigned to various settings where they can practice their acquired psychological competencies. They are expected to fulfil 150 hours of work. In addition, students also participate in regular class discussions to help them integrate their learnings.

PSYC 199.1

RESEARCH IN PSYCHOLOGY I (Major Course)

3 units

Prerequisites: PSYC 90.01, PSYC 90.02, PSYC 91.01, PSYC 91.02, PSYC 192.01, PSYC 192.02

This course aims to immerse the student in the theoretical and methodological bases of scientific research. Specifically, the course aims to equip the student with the knowledge and skills to design and conduct psychological research, write a high-quality and scholarly research report, and evaluate empirical research in the field. The student will gain a more scientific attitude in solving relevant human problems.

The following competencies will be developed and evaluated in the students: knowledge and skills in psychology, mastery in psychological research, critical thinking, and ethical behavior in research. In addition, competencies to be practiced by students are: independent and continuous learning, sensitivity to contextual and human diversity, collaboration, leadership and innovation, and personal mastery.

PSYC 199.2
RESEARCH IN PSYCHOLOGY II (Major Course)

3 units

Prerequisite: PSYC 199.1

This course aims to immerse the student in the theoretical and methodological bases of scientific research. Specifically, the course aims to equip the student with the knowledge and skills to design and conduct psychological research, write a high-quality and scholarly research report, and evaluate empirical research in the field. The student will gain a more scientific attitude in solving relevant human problems.

The following competencies will be developed and evaluated in the students: knowledge and skills in psychology, mastery in psychological research, critical thinking, and ethical behavior in research. In addition, competencies to be practiced by students are: independent and continuous learning, sensitivity to contextual and human diversity, collaboration, leadership and innovation, and personal mastery.

Full-Time Faculty Roster

Name	Degree	Rank	Years of Service SY 2019-2020
Edith Liane P. Alampay, PhD	PhD Human Dev't and Family Studies	Professor	19
Ma. Regina M. Hechanova, PhD	PhD Industrial Psychology	Professor	19
Cristina J. Montiel, PhD	PhD Social Psychology	Professor (Professor Emeritus & post-retiree)	43
Mendiola Teng-Calleja, PhD	PhD Psychology (Social-Org Psychology)	Associate Professor	14
Nico A. Canoy, PhD	PhD Social and Organizational Psychology	Associate Professor	10
Edna P. Franco, PhD	PhD Social and Organizational Psychology	Associate Professor (post-retiree)	22
Karina Therese G. Fernandez, PhD	PhD Psychology	Associate Professor	22
Ma. Elizabeth J. Macapagal, PhD	PhD Social Psychology	Associate Professor	24
Mira Alexis P. Ofreneo, PhD	PhD Psychology	Associate Professor	23
Lota A. Teh, PhD	PhD Clinical Psychology	Associate Professor (post-retiree)	37
Arsenio Alianan, Jr., PhD	PhD Psychology	Assistant Professor	14
Erwine Dela Paz, PhD	PhD Psychology	Assistant Professor	11
Lourdes Joy Galvez Tan, PhD	PhD Clinical Psychology	Assistant Professor	11
Melissa Garabiles, PhD	PhD Clinical Psychology	Assistant Professor	9

Name	Degree	Rank	Years of Service SY 2019-2020
Emerald Jay Ilac, PhD	PhD Leadership Studies (OD)	Assistant Professor	6
Maria Rosanne Jocson, PhD	PhD Psychology	Assistant Professor	1
Ma. Tonirose Mactal, PhD	PhD Clinical Psychology	Assistant Professor	5
Jocelyn M. Nolasco, PhD Cand.	PhD (Cand.) Social and Organizational Psychology	Assistant Professor	19
Lorelie Ann banzon Librojo, PhD	PhD Psychology	Instructor	9
Anne Marie Topacia, PhD Cand.	PhD (Cand.) Clinical Psychology	Instructor	11



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