



Forensic Psychology Department

Assessment Plan

**John Jay College of Criminal Justice
Department of Psychology**

Forensic Psychology Major Assessment Plan

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Forensic Psychology Major

I. *Mission Statement & Learning Objectives*

The mission of the Forensic Psychology major is to enhance understanding of behavior, in terms of its biological, cognitive, social, emotional and contextual components and their interaction, and to develop an appreciation for its implications in forensic settings. Students will learn to employ a scientific approach to understand behavior.

The Psychology Department has developed a series of learning objectives (adapted from those of the American Psychological Association (APA) “area’s” of learning) that reflect “optimal expectations for performance at the completion of the baccalaureate degree by students who major in psychology” (APA, 2007, p. v). The first five objectives include development of knowledge, skills, and values consistent with the science and application of Psychology, which are thought to be the responsibility of the psychology program. The final five objectives reflect knowledge, skills, and values consistent with liberal arts education that are further developed in psychology. These are thought to be developed (and assessed) across domains – both in the major as well as through general education.

Students will be able to:

- Demonstrate knowledge of the historical and theoretical foundations of psychology, as well as key concepts, content, and research methods in the major sub-disciplines of psychology and in the field of “psychology and the law”. [Areas #1, 4]
- Demonstrate appropriate information literacy, including the ability to perform effective database searches. [Area #6]
- Demonstrate the ability to design an ethically appropriate psychological research study and analyze and interpret basic research data. [Areas #2, 3, 5]
- Gather, read, synthesize and critique primary source psychological and psycho-legal literature. [Areas #3, 6, 7]
- Communicate effectively through oral and written presentations and demonstrate appropriate use of APA style. [Area #7]
- Critically and skeptically evaluate psychological information and extend this critical thinking to one’s own work and all aspects of life-long learning. [Areas #3, 4, 9]
- Demonstrate an appreciation of contextual influences on individual behavior and diversity of perspectives, including those related to race, class, gender, sexuality, disability, nationality and culture. [Area #8]
- Recognize professional ethics inherent in different aspects of psychology, including forensic psychology. [Areas #5, 8]
- Demonstrate an appreciation of how psychology relates to real-life professional and personal situations. [Areas #4, 9]
- Demonstrate an awareness of the scope and entry qualifications of professional and graduate programs in psychology. [Area #10]

II. *Assessment Philosophy*

Context

The departmental self-study conducted by the Psychology Department in 2000 highlighted the serious need for revisions to the existing Forensic Psychology major. During the past several years, the major was revised and a new major put in place – to begin the 2011-2012 academic year.

The department's assessment strategy to date has been somewhat restrained, due to the coming shift in the program requirements and expected outcomes. Our old major, for example, involved less actual psychology content than is appropriate for a functional psychology major intended to meet the learning objectives of a psychology major. However, during the 2010-2011 academic year, we began to assess some of our core courses that will remain between the old and the new program (i.e., Psy 101, 200, 242 and capstone 476 in spring).

In addition, tied to our newly proposed major was a pedagogical change that could, arguably, impact student learning and success at meeting our program's learning goals. Specifically – we began to teach large sections of several of our courses (e.g., 300, 150, 120, and 80-student sections) with either recitation sections or Graduate Teaching Assistants. Hence, in addition to assessing student success at meeting learning objectives for individual courses and for the major – we have assessed the impact of class size on students' performance in meeting those objectives.

Philosophy

The goal of outcomes assessment is to continuously improve both the teaching and learning experiences in our major. The goal of our assessment strategy is to address all ten learning objectives over time, through direct and indirect means.

The newly revised Forensic Psychology major focuses on meeting the stated learning objectives of the Forensic Psychology major. Our assessment program is designed to provide appropriate data to allow us to evaluate strengths and weaknesses in our new major and the degree to which we are meeting our objectives. Results from our assessments will be used to refine our major, our learning objectives (particularly for individual courses), our requirements at different points in the curriculum, our standards and our teaching.

