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Psych-ology

2e.

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Correlation to APA Guidelines for the Undergraduate Psychology Major

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Correlation to APA Guidelines for the Undergraduate Psychology Major

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The APA Guidelines for the Undergraduate Psychology Major, Version 2.0
American Psychological Association, May 15, 2013

The Comprehensive Learning Goals and Outcomes

GOAL 1. KNOWLEDGE BASE IN PSYCHOLOGY

Overview

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral phenomena.   Students completing Foundation courses should demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree should show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity.

Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
1.1 Describe key concepts, principles, and overarching themes in psychology	1.1a Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes	1.1A Use and evaluate theories to explain and predict behavior, including advantages and limitations in the selected frameworks
	1.1b Explain why psychology is a science, with the primary objectives of describing, understanding, predicting, and controlling behavior and mental processes	1.1B Describe the complexity of the persistent questions that occupy psychologists' attention
	1.1c Interpret behavior and mental processes at an appropriate level of complexity	1.1C Analyze the variability and continuity of behavior and mental processes within and across animal species
	1.1d Recognize the power of the context in shaping conclusions about individual behavior	1.1D Examine the sociocultural and international contexts that influence individual differences (e.g., personality traits, abilities) and address applicability of research findings across societal and cultural groups
	1.1e Identify fields other than psychology that address behavioral concerns	1.1E Compare and contrast the nature of psychology with other disciplines (e.g., biology, economics, political science), including the potential contribution of psychology to interdisciplinary collaboration
Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
1.2 Develop a working knowledge of psychology's content domains	1.2a Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural)	1.2A Compare and contrast psychology's major subdisciplines
	1.2b Identify principal methods and types of questions that emerge in specific content domains	1.2B Speculate about why content domains differ in the kinds of questions asked and the methods used to explore them
	1.2c Recognize major historical events, theoretical perspectives, and figures in psychology and their link to trends in contemporary research	1.2C Summarize important aspects of history of psychology, including key figures, central concerns, methods used, and theoretical conflicts

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Outcomes	1.2d Provide examples of unique contributions of content domain to the understanding of complex behavioral issues	1.2D Explain complex behavior by integrating concepts developed from different content domains
	1.2e Recognize content domains as having distinctive sociocultural origins and development	1.2E Predict how sociocultural and international factors influence how scientists think about behavioral and mental processes

Outcomes Students will be able to:	*Foundation Indicators* Students will be able to:	*Baccalaureate Indicators* Students will be able to:
1.3 Describe applications of psychology	1.3a Describe examples of relevant and practical applications of psychological principles to everyday life	1.3A Articulate how psychological principles can be used to explain social issues, addressing pressing societal needs, and inform public policy
	1.3b Summarize psychological factors that can influence the pursuit of a healthy lifestyle	1.3B Evaluate how the mind and body interact to influence psychological and physical health
	1.3c Correctly identify antecedents and consequences of behavior and mental processes	1.3C Propose and justify appropriate psychology-based interventions in applied settings (e.g., clinical, school, community, or industrial settings)
	1.3d Predict how individual differences influence beliefs, values, and interactions with others, including the potential for prejudicial and discriminatory behavior in oneself and others	1.3D Explain how psychological constructs can be used to understand and resolve interpersonal and intercultural conflicts

GOAL 2.   SCIENTIFIC INQUIRY AND CRITICAL THINKING

Overview

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing Foundation-level courses should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about behavior; students completing a baccalaureate degree should focus on theory use as well as designing and executing research plans.

Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:

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2.1 Use scientific reasoning to interpret psychological phenomena	2.1a Identify basic biological, psychological, and social components of psychological explanations (e.g., inferences, observations, operational definitions, interpretations)	2.1A Describe the value and limitation of using theories to explain behavioral phenomena
	2.1b Use psychology concepts to explain personal experiences and recognize the potential for flaws in behavioral explanations based on simplistic, personal theories	2.1B Develop plausible behavioral explanations that rely on scientific reasoning and evidence rather than anecdotes or pseudoscience
	2.1c Use an appropriate level of complexity to interpret behavior and mental processes	2.1C Incorporate several appropriate levels of complexity (e.g. cellular, individual, group/system, societal/cultural) to explain behavior
	2.1d Ask relevant questions to gather more information about behavioral claims	2.1D Generate alternative explanations based on perceived flaws in behavioral claims
	2.1e Describe common fallacies in thinking (e.g., confirmation bias, post hoc explanations, implying causation from correlation) that impair accurate conclusions and predictions	2.1E Use strategies to minimize committing common fallacies in thinking that impair accurate conclusions and predictions
Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
2.2 Demonstrate psychology information literacy	2.2a Read and summarize general ideas and conclusions from psychological sources accurately	2.2A Read and summarize complex ideas accurately, including future directions, from psychological sources and research
	2.2b Describe what kinds of additional information beyond personal experience are acceptable in developing behavioral explanations (i.e., popular press reports vs. scientific findings)	2.2B Describe the characteristics and relative value of different information sources (e.g., primary vs. secondary, peer reviewer vs. nonreviewed, empirical vs. nonempirical)
	2.2c Identify and navigate psychology databases and other legitimate sources of psychology information	2.2C Develop a comprehensive strategy for locating and using relevant scholarship (e.g., databases, credible journals) to address psychological questions
	2.2d Articulate criteria for identifying objective sources of psychology information	2.2D Evaluate psychology information based on the reliability, validity, and generalizability of sources

