

Appendix C

Assessing Psychology Faculty Reports Regarding Undergraduate Psychology Course Content February 2006 Results

The following is adopted from the series of Learning Outcomes for the Learning Goals presented by the American Psychological Association's Task Force on Undergraduate Psychology Major Competencies. Course codes are presented below, if psychology instructors indicated that they include the identified content in their class activities, rather than in the textbook alone. Numbers in parentheses represent the number of sections that were reported to include this content.

Data are below shown for Psy103, Psy113 (2 sections), Psy232 (3 sections), Psy235, Psy254, Psy275, Psy300 (5 sections), Psy301 (partial data), Psy310, Psy335 (2 sections), Psy381, Psy384, Psy434, and Psy480.

Goal 1. Knowledge Base of Psychology (Knowledge, Skills, and Values Consistent with the Science and Application of Psychology)

Characterizing the nature of psychology as a discipline:

1. 103, 113(2), 232(3), 235, 254, 275, 300(4), 301, 305, 310, 335(1), 381, 384, 480 Explain why psychology is a science
2. 113(2), 232(3), 235, 254, 275, 300(3), 301, 305, 335(2), 381 Identify and explain the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes
3. 113(1), 232(3), 275, 301, 300(2), 301, 335(1), 305, 310, 381, 384 Compare and contrast the assumptions and methods of psychology with those of other disciplines
4. 103, 113(2), 232(3), 275, 300(2), 301, 305, 381, 434, 480 Describe the contributions of psychology perspectives to interdisciplinary collaboration

Demonstrating knowledge and understanding representing appropriate breadth and depth in content areas of psychology:

5. 103, 113(2), 232(3), 235, 305, 381, 384 Learning and cognition
6. 103, 113(2), 232(3), 235, 275, 300(3), 305, 335(2), 381, 434, 480 Individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions
7. 113(2), 232(3), 235, 254, 275, 305, 381, 384, 480 Biological bases of behavior and mental processes, including

physiology, sensation, perception, comparative, motivation, and emotion

8. 103, 113(2), 232(3), 235, 254, 275, 300(1), 305, 381, 480 Developmental changes in behavior and mental processes across the life span
9. 113(2), 232(3), 235, 300(2), 305, 310, 381, 434 The history of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts
10. 113(2), 232(3), 235, 275, 300(1), 305, 381, 434, 480 Relevant levels of analysis: cellular, individual, group/systems, and culture

Overarching themes, persistent questions, or enduring conflicts in psychology:

11. 113(2), 232(3), 235, 254, 275, 305, 310, 381, 434, 480 The interaction of heredity and environment
12. 113(1), 232(3), 235, 305, 381, 434 Variability and continuity of behavior and mental processes within and across species
13. 103, 113(1), 232(3), 235, 305, 310, 381 Free will versus determinism
14. 103, 113(2), 232(3), 235, 254, 300(1), 305, 381, 384, 434 Subjective versus objective perspectives
15. 103, 113(2), 232(2), 235, 254, 305, 310, 381 The interaction of mind and body
16. 113(2), 275, 232(2), 300(2), 301, 305, 335(1), 434 Relevant ethical issues, including a general understanding of the APA Code of Ethics

Using the concepts, language, and major theories of the discipline to account for psychological phenomena:

17. 103, 113(2), 232(3), 235, 254, 275, 300(1), 301, 305, 335(2), 381, 434 Describe behavior and mental processes empirically, including operational definitions
18. 103, 113(2), 232(3), 235, 254, 275, 300(1), 301, 305, 335(1), 381 Identify antecedents and consequences of behavior and mental processes
19. 103, 113(2), 232(3), 235, 254, 275, 300(1), 301, 305, 335(2), 381, 434 Interpret behavior and mental processes at an appropriate level of complexity
20. 103, 113(2), 232(3), 235, 254, 275, 300(2), 301, 305, 310, 335(1), 381, 384, 480 Use theories to explain and predict behavior and mental processes
21. 103, 113(2), 232(3), 235, 254, 275, 300(1), 305, 335(1), 381, 480 Integrate theoretical perspectives to produce comprehensive and multi-faceted explanations

Explaining major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).