American Psychological Association. (2007). *APA guidelines for the undergraduate psychology major*. Washington, DC: Author. Retrieved from www.apa.org/ed/resources.html

**Forensic Psychology Major
Learning Objectives (adapted from APA)**

#1. Area: Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

| Specific Learning Objectives |
|--|
| Define Psychology |
| Understand major psychological theories (behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and sociocultural) |
| Use psychological theory to explain psychological phenomena |
| Demonstrate knowledge of history of psychology |
| Demonstrate knowledge of key concepts, content, and research methods in the major sub-disciplines of psychology and in psychology and law. |

#2. Area: Basic research knowledge and skills: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

| Specific Learning Objectives |
|--|
| Understand principles of research methods in psychology |
| Accurately summarize a research article |
| Conduct a review of research in a specific area of psychology. |
| Understand format of research article |
| Understand advantages of scientific research |
| Create a basic, ethical research design |
| Understand which type of research design can test for causation and which cannot |
| Interpret and generalize appropriately from research results |

#3. Area: Critical thinking Skills: Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

| Specific Learning Objectives |
|--|
| Distinguish between theory and empirical findings |
| Distinguish between subjective, professional, and research knowledge |
| Demonstrate problem-solving skills |
| Solve ethical dilemmas |
| Operationalize concepts for measurement in research |
| Critique primary source materials |

#4. Area: Application of Psychology: Students will understand and apply psychological principles to personal, social, and organizational issues.

| Specific Learning Objectives |
|--|
| Describe Major Theoretical areas of psychology (e.g. clinical, counseling, industrial/organizational, school, health) |
| Identify appropriate applications of psychology in problem solving |
| Articulate how psychological principles can be used to explain social issues and inform public policy |
| Critically evaluate the interpretation of psychological research and applications in the media, society, practice etc. |

#5. Area: Ethics and Values: Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

| Specific Learning Objectives |
|---|
| Awareness of APA ethical principles of psychologists and code of conduct |
| Awareness of need for ethics in research |
| Awareness of need for ethics in applied settings |
| Respect for other points of view |
| Understanding and applying moral reasoning in applied psychology settings |

#6. Area: Information and Technology Literacy: Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

| Specific Learning Objectives |
|---|
| Full use of PsycInfo |
| Evaluate sources of general internet search |

#7. Area: Communication Skills: Students will be able to communicate effectively in a variety of formats.

| Specific Learning Objectives |
|---|
| Demonstrate effective writing skills, including use of APA style for empirically based reports, literature reviews, and/or theoretical papers |
| Demonstrate effective oral and interpersonal communication skills, to foster interpersonal understanding, cooperation and collaboration |
| Exhibit quantitative literacy |

#8. Area: Awareness and Respect for Diversity: Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

| Specific Learning Objectives |
|--|
| Interact sensitively, respectfully and effectively with people from diverse backgrounds and varied perspectives (including those related to race, class, gender, sexuality, disability, nationality and culture) |
| Examine sociocultural, international and other contexts that influence individual differences |
| Explain how individual differences influence beliefs, values, and interactions with others and vice versa |
| Recognize and understand prejudicial attitudes and discriminatory behaviors and how those affect their own and others' behavior |

#9. Area: Personal Development: Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

| Specific Learning Objectives |
|---|
| Reflect on experience and learn from it |
| Self-assess performance |
| Respond constructively to criticism |

#10. Area: Career Planning and Development: Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

| Specific Learning Objectives |
|--|
| Develop Familiarity with careers in Psychology |
| Implementation of Psychological Knowledge |
| Continuing Education in Psychology |

Forensic Psychology Major
Assessment Schedule
(5.12.11)

The Forensic Psychology major will be assessed according a six-year cycle (as described below). Annual assessment reports will provide data to assist the Department in refining learning outcomes for the curriculum, for individual classes, and for our majors.