	2.2e Interpret simple graphs and statistical findings	2.2E Interpret complex statistical findings and graphs in the context of their level of statistical significance, including the influence of effect size, and explain these findings using lay language
Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
2.3 Engage in innovative and integrative thinking and problem solving	2.3a Recognize and describe well-defined problems	2.3A Describe problems operationally to study them empirically
	2.3b Apply simple problem-solving strategies to improve efficiency and effectiveness	2.3B Select and apply the optimal problem-solving strategy from multiple alternatives
	2.3c Describe the consequences of problem-solving attempts	2.3C Evaluate the effectiveness of selected problem-solving strategies
Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
2.4 Interpret, design, and conduct basic psychological research	2.4a Describe research methods used by psychologists including their respective advantages and disadvantages	2.4A Evaluate the effectiveness of a quantitative and qualitative research methods in addressing a research question
	2.4b Discuss the value of experimental design (i.e., controlled comparisons) in justifying cause effect relationships	2.4B Limit cause effect claims to research strategies that appropriately rule out alternative explanations
	2.4c Define and explain the purpose of key research concepts that characterize psychological research (e.g., hypothesis, operational definition)	2.4C Accurately identify key research concepts in existing and proposed research projects
	2.4d Replicate or design and conduct simple scientific studies (e.g., correlational or two-factor) to confirm a hypothesis based on operational definitions	2.4D Design and conduct complex studies to confirm a hypothesis based on operational definitions
	2.4e Explain why conclusions in psychological projects must be both reliable and valid	2.4E Design and adopt high-quality measurement strategies that enhance reliability and validity
	2.4f Explain why quantitative analysis is relevant for scientific problem solving	2.4F Use quantitative and/or qualitative analyses to argue for or against a particular hypothesis

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	2.4g Describe the fundamental principles of research design	2.4G Apply knowledge of research skills necessary to be an informed consumer of research or critic regarding unsupported claims about behavior
Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
2.5 Incorporate sociocultural factors in scientific inquiry	2.5a Relate examples of how a researcher's value system, sociocultural characteristics, and historical context influence the development of scientific inquiry on psychological questions	2.5A Recognize the systemic influences of sociocultural, theoretical, and personal biases on the research enterprise and evaluate the effectiveness with which researchers address those influences in psychological research
	2.5b Analyze potential challenges related to sociocultural factors in a given research study	2.5B Design studies that effectively address the effects of sociocultural factors
	2.5c Describe how individual and sociocultural differences can influence the applicability/generalizability of research findings	2.5C Evaluate and design research with respect to controls for variations in behavior related to individual and sociocultural differences that can influence research outcomes
	2.5d Identify under what conditions research findings can be appropriately generalized	2.5D Evaluate the generalizability of specific findings based on parameters of the research design, including caution in extending western constructs inappropriately

GOAL 3.   ETHICAL AND SOCIAL RESPONSIBILITY IN A
                 DIVERSE WORLD

Overview

The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students completing Foundation-level courses should become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns. Students completing a baccalaureate degree should have more direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions and work effectively even with those who don't share their heritage and traditions. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions.

