### Learning Objective for PSYC 401

The following learning objectives will be assessed via exams, discussions, presentations, and papers.

#### Content Standard 1:
**Theory and Content of Psychology**

(note: only standards with checked boxed apply to this course)

- **1.** Differentiate among theoretical approaches used as an organizing framework for understanding human behavior.
- **2.** Demonstrate an understanding of psychology as a scientific discipline and as an applied discipline.
- **3.** Demonstrate an understanding of the roles of social and cultural influences in the development of theory in psychology.
- **4.** Demonstrate knowledge, literacy and understanding in four core areas of psychology:
  - a. biological psychology;
  - b. cognitive psychology;
  - c. learning and memory;
  - d. research methods and statistics in psychology.
- **5.** Acquire breadth of experience in psychology and demonstrate knowledge, literacy, and understanding in (at least) four of the following:
  - a. developmental psychology;
  - b. abnormal psychology;
  - c. psychology of personality;
  - d. social psychology;
  - e. health psychology;
  - f. environmental psychology;
  - g. perceptual psychology;
  - h. history of psychology.

#### Content Standard 2:
**Critical Thinking, Problem Solving, and Scientific Methodology**

- **1.** Demonstrate critical thinking behavior, including:
  - a. identifying, describing, evaluating, and comparing, major scientific methods for gathering and analyzing scientific information and for explaining behavior;
  - b. using knowledge of research design to justify or challenge research conclusions;
  - c. supporting conclusions with reasoning and evidence; and
  - d. judging the appropriateness of a research design given a specific social, cultural, and environmental context.
  - e. evaluating popular media reports of psychological research.
2. Evaluate the merit of information, including:
   a. differentiating fact from opinion;
   b. considering the source and context of information; and
   c. identifying inappropriate assertions;
   d. avoiding being swayed by appeals to emotion or authority.

3. Demonstrate an understanding that individual differences and socio-cultural contexts may influence all aspects of research.

4. Approach problems effectively, including:
   a. articulating problems clearly;
   b. generating viable solutions to problems and evaluating their quality; and
   c. recognizing and refuting common thinking fallacies.

5. Design and conduct studies to address psychological questions using appropriate research methodologies, including:
   a. locating relevant sources necessary to frame the research question;
   b. formulating a testable hypothesis;
   c. devising an appropriate method for testing the hypothesis;
   d. collecting and analyzing data;
   e. interpreting the research findings; and
   f. reporting data.

6. Apply current APA guidelines in the design, data collection, analysis, interpretation, and reporting of psychological research.

Content Standard 3:
Applications of Psychology

1. Recognize how psychological principles apply to settings such as:
   a. mental health;
   b. education;
   c. human resources development and management;
   d. behavioral medicine and behavioral health; and
   e. marriage and family counseling.

2. Use psychological principles to:
   a. address individual and societal human problems;
   b. analyze public policy;
   c. enhance career decisions;
   d. understand their everyday lives; and
   e. evaluate and reflect on their own experiences.

Content Standard 4:
Values
Students articulate and demonstrate values espoused in the field of psychology.

- 1. Apply APA ethical guidelines for the treatment of humans and animals in research and applied settings.
- 2. Recognize unethical practices and behaviors.
- 3. Incorporate scientific habits of thought into reasoning and evaluation skills, including:
  - a. recognition and rejection of dogmatic, biased, illogical, and superstitious thinking;
  - b. engaging in skeptical inquiry;
  - c. showing tolerance for ambiguity; and
  - d. acknowledging the tentative nature of psychological knowledge.
- 4. Demonstrate appreciation of individual, social, and cultural diversity.
- 5. Pursue opportunities to help others.
- 6. Practice self-reflection and the application of psychological principles to promote personal development and improve their lives.

**Content Standard 5: Cultural Awareness**

Students have an understanding of the complexity of cultural diversity.

- 1. Work and communicate effectively and sensitively with people from a diverse range of backgrounds and varying demographic characteristics (e.g. race, disability, sexual orientation, class, ethnicity, religion, cognitive abilities).
- 2. Examine the socio-culture and international contexts that influence individual differences.
- 3. Examine the major cultural components that have influenced their own identity.
- 4. Demonstrate understanding of how one’s identity influences beliefs, values, and interactions with others.
- 5. Demonstrate understanding of the issues of power, privilege, and oppression and their impact on prejudice, discrimination, and inequity.
- 6. Examine and challenge prejudicial attitudes.

**Content Standard 6: Communication Skills**

- 1. Students communicate effectively to multiple audiences for multiple purposes.
<table>
<thead>
<tr>
<th>Content Standard 7: Information Competence, Technology, and Computers</th>
</tr>
</thead>
</table>

Students demonstrate information literacy competence and use computers and other technology for multiple purposes.

- 1. Use computers effectively to search psychological databases and locate relevant electronic documents.
- 2. Use computer programs to
  - a. produce word-processed documents;
  - b. analyze statistical data; and
  - c. enhance oral presentations.
- 3. Use email systems for sending and receiving information and attached documents.