(1) 2010-2011 Academic Year

- Complete department self-study process (Fall-governance approval; Spring-site visit).
- Complete approval process for newly revised Forensic Psychology major curriculum.
- Begin process of gaining approval for all new and revised major (and minor) courses.
- Begin writing common learning objectives across courses in the revised major (in collaboration with faculty) and prepare model syllabi that include this information.
- Approve Assessment Plan for the major, as detailed below.
- Create direct assessment instruments (common exams) for assessing Objective #1.
- Collect and analyze findings from common exams and evaluate student performance across sections, as a function of class size.
- Create a scoring rubric for papers assigned in the capstone course.
- Collect a random selection of papers (Fall 2010) to pilot the capstone scoring rubric.
- Collect papers from all capstone sections (476; Spr. 2011) and score using revised rubric.
- Write annual assessment brief on assessment outcomes and activities. Submit to Psych Department, Office of Institutional Research and the Associate Provost's office.

(2) 2011-2012 Academic Year

- Complete process of gaining approval for all new and revised major (and minor) courses.
- Complete the process of writing common learning objectives across courses in the major (in collaboration with faculty) and prepare model syllabi that include this information.
- Report on analysis of capstone papers and recommend curricular adjustments based on the 2010-2011 annual assessment brief.
- Design (Fall) and pilot test (Spring) an instrument ("Exit Survey" for graduating seniors) to assess Objectives 5, 9, 10. This survey will assess student understanding of career and ethics issues in psychology and reflect on their personal development.
- Create one or more direct assessment instruments (including rubric) for Psy 311, which will assess objectives 2, 5 and 6 in years three and six of the assessment cycle.
- Write annual assessment brief on assessment outcomes and activities (as in Year 1).

(3) 2012-2013 Academic Year

- Report on analysis and recommend curricular adjustments based on the 2011-2012 annual assessment brief.
- Administer exit survey to graduating seniors – revised in response to prior year's use.
- Administer assessment of Psy 311, for objectives 2, 5, and 6.
- Create direct assessment instruments (common exams) for Psy 221 and 231, which will assess objectives 1 and 8 in year four of the assessment cycle.
- Write annual assessment brief on assessment outcomes and activities (as in Year 1).

(4) 2013-2014 Academic Year

- Report on analysis and recommend curricular adjustments based on the 2012-2013 annual assessment brief, including two years of exit survey responses. (Exit survey responses will henceforth be analyzed every two years; results reported even years.)
- Administer exit survey to graduating seniors (objectives 5, 9, 10).
- Administer assessments of Psy 101, 221 and 231 (pre- and post-test of common exams), which will address objective 1 – and the Psy 221 assessment will address objective 8.
- Collect random sample of final papers from all capstone sections and score using the existing scoring rubric.
- Create direct assessment instruments, in collaboration with faculty (common exam questions and paper scoring rubric) for Psy 370, to assess objective 4 in year five.
- Write annual assessment brief on assessment outcomes and activities (as in Year 1).

(5) 2014-2015 Academic Year

- Report on analysis and recommend curricular adjustments based on the 2013-2014 annual assessment brief. Revise 101, 221 and 231 assessment tools as needed.
- Administer exit survey to graduating seniors (objectives 5, 9, 10).
- Administer assessments of Psy 370 (pre- and post-test of common exams; score random sample of papers from all sections using rubric), which will address objective 4. (To be repeated in 2017-2018 using tools revised in response to year 5 assessment.)
- Write annual assessment brief on assessment outcomes and activities (as in Year 1).

(6) 2015-2016 Academic Year

- Report on analysis and recommend curricular adjustments based on the 2014-2015 annual assessment brief, including two years of exit survey responses. (Exit survey responses analyzed every two years; results reported even years.)
- Administer exit survey to graduating seniors (objectives 5, 9, 10).
- Assess Psy 311 for objectives 2, 5, and 6 (revised in response to prior use).
- Begin to assess effects of changes following prior self-study – particularly instituting new Forensic Psychology major. Examine institutional, indirect assessments of student satisfaction during the prior 4 years (2011-2015), compared to 4 years before new major (2006-2010). Choose appropriate comparison questions and pilot comparison. This work will be in service of the departmental self-study, which will be drafted this academic year.
- Write annual assessment brief on assessment outcomes and activities (as in Year 1).