22. 103, 113(2), 232(2), 235, 254, 275, 305, 310, 335(1), 381, 384, 480 Compare and contrast major perspectives
23. 103, 113(2), 232(2), 235, 254, 275, 305, 310, 381, 384, 480 Describe advantages and limitations of major theoretical perspectives

Goal 2. Research Methods in Psychology (Understanding and applying basic research methods in psychology, including research design, data analysis, and interpretation)

24. 113(2), 232(3), 275, 335(1), 300(4), 301, 305, 310, 381, 384 Describe the basic characteristics of the science of Psychology
25. 113(2), 232(3), 235, 275, 335(2), 300(4), 301, 305, 310, 381, 384, 480 Explain different research methods used by psychologists
26. 113(2), 232(2), 235, 275, 335(2), 300(4), 301, 305, 480 Describe how various research designs address different types of questions and hypotheses
27. 113(2), 232(2), 235, 275, 335(2), 300(4), 301, 305, Articulate strengths and limitations of various research designs
28. 113(2), 232(2), 235, 275, 300(4), 335(2), 301, 305 Distinguish the nature of designs that permit causal inferences from those that do not
29. 113(2), 232(2), 235, 275, 335(1), 300(4), 301, 305, 381, 384, 480 Evaluate the appropriateness of conclusions derived from psychological research
30. 113(1), 275, 300(5), 301, 305, 335(1), 434 Interpret basic statistical results
31. 232(1), 300(5), 301, 305 Distinguish between statistical significance and practical significance
32. 300(5), 301 Describe effect size and confidence intervals
33. 113(1), 232(1), 254, 275, 335(1), 300(4), 301, 305, 434, 480 Evaluate the validity of conclusions presented in research reports
34. 232(2), 300(3), 301, 305, 335(1), 381 Design and conduct basic studies to address psychological questions using appropriate research methods
35. 113(1), 232(2), 254, 275, 300(3), 301, 305, 335(1), 384, 434, 480 Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies
36. 113(1), 232(2), 300(3), 301, 305, 381 Formulate testable research hypotheses, based on operational definitions of variables
37. 232(1), 300(3), 301, 305 Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations
38. 232(1), 300(2), 301, 305 Collect, analyze, interpret, and report data using appropriate statistical strategies to address different types of research questions and hypotheses
39. 103, 113(1), 232(2), 235, 254, 275, 300(3), 305, 335(1), 384, 381, 480 Recognize that theoretical and sociocultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and interpretation

40. 113(1), 232(2), 300(4), 305, 434 Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research
41. 113(1), 232(1), 275, 300(4), 301, 305, 434, 381 Generalize research conclusions appropriately based on the parameters of particular research methods
42. 113(1), 232(2), 275, 300(2), 301, 305, 335(1) Exercise caution in predicting behavior based on limitations of single studies
43. 113(1), 232(1), 235, 300(4), 301, 305, 381, 434, 480 Recognize the limitations of applying normative conclusions to individuals
44. 113(1), 232(2), 235, 300(4), 305, 381, 434, 480 Acknowledge that research results may have unanticipated societal consequences
45. 103, 113(2), 232(2), 235, 305, 335(1), 300(4), 301, 381, 384, 434, 480 Recognize that individual differences and sociocultural contexts may influence the applicability of research findings

Goal 3. Critical Thinking Skills in Psychology (Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes)