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Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
3.1 Apply ethical standards to evaluate psychological science and practice	3.1a Describe key regulations in the APA Ethics Code for protection of human or nonhuman research participants	3.1A Evaluate psychological research from the standpoint of adherence to the APA Ethics Code in psychological research involving human or nonhuman research participants
	3.1b Identify obvious violations of ethical standards in psychological contexts	3.1B Justify recommendations for consequences for ethical violations based on APA Ethics Code requirements
	3.1c Discuss relevant ethical issues that reflect principles in the APA Ethics Code	3.1C Explain how the APA Ethics Code can be used to guide decisions in ethically complex situations
	3.1d Define the role of the institutional review board	3.1D Critically evaluate or complete an IRB application that adheres to ethical standards
Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
3.2 Build and enhance interpersonal relationships	3.2a Describe the need for positive personal values (e.g., integrity, benevolence, honesty, respect for human dignity) in building strong relationships with others	3.2A Exhibit high standards of positive personal values in interpersonal and work-related relationships
	3.2b Treat others with civility	3.2B Promote civility in self and others
	3.2c Explain how individual differences, social identity, and worldview may influence beliefs, values, and interaction with others and vice versa	3.2C Predict and explore how interaction across racial, ethnic, gender, and class divides can challenge conventional understanding of psychological processes and behavior
	3.2d Maintain high standards for academic integrity, including honor code requirements	3.2D Describe, explain, and uphold academic integrity within the context of psychology as a discipline and an academic profession
Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
3.3 Adopt values that build community at local, national, and global levels	3.3a Identify aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity and context	3.3A Exhibit respect for members of diverse groups with sensitivity to issues of power, privilege, and discrimination
	3.3b Recognize potential for prejudice and discrimination in oneself and others	3.3B Develop psychology-based strategies to facilitate social change to diminish discrimination practices

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	3.3c Explain how psychology can promote civic, social, and global outcomes that benefit others	3.3C Pursue personal opportunities to promote civic, social, and global outcomes that benefit the community
	3.3d Describe psychology-related issues of global concern (e.g., poverty, health, migration, human rights, rights of children, international conflict, sustainability)	3.3D Consider the potential effects of psychology-based interventions on issues of global concern
	3.3e Articulate psychology's role in developing, designing, and disseminating public policy	3.3E Apply psychological principles to a public policy issue and describe the anticipated institutional benefit or societal change
	3.3f Accept opportunity to serve others through civic engagement, including volunteer service	3.3F Seek opportunity to serve others through volunteer service, practica, and apprenticeship experiences

GOAL 4.   COMMUNICATION

Overview

Students should demonstrate competence in writing, oral, and interpersonal communication skills. Students completing Foundation-level courses should be able to write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students completing a baccalaureate degree should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.

Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
4.1 Demonstrate effective writing for different purposes	4.1a Express ideas in written formats that reflect basic psychological concepts and principles	4.1A Construct arguments clearly and concisely based on evidence-based psychological concepts and theories
	4.1b Recognize writing content and format differ based on purpose (e.g., blogs, memos, journal articles) and audience	4.1B Craft clear and concise written communications to address specific audiences (e.g., lay, peer, professional)
	4.1c Use standard English, including generally accepted grammar	4.1C Use grammar appropriate to professional standards and conventions (e.g., APA writing style)
	4.1d Write using APA style	4.1D Employ APA writing style to make precise and persuasive

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		arguments
	4.1e Recognize and develop overall organization (e.g., beginning, development, ending) that fits the purpose	4.1E Tailor length and development of ideas in formats that fit the purpose
	4.1f Interpret quantitative data displayed in statistics, graphs, and tables, including statistical symbols in research reports	4.1F Communicate quantitative data in statistics, graphs, and tables
	4.1g Use expert feedback to revise writing of a single draft	4.1G Seek feedback to improve writing quality resulting in multiple drafts
Outcomes Students will:	Foundational Indicators Students will:	Baccalaureate Indicators Students will:
4.2 Exhibit effective presentation skills for different purposes	4.2a Construct plausible oral argument based on a psychological study	4.2A Create coherent and integrated oral argument based on a review of the pertinent psychological literature
	4.2b Deliver brief presentations within appropriate constraints (e.g., time limit, appropriate to audience)	4.2B Deliver complex presentations within appropriate constraints (e.g., time limit, appropriate to audience)
	4.2c Describe effective delivery characteristics of professional oral performance	4.2C Achieve effective delivery standards in professional oral performance
	4.2d Incorporate appropriate visual support	4.2D Integrate visual and oral elements
	4.2e Pose questions about psychological content	4.2E Anticipate answers to questions about psychological content
Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
4.3 Interact effectively with others	4.3a Identify key message elements in communication through careful listening	4.3A Show capacity for listening and decoding both overt and covert messages
	4.3b Recognize that culture, values, and biases may produce misunderstandings in communication	4.3B Deploy psychological concepts to facilitate effective interactions with people of diverse backgrounds
	4.3c Attend to language and nonverbal cues to interpret meaning	4.3C Interact sensitively with people of diverse abilities, backgrounds, and cultural perspectives
	4.3d Ask questions to capture additional detail	4.3D Generate questions to reduce ambiguous communications
	4.3e Respond appropriately to electronic communications	4.3E Use social media responsibly

GOAL 5.   PROFESSIONAL DEVELOPMENT

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Overview

The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. Foundation outcomes concentrate on the development of work habits and ethics to succeed in academic settings. The skills in this goal at the Baccalaureate level refer to abilities that sharpen student readiness for postbaccalaureate employment, graduate school, or professional school. These skills can be developed and refined both in traditional academic settings and extracurricular involvement. In addition, career professionals can be enlisted to support occupational planning and pursuit. This emerging emphasis should not be construed as obligating psychology programs to obtain employment for their graduates, but instead encourage programs to optimize the competitiveness of their graduates for securing places in the workforce.

Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
5.1 Apply psychological content and skills to career goals	5.1a Recognize the value and application of research and problem-solving skills in providing evidence beyond personal opinion to support proposed solutions	5.1A Describe and execute problem-solving and research methods to facilitate effective workplace solutions
	5.1b Identify range of possible factors that influence beliefs and conclusions	5.1B Disregard or challenge flawed sources of information
	5.1c Expect to deal with differing opinions and personalities in the college environment	5.1C Expect and adapt to interaction complexity, including factors related to diversity of backgrounds, in work organizations
	5.1d Describe how psychology's content applies to business, health care, educational, and other workplace settings	5.1D Apply relevant psychology content knowledge to facilitate a more effective workplace in internships, jobs, or organizational leadership opportunities
	5.1e Recognize and describe broad applications of information literacy skills obtained in the psychology major	5.1E Adapt information literacy skills obtained in the psychology major to investigating solutions to a variety of problem solutions
	5.1f Describe how ethical principles of psychology have relevance to nonpsychology settings	5.1F Apply the ethical principles of psychologists to nonpsychology professional settings

Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
5.2 Exhibit self-efficacy and self-regulation	5.2a Recognize the link between efforts in self-management and achievement	5.2A Design deliberate efforts to produce desired self-management outcomes (e.g., self-regulation, hardiness, resilience)

	5.2b Accurately self-assess performance quality by adhering to external standards (e.g., rubric criteria, teacher expectations)	5.2B Accurately self-assess performance quality by melding external standards and expectations with their own performance criteria
	5.2c Incorporate feedback from educators and mentors to change performance	5.2C Pursue and respond appropriately to feedback from educators, mentors, supervisors, and experts to improve performance
	5.2d Describe self-regulation strategies (e.g., reflection, time management)	5.2D Attend to and monitor the quality of their own thinking (i.e., make adaptations using metacognitive strategies)
Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
5.3 Refine project-management skills	5.3a Follow instructions, including timely delivery, in response to project criteria	5.3A Develop and execute strategies for exceeding provided project criteria or, in the absence of such criteria, to meet their own project performance criteria
	5.3b Identify appropriate resources and constraints that may influence project completion	5.3B Effectively challenge constraints and expand resources to improve project completion
	5.3c Anticipate where potential problems can hinder successful project completion	5.3C Actively develop alternative strategies, including conflict management, to contend with potential problems
	5.3d Describe the processes and strategies necessary to develop a project to fulfill its intended purpose	5.3D Evaluate how well the processes and strategies used help a project fulfill its intended purposes
Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
5.4 Enhance teamwork capacity	5.4a Collaborate successfully on small-group classroom assignments	5.4A Collaborate successfully on complex group projects
	5.4b Recognize the potential for developing stronger solutions through shared problem solving	5.4B Describe problems from another's point of view
	5.4c Articulate problems that develop when working with teams	5.4C Generate, apply, and evaluate potential solutions to problems that develop when working with teams
	5.4d Assess their strengths and weaknesses in performance as a project team member	5.4D Assess the basic strengths and weaknesses of team performance on a complex project
	5.4e Describe strategies used by effective group leaders	5.4E Demonstrate leadership skills by effectively organizing personnel and other resources to complete a complex project

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	5.4f Describe the importance of working effectively in diverse environments	5.4F Work effectively with diverse populations
Outcomes Students will:	*Foundation Indicators* Students will:	*Baccalaureate Indicators* Students will:
5.5 Develop meaningful professional direction for life after graduation	5.5a Describe the types of academic experiences and advanced course choices that will best shape career readiness	5.5A Formulate career plan contingencies based on accurate self-assessment of abilities, achievement, motivation, and work habits
	5.5b Articulate the skill sets desired by employers who hire or select people with psychology backgrounds	5.5B Develop evidence of attaining skill sets desired by psychology-related employers
	5.5c Describe settings in which people with backgrounds in psychology typically work	5.5C Evaluate the characteristics of potential work settings or graduate school programs to optimize career direction and satisfaction
	5.5d Recognize the importance of having a mentor	5.5D Actively seek and collaborate with a mentor
	5.5e Describe how a curriculum vita or resume is used to document the skills expected by employers	5.5E Create and continuously update a resume or curriculum vita
	5.5f Recognize how rapid social change influences behavior and affects one's value in the workplace	5.5F Develop strategies to enhance resilience and maintain skills in response to rapid social change and related changes in the job market

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