(Year 1 of cycle) 2016-2017 Academic Year

- Report on analysis and recommend curricular adjustments based on the 2015-2016 annual assessment brief.
- Administer exit survey to graduating seniors (objectives 5, 9, 10).
- Administer assessments of Psy 101, 221 and 231 (pre- and post-test of common exams), which will address objective 1 – and the Psy 221 assessment will address objective 8.
- Collect random sample of final papers from all capstone sections and score using the existing scoring rubric.
- Complete departmental self-study: Fall-self-study through governance; Spring-site visit.
- Write annual assessment brief on assessment outcomes and activities (as in Year 1).

Proposed Assessment Cycle (6-year rotation)

Direct Assessment: Learning objectives will be assessed directly as described below using the direct assessment tools identified.

| <i>Year</i> | <i>Objective(s)</i> | <i>Course(s)</i> | <i>Direct and Indirect Assessment Tools</i> |
|----------------------|--|---|--|
| Year 1: 2010-2011 | 1. Knowledge Base of Psychology ----- 3. Critical Thinking Skills 7. Communication Skills | Psy 101, 200, 242 ----- Psy 476 (capstone) | Departmental common objective tests ----- Final papers (random sample) from all sections, scored by rubric. |
| Year 2: 2011-2012 | 5. Ethics and Values 9. Personal Development 10. Career Planning & Development | N/A | “Exit survey” for completion by graduating students (i.e., those in their capstone courses in their last semester at the College). |
| Year 3: 2012-2013 | 2. Basic Research Knowledge and Skills 5. Ethics and Values 6. Information and Technology Literacy ----- [5, 9 & 10] | Psy 311 ----- N/A | 1. Final papers (random sample) from all sections, scored by rubric. 2. Students’ scores on the CITI training (ethics training) 3. Evidence of literature search ----- Exit survey |
| Year 4: 2013-2014 | 1. Knowledge Base of Psychology ----- 8. Awareness and Respect for Diversity ----- [3 & 7] ----- [5, 9 & 10] | Psy 101, 221, 231 ----- Psy 221 ----- Capstone(s) ----- N/A | Departmental common objective tests ----- Departmental common test ----- Final papers (random sample) from all sections, scored by rubric. ----- Exit survey |
| Year 5: 2014-2015 | 4. Application of Psychology ----- [5, 9 & 10] | Psy 370 * (assessment to be repeated Year 8) ----- N/A | 1. Shared exam questions across all sections. 2. Final papers (random sample) from all sections, scored by rubric. ----- Exit survey |
| Year 6: 2015-2016 | [2, 5 & 6] ----- [5, 9 & 10] | Psy 311 ----- N/A | 1. Final papers (random sample) from all sections, scored by rubric. 2. Students’ scores on the CITI training (ethics training) 3. Evidence of literature search ----- Exit survey |

Appendix A Capstone Writing Rubric

Learning goals addressed by the capstone writing requirement are listed below. In the rubric, under each evaluation where they are assessed, learning goals are noted according to the numbers that follow:

- 1 Knowledge base of psychology
 - 1.3 Use psychological theory to explain psychological phenomena
- 2 Basic research knowledge and skills
 - 2.3 Conduct a review of research in a specific area of psychology
 - 2.8 Interpret and generalize appropriately from research results
- 3 Critical thinking skills
 - 3.1 Distinguish between theory and empirical findings
 - 3.2 Distinguish between subjective, professional, and research knowledge
 - 3.6 Critique primary source materials
- 7 Communication skills
 - 7.1 Demonstrate effective writing skills, including use of APA style for empirically based reports, literature reviews, and/or theoretical papers (genre and disciplinary conventions)
- 8 Awareness and respect for diversity
 - 8.2 Examine sociocultural, international and other contexts that influence individual differences.

Rubric:

| Evaluation Area (Learning Goal #) | Criteria | | | |
|--------------------------------------|--|--|---|---|
| | 4 Advanced | 3 Proficient | 2 Developing | 1 Rudimentary |
| Content Mastery (1) | Reviews and demonstrates comprehension of theoretical sources and includes multiple perspectives within the professional literature. | Reviews and demonstrates comprehension of some theoretical sources and includes multiple perspectives within the professional literature. | Includes a cursory review of theoretical sources, representing a narrow perspective on the professional literature. | Includes few theoretical sources and does not represent the professional literature. |
| Research Mastery (2) | Reviews and demonstrates comprehension of empirical sources. Insightfully reviews and synthesizes information from the most relevant and credible primary sources. Demonstrates sensitivity to the limitations and important implications of source materials. | Reviews and demonstrates comprehension of some empirical sources. Accurately synthesizes information from relevant primary sources. Demonstrates some understanding of the limitations and implications of source materials. | Includes a cursory review of empirical sources. Summarizes information from multiple sources, only some of which are primary sources. Demonstrates little understanding of the limitations of source materials. | Includes information from multiple sources, few or none of which are primary sources. Includes few empirical sources and poor understanding of the limitations of those source materials. |
| Critical Analysis (3) | Insightfully critiques primary source materials. | Critiques primary source materials. | Provides some critical analysis of the sources discussed. | Provides very little critical analysis of the sources discussed. |

| | | | | |
|--|---|---|--|--|
| Argument(s) and Evidence (7) | Makes convincing and relevant arguments supported by appropriate forms of professional-level evidence. Arguments are fully developed. | Makes relevant arguments, supported by both professional-level and anecdotal forms of evidence. Arguments include some basic idea development. | Makes some relevant arguments but provides primarily anecdotal evidence for any claims made. Arguments are presented with some minimal idea development. | Makes few relevant arguments and provides little evidence for any claims made. |
| Disciplinary Conventions (7) | Demonstrates mastery of professional writing conventions in psychology, including appropriate language use and organization. Correctly implements APA style conventions. | Demonstrates basic proficiency in the professional writing conventions in psychology. Includes few major deviations from APA style conventions. | Demonstrates some knowledge of the professional writing conventions in psychology. Attempts to properly apply APA style conventions. | Demonstrates a limited awareness of professional writing conventions in psychology. |
| Organization, Syntax, Mechanics (7) | Uses language that is clear, concise, and fluent. Includes no obvious errors in spelling, grammar, diction, or other elements of basic language usage. Writing is clearly and effectively structured. | Uses language that is generally clear and only occasionally repetitive, vague, and/or disorganized. Includes few errors in spelling, grammar, diction, or other elements of basic language usage. Writing is adequately structured. | Uses language that is often repetitive, vague, and/or disorganized. Includes some obvious errors in spelling, grammar, diction, and other elements of basic language usage. Writing is minimally structured. | Uses language that is primarily repetitive, vague, and/or disorganized. Includes many obvious errors in spelling, grammar, diction, and other elements of basic language usage. Writing is unstructured. |
| Context (8) | Demonstrates sensitivity to context and perspective, including cultural and historical influences. | Demonstrates some understanding of context and perspective. | Demonstrates a basic understanding of the importance of context and perspective in research and writing. | Demonstrates a minimal awareness of the importance of context and perspective in research and writing. |

Summary:

| | |
|--------------------------------------|---|
| Content mastery (max 4): _____ | Exceeds expectations: <u>"4"</u> |
| Research mastery (max 4): _____ | Meets expectations: <u>"3"</u> |
| Critical analysis (max 4): _____ | Does not meet expectations: <u>"2"</u> and <u>below</u> |
| Communication skills (max 12): _____ | |
| Context (max 4): _____ | |
| Total score (max 20): _____ | |

Common Exams

The common exams employed in Psy101, Psy200, and Psy242 are primarily devoted to testing the learning outcomes of the APA's Area 1: Knowledge Base of Psychology. Indeed, the following table displays which of the learning objectives in this Area each assessment targets. The exams are available upon request.