46. 103, 113(2), 232(3), 235, 275, 300(1), 301, 305, 310, 335(2), 381, 384, 434, 480 Use critical thinking effectively
47. 103, 113(2), 232(3), 235, 254, 300(2), 301, 305, 310, 335(1), 434, 381, 384, 480 Evaluate the quality of information, including differentiating empirical evidence from speculation and the probable from the improbable
48. 103, 113(2), 232(3), 235, 254, 275, 300(2), 301, 305, 335(1), 381, 384, 434, 480 Identify and evaluate the source, context, and credibility of information
49. 103, 113(2), 232(3), 275, 300(2), 301, 305, 335(2), 384, 434, 480 Recognize and defend against common fallacies in thinking
50. 103, 113(1), 232(3), 235, 300(2), 305, 335(1), 381, 434, 335(1), 384, 480 Avoid being swayed by appeals to emotion or authority
51. 113(1), 232(3), 254, 275, 300(3), 301, 305, 335(1), 381, 384, 434, 480 Evaluate popular media reports of psychological research
52. 103, 113(1), 232(3), 235, 254, 300(3), 301, 305, 381 Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity and intellectual engagement
53. 103, 113(1), 232(3), 235, 275, 300(1), 305, 310, 335(1), 381, 434 Make linkages or connections between diverse facts, theories, and observations
54. 103, 113(1), 232(3), 254, 300(2), 305, 381 Engage in creative thinking
55. 103, 232(2), 300(1), 305, 381, 480 Intentionally pursue unusual approaches to problems

56. 103, 232(2), 300(2), 305 Recognize and encourage creative thinking and behaviors in others
57. 103, 113(1), 232(3), 235, 300(2), 301, 305, 434, 381, 480 Evaluate new ideas with an open but critical mind
58. 103, 113(1), 232(3), 235, 300(2), 301, 305, 335(2), 381, 434, 480 Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals
59. 232(2), 235, 254, 301, 305 Identify components of arguments (e.g., conclusions, premises/assumptions, gaps, counterarguments)
60. 232(2), 235, 254, 275, 300(1), 301, 305, 310, 480 Distinguish among assumptions, emotional appeals, speculations, and defensible evidence
61. 232(2), 235, 300(2), 301, 305 Weigh support for conclusions to determine how well reasons support conclusions
62. 232(2), 235, 300(1), 480, 301, 305, 480 Identify weak, contradictory, and inappropriate assertions
63. 113(1), 232(3), 300(2), 301, 305, 480 Develop sound arguments based on reasoning and evidence
64. 103, 113(1), 232(3), 254, 300(2), 301, 305 Approach problems effectively
65. 113(1), 232(3), 300(1), 434, 301, 305 Recognize ill-defined and well-defined problems
66. 113(1), 232(3), 300(2), 434, 301, 305 Articulate problems clearly
67. 232(2), 300(1), 305 Generate multiple possible goals and solutions
68. 232(3), 300(2), 301, 305 Evaluate the quality of solutions and revise as needed
69. 232(2), 300(1), 301, 305 Select and carry out the best solution

Goal 4. Application of Psychology (Understand and apply psychological principles to personal, social, and organizational issues)

70. 113(1), 232(2), 275, 305, 310, 335(1) Describe major applied areas of psychology (e.g., clinical, counseling, industrial/organizational, school, health).

Identify appropriate applications of psychology in solving problems, such as:

71. 103, 113(1), 232(2), 300(1), 305, 335(1), 480 the pursuit and effect of healthy lifestyles
72. 103, 113(2), 232(1), 235, 254, 275, 300(1), 305, 381, 480 origin and treatment of abnormal behavior
73. 113(1), 232(1), 235, 300(1), 305, 381, 434 psychological tests and measurements
74. 113(1), 232(2), 235, 254, 275, 300(1), 305, 381 psychology-based interventions in clinical, counseling, educational, industrial/organizational, community, and other settings and their empirical evaluation
75. 103, 113(1), 232(1), 275, 300(1), 305, 335(2), 480 Articulate how psychological principles can be used to explain social issues and inform public policy

76. 113(2), 232(2), 235, 254, 300(1), 305, 335(1), 381, 480 Recognize that sociocultural contexts may influence the application of psychological principles in solving social problems
77. 103, 113(1), 232(3), 235, 275, 300(1), 305, 335(1) Describe how applying psychological principles can facilitate change
78. 103, 113(2), 232(3), 235, 275, 300(1), 305, 335(2), 384 Apply psychological concepts, theories, and research findings as these relate to everyday life
79. 113(1), 232(2), 300(1), 305, 381, 434, 480 Recognize that ethically complex situations can develop in the application of psychological principles