#1. Area: Knowledge Base of Psychology

| Specific Learning Objective (Skill/Proficiency/Competency) | Psy 101 | Psy 200 | Psy 242 |
|--|---------|---------|---------|
| Define Psychology | √ | | |
| Understand major psychological theories (behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and sociocultural) | √ | √ | √ |
| Use psychological theory to explain psychological phenomena | √ | √ | √ |
| Demonstrate knowledge of history of psychology | √ | √ | √ |
| Demonstrate knowledge of key concepts, content, and research methods in the major sub-disciplines of psychology and in psychology and law. | | √ | √ |

Curriculum Map - Learning Objectives Worksheet¹

#1. Area: Knowledge Base of Psychology

| Specific Learning Objective (Skill/Proficiency/Competency) | Psy 101 | Psy 200 | Psy 242 | Psy 370 | Sta 250 | Psy 311 | Psy 378/379 | Psy 476 |
|--|---------|---------|---------|---------|---------|---------|-------------|---------|
| Define Psychology | √ | | | | | | | |
| Understand major psychological theories (behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and sociocultural) | √ | √ | √ | | | | | |
| Use psychological theory to explain psychological phenomena | √ | √ | √ | √ | | | | √ |
| Demonstrate knowledge of history of psychology | √ | √ | √ | | | | | |
| Demonstrate knowledge of key concepts, content, and research methods in the major sub-disciplines of psychology and in psychology and law. | | √ | √ | √ | √ | √ | | |

#2. Area: Basic research knowledge and skills

| Specific Learning Objective (Skill/Proficiency/Competency) | Psy 101 | Psy 200 | Psy 242 | Psy 370 | Sta 250 | Psy 311 | Psy 378/379 | Psy 476 |
|--|---------|---------|---------|---------|---------|---------|-------------|---------|
| Understand principles of research methods in psychology | √ | √ | | | | √ | | |
| Accurately summarize a research article | | √ | √ | √ | √ | √ | | √ |
| Conduct a review of research in a specific area of psychology | | | | √ | | √ | | √ |
| Understand format of research article | | √ | √ | √ | √ | √ | | √ |
| Understand advantages of scientific research | √ | √ | √ | √ | | √ | | |
| Create a basic, ethical research design | | | | | | √ | | |
| Understand which type of research design can test for causation and which cannot | | √ | √ | | √ | √ | | |
| Interpret and generalize appropriately from research results | | | | | √ | √ | | |

¹ The learning objectives on this worksheet represent the APA guidelines on learning goals and outcomes for undergraduate psychology majors.

#3. Critical Thinking Skills

| Specific Learning Objective (Skill/Proficiency/Competency) | Psy 101 | Psy 200 | Psy 242 | Psy 370 | Sta 250 | Psy 311 | Psy 378/379 | Psy 476 |
|--|---------|---------|---------|---------|---------|---------|-------------|---------|
| Distinguish between theory and empirical findings | √ | √ | √ | √ | | √ | | √ |
| Distinguish between subjective, professional, and research knowledge | | √ | √ | | | | √ | √ |
| Demonstrate problem-solving skills | | | | | | √ | √ | |
| Solve ethical dilemmas | | | | | | | √ | Psy 480 |
| Operationalize concepts for measurement in research | | | | | | √ | | |
| Critique primary source materials | | | | √ | √ | √ | | √ |

#4 Area: Application of Psychology

| Specific Learning Objective (Skill/Proficiency/Competency) | Psy 101 | Psy 200 | Psy 242 | Psy 370 | Sta 250 | Psy 311 | Psy 378/379 | Psy 476 |
|---|---------|---------|---------|---------|---------|---------|-------------|---------|
| Describe major applied areas of psychology (e.g. clinical, counseling, forensic, industrial/organizational, school, health) | √ | √ | √ | | | | √ | √ |
| Identify appropriate applications of psychology in problem solving | | | | | √ | √ | | |
| Articulate how psychological principles can be used to explain social issues and inform public policy | √ | √ | √ | √ | | | √ | √ |
| Critically evaluate the interpretation of psychological research and applications in the media, society, practice etc. | √ | | √ | √ | √ | √ | | |

#5: Ethics and Values

| Specific Learning Objective (Skill/Proficiency/Competency) | Psy 101 | Psy 200 | Psy 242 | Psy 370 | Sta 250 | Psy 311 | Psy 378/379 | Psy 476 |
|---|---------|---------|---------|---------|---------|---------|-------------|---------|
| Awareness of APA ethical principles of psychologists and code of conduct | √ | | | | | | √ | |
| Awareness of need for ethics in research | | | | | | √ | | |
| Awareness of need for ethics in applied settings | | | | √ | | | √ | |
| Respect for other points of view | | | √ | √ | | | √ | √ |
| Understanding and applying moral reasoning in applied psychology settings | | | | | | | √ | |

#6: Information and Technology Literacy

| Specific Learning Objective (Skill/Proficiency/Competency) | Psy 101 | Psy 200 | Psy 242 | Psy 370 | Sta 250 | Psy 311 | Psy 378/379 | Psy 476 |
|--|---------|---------|---------|---------|---------|---------|-------------|---------|
| Full use of PsychInfo | | √ | √ | | | | | √ |
| Evaluate sources of general internet search | √ | √ | √ | | | | | √ |

Goal #7 Communication Skills

| Specific Learning Objective (Skill/Proficiency/Competency) | Psy 101 | Psy 200 | Psy 242 | Psy 370 | Sta 250 | Psy 311 | Psy 378/379 | Psy 476 |
|---|---------|---------|---------|---------|---------|---------|-------------|---------|
| Demonstrate effective writing skills, including use of APA style for empirically based reports, literature reviews, and/or theoretical papers | | | | | | √ | | √ |
| Demonstrate effective oral and interpersonal communication skills, to foster interpersonal understanding, cooperation and collaboration | | | | | | | √ | √ |
| Exhibit quantitative literacy | | | | | √ | √ | | |

#8. Awareness and Respect for Diversity

| Specific Learning Objective (Skill/Proficiency/Competency) | Psy 101 | Psy 200 | Psy 242 | Psy 370 | Sta 250 | Psy 311 | Psy 378/379 | Psy 476 |
|--|---------|---------|---------|---------|---------|---------|-------------|---------|
| Interact sensitively, respectfully and effectively with people from diverse backgrounds and varied perspectives (including those related to race, class, gender, sexuality, disability, nationality and culture) | √ | √ | √ | √ | | | √ | √ |
| Examine sociocultural, international and other contexts that influence individual differences | √ | √ | √ | √ | | | √ | √ |
| Explain how individual differences influence beliefs, values, and interactions with others and vice versa | √ | √ | √ | √ | | | | √ |
| Recognize and understand prejudicial attitudes and discriminatory behaviors and how those affect their own and others' behavior | √ | | √ | √ | | | | √ |

#9. Personal Development

| Specific Learning Objective (Skill/Proficiency/Competency) | Psy 101 | Psy 200 | Psy 242 | Psy 370 | Sta 250 | Psy 311 | Psy 378/379 | Psy 476 |
|--|---------|---------|---------|---------|---------|---------|-------------|---------|
| Reflect on experience and learn from it | √ | | √ | | | | √ | √ |
| Self-assess performance | √ | | | | | | √ | |
| Respond constructively to criticism | √ | √ | √ | √ | √ | √ | √ | √ |

#10 Career Planning and Development

| Specific Learning Objective (Skill/Proficiency/Competency) | Psy 101 | Psy 200 | Psy 242 | Psy 370 | Sta 250 | Psy 311 | Psy 378/379 | Psy 476 |
|--|---|---------|---------|---------|---------|---------|-------------|---------|
| Develop familiarity with careers in Psychology | √ | √ | √ | √ | | √ | √ | √ |
| Implementation of Psychological Knowledge | | | | | √ | √ | √ | |
| Continuing Education in Psychology | Academic Advisement; Psi Chi graduate school information nights | | | | | | | |