Goal 5. Values in Psychology (Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science)

80. 113(1), 232(2), 235, 275, 300(4), 301, 305, 335(1), 434, 480 Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology
81. 103, 113(2), 232(2), 235, 275, 300(3), 301, 305, 310, 335(1), 381, 384, 480 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior
82. 103, 113(1), 232(2), 235, 254, 275, 300(2), 301, 305, 335(2), 381, 480 Seek and evaluate scientific evidence for psychological claims
83. 103, 113(1), 232(1), 235, 300(1), 301, 305, 335(2), 381, 480 Tolerate ambiguity and realize that psychological explanations are often complex and tentative
84. 103, 113(2), 232(2), 235, 275, 300(2), 305, 335(2), 434, 381, 384, 480 Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts
85. 232(1), 305, 335(1), 480 Assess and justify their engagement with respect to civic, social, and global responsibilities
86. 103, 113(1), 232(2), 300(2), 305, 434 Understand the limitations of their psychological knowledge and skills

Goal 6. Information and Technological Literacy (Demonstrate information competence and the ability to use computers and other technology for many purposes)

87. 232(3), 275, 300(1), 301, 305, 335(1), 434 Formulate a researchable topic that can be supported by database search strategies
88. 113(2), 232(3), 275, 305, 310, 335(1) Locate and, choose relevant sources from appropriate media, which may include data and perspectives outside traditional psychology and Western boundaries

Using selected sources after evaluating their suitability based on:

89. 113(1), 232(2), 275, 300(1), 301, 335(1), 384, 434, 480 appropriateness, accuracy, quality, and value of the source
90. 232(2), 300(1), 305, 335(1), 384, 480 potential bias of the source

91. 113(2), 232(1), 275, 300(1), 301, 305, 310, 335(1), 384 the relative value of primary versus secondary sources, empirical versus non-empirical sources, and peer-reviewed versus non-peer-reviewed sources

Achieving competence with computers and other technology to:

92. 113(2), 232(2), 254, 275, 301, 305, 335(1), 384, 434, 480 Read and accurately summarize the general scientific literature of psychology
93. 275, 232(1), 335(1), 300(2), 301, 305 Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data
94. 232(1), 300(2), 301, 305, 310 Use information and technology ethically and responsibly
95. 113(1), 232(2), 275, 301, 305, 335(1), 434 Quote, paraphrase, and cite correctly from a variety of media sources
96. 103, 232(1), 235, 275, 300(1), 301, 305, 310, 335(1) Define and avoid plagiarism
97. 232(1), 275, 300(4), 301, 305, 335(1) Avoid distorting statistical results
98. 232(1), 300(1), 301, 305 Honor commercial and intellectual copyrights

Demonstrating these computer skills:

99. 232(2), 300(3), 301, 434, 480 Use basic word processing, database, email, spreadsheet, and data analysis programs
100. 232(1), 300(2), 305, 310, 335(1), 434, 480 Search the World Wide Web for high quality information
101. 232(1), 310, 480 Use proper etiquette and security safeguards when communicating through email

Goal 7. Communication Skills (Communicate effectively in a variety of formats)

102. 113(1), 232(3), 235, 275, 300(1), 305, 310, 335(1), 381, 434, 480 Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note-taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching)
103. 103, 113(2), 232(3), 235, 275, 300(1), 301, 305, 335(2), 434, 480 Demonstrate professional writing conventions (e.g., grammar, audience awareness, formality) appropriate to purpose and context
104. 232(3), 275, 300(1), 301, 305, 335(2), 384, 434, 480 Use APA style effectively in empirically-based reports, literature reviews, and theoretical papers
105. 103, 232(3), 275, 300(1), 305, 335(2), 434, 480 Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching)

Exhibiting quantitative literacy:

106. 300(5), 434 Apply basic mathematical concepts and operations to support measurement strategies
107. 275, 300(5), 301, 305, 434 Use relevant probability and statistical analyses to facilitate interpretation of measurements
108. 232(1), 300(4), 301 Articulate clear and appropriate rationale for choice of information conveyed in charts, tables, figures, and graphs
109. 232(1), 235, 300(4), 301, 305 Interpret quantitative visual aids accurately, including showing vigilance about misuse or misrepresentation of quantitative information

Using effective communication skills:

110. 232(2), 275, 300(1), 305, 335(1), 480 Demonstrate effective interpersonal communication skills
111. 232(2), 235, 300(1), 305, 335(1), 381, 480 Listen accurately and actively
112. 103, 113(1), 232(3), 235, 305, 335(2) Use psychological concepts and theory to understand interactions with others
113. 103, 113(2), 232(3), 305, 335(1) Identify the impact or potential impact of their behaviors on others
114. 232(3), 235, 300(2), 305, 335(1), 381, 434, 480 Articulate ideas thoughtfully and purposefully
115. 103, 232(2), 300(1), 305, 480 Use appropriately worded questions to improve interpersonal understanding
116. 103, 232(2), 300(1), 305, 381 Attend to nonverbal behavior and evaluate its meaning in the communications context
117. 103, 232(2), 300(2), 301, 305, 480 Adapt communication style to accommodate diverse audiences
118. 232(3), 305 Provide constructive feedback to colleagues in oral and written formats

Exhibiting the ability to collaborate effectively:

119. 232(3), 235, 275, 335(1), 480 Work with groups to complete projects within reasonable timeframes
120. 232(2), 275, 300(1), 305, 335(1), 480 Solicit and integrate diverse viewpoints
121. 232(2), 305, 480 Manage conflicts appropriately and ethically
122. 232(1), 305 Develop relevant workplace skills: mentoring, interviewing, crisis management

Goal 8. Sociocultural and International Awareness (Recognize, understand, and respect the complexity of sociocultural and international diversity)

123. 113(2), 232(3), 235, 254, 300(2), 305, 335(1), 480 Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives
124. 103, 113(2), 232(3), 235, 254, 300(2), 305, 335(2), 384, 434, 480 Examine the sociocultural and international contexts that influence individual differences
125. 103, 113(2), 232(3), 235, 300(1), 305, 335(2), 384, 480 Explain how individual differences influence beliefs, values, and interactions with others and vice versa
126. 103, 113(2), 232(2), 254, 300(1), 305, 335(2), 480 Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity
127. 103, 113(2), 232(2), 254, 300(1), 305, 335(1), 480 Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others

Goal 9. Personal Development (Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement)

128. 103, 232(2), 275, 300(1), 305, 335(1), 480 Reflect on their experiences and find meaning in them
129. 103, 113(1), 232(1), 305, 480 Identify their personal and professional values
130. 103, 232(1), 235, 305, 335(1), 480 Demonstrate insightful awareness of their feelings, emotions, motives, and attitudes based on psychological principles
131. 103, 113(1), 232(2), 305, 335(1), 480 Apply psychological principles to promote personal development
132. 103, 113(1), 232(2), 300(2), 305, 434 Demonstrate self-regulation in setting and achieving goals
133. 232(1), 300(2), 301, 305 Self-assess performance quality accurately
134. 103, 113(1), 232(2), 300(1), 301, 305 Incorporate feedback for improved performance
135. 113(1), 232(1), 300(1), 305, 381, 480 Purposefully evaluate the quality of one's thinking (metacognition)
136. 103, 232(1), 305 Enact self-management strategies that maximize healthy outcomes
137. 232(1), 300(2), 305, 480 Display high standards of personal integrity with others

Goal 10. Career Planning and Development (Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings)

138. 113(2), 232(1), 300(1), 301, 305 Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) to formulating career choices

139. 113(1), 232(1), 300(2), 301, 305 Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the work force, post-baccalaureate education, or both
140. 232(1), 300(1), 301, 305 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits
141. 113(1), 232(2), 300(2), 301, 305, 434 Identify and develop skills and experiences relevant to achieving selected career goals
142. 113(1), 232(2), 300(3), 305, 434 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves