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Measuring the Varied Skills of Psychology Majors: A Revision and

Update of the Academic Skills Inventory

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### **Background**

Kruger and Zechmeister (2001) defined the skills developed over the course of a psychology major's education and created a checklist-style measure with which students could assess their development within 10 dimensions, called the Academic Skills Inventory (ASI). However, our experience with using the ASI over the past several years suggested that it should be updated to reflect more appropriate experiences within current dimensions, to incorporate the skills proposed by the American Psychological Association (APA) in its *APA Guidelines for the Undergraduate Psychology Major* (2007), as well as the *APA Guidelines for the Undergraduate Psychology Major Version 2.0* (2012), and to incorporate experiences that are not currently captured in either of these sources (Gaither & Butler, 2005).

### **ASI Revision Process**

To gain an understanding of how various departments currently use the ASI, we surveyed members of the Teaching of Psychology listserv, and 108 individuals responded. Respondents indicated a desire for a revised instrument: one that is consistent with APA guidelines, is standardized and content valid, assesses skills related to future employability, and is user-friendly.

In an effort to ensure that the ASI-Revised (ASI-R) would be as comprehensive as possible and would keep programs focused on skills that our governing body has set forth for quality undergraduate academic programs, we compared the ASI to the *APA Guidelines for the Undergraduate Psychology Major* (2007) and the *APA Guidelines for the Undergraduate Psychology Major Version 2.0* (2012) and revised sections based on those guidelines using a content valid approach. The revision included new criteria (e.g., Personal Development), subcriteria (e.g., Self-Reflection), and numerous checklist items based on those guidelines.

New checklist items addressed updates in the APA guidelines since the publication of the first ASI. Some items were skill based, such as “I have role-played with someone using the roles of counselor and client,” and others were efficacy based, such as “I feel confident in my ability to effectively intervene in a crisis.” The efficacy items added a new element to the ASI-R and were a major contribution of this project. We believe it important that students not only experience a skill, but also feel confident and comfortable in their ability with regard to that skill. Importantly, efficacy items were added sparingly.

Additionally, some of the major contributions that this revision accomplished included expanding and updating ethical standards within the *Information Gathering* section, including more checklist items focused on diversity and awareness, significantly modifying the *Research Methods/Statistics* section, expanding the *Values and Ethics* criterion, and adding *Personal Development* and *Career Goals and Future Aspirations* criteria to allow students to consider themselves as developing professionals. What follows is a comprehensive list of all changes.

### **Major Contributions**

In addition to the minor language changes and updating throughout, this project also resulted in the following major conceptual contributions, warranting the renaming of this instrument from the ASI to the ASI-R:

- Improved *Communication* criterion with a focus on *Applied Personal Communication*,
- Enhanced Ethical Standards section within *Information Gathering* section,
- Expanded ASI to include more checklist items focused on diversity and awareness,
- Significantly modified *Research Methods/Statistics* to fully encompass the entire research process, including qualitative and quantitative research techniques,

- Expanded *Values and Ethics* criterion to include a focus on values inherent within the field of psychology and a more detailed focus on the ethics of research,
- Added *Personal Development* criterion to compel students to consider themselves as a developing professional,
- Added a focus on student professional development,
  - Added *Career Goals and Future Aspirations* criterion,
  - Incorporated graduate school and employment tracks,
  - Included a section on goal-setting for the coming year,
- Incorporated APA Guidelines within each criterion to reflect the goals set forth by the APA, and to standardize the ASI-R within a well-accepted framework,
- Added efficacy questions, where appropriate, to gauge student comfort level and/or quality of their experience.

### **How Should the ASI-R be Used?**

We envision the ASI-R as a method of measuring current skill development and efficacy in psychology majors. The data can be used in three important ways: for individual student advising, for curricular assessment and revision, and for measuring department and program goals. The details for each of these suggested uses are as follows:

- Individual student advising:
  - monitor advisees' progress on skill development,
  - periodically track developmental changes to reflect student progress,
  - identify students' strengths and weaknesses,
  - hold students accountable for their own academic goals,

- make suggestions to help students see where their plans may be inconsistent with their skill development,
  - suggest possible experiences that students had not considered (e.g., research teams),
  - use as evidence to help students recognize their interests and suggest courses of action (e.g., internships),
  - help students seek a variety of courses and instructors,
  - help students assess their comfort level with particular skills,
  - provide an awareness for students about professional development issues,
  - help students recognize their growth and development in terms of skills and efficacy,
  - help students summarize their experiences when preparing a curriculum vita,
  - help to recognize students who are more advanced in their skill development and require further challenges.
- For curricular assessment/revision:
    - determine whether requisite skills are being taught in courses based on student perceptions of acquired skills,
    - determine which skills are missing within courses or other experiences (i.e., internships),
    - ensure multiple sections of a course are teaching similar skills.
  - For department/program goals:
    - determine and/or reevaluate developmental structure of courses,
    - design courses or experiences to meet students' needs and interests,

- determine courses that should be required within major and/or minor.

We recommend that the ASI-R be used once a year, every year, for all student majors. Students should complete the ASI-R (which should take approximately 30 min) prior to academic advising and bring it to their advising session. Student and advisors can then use the ASI-R to its maximum potential.

### **A Method for Scoring the ASI-R**

Although we envision using the ASI-R as a method of formative advising, some faculty members may be interested in a method for scoring the ASI-R, for summative assessment or to allow placement of students into different skill categories. One suggested method for providing a general interpretation the ASI-R is to consider each section separately. By dividing the total number of items in each section into tertiles, it is possible to categorize students into one of three categories: Emerging in Competence, Developing Competence, or Achieving Competence. For example, in a section that has twelve checklist items, students who check zero to four items would be considered Emerging in Competence, those with five to eight items checked would be considered Developing Competence, and those with more than eight items checked would be considered Achieving Competence.

We recognize that this method of scoring includes not only the skill-based items, but also items regarding efficacy. In choosing to score the instrument, advisors might want to consider whether to include the efficacy items as part of the scoring system, or to use them independently in the context of a conversation during an advising session. In an advising session, students might discuss whether their categorization seems appropriate given their confidence in performing these skills.

### **Points to Consider**

Although much work went into the creation of the ASI-R, we recognize the measure is not perfect for every situation. The length of the ASI-R may be a factor in departments recommending its use. However, we believe this is a full, all-encompassing skill assessment based on faculty experiences and APA guidelines. Feedback on this version of the ASI-R will allow us to consider ways to shorten it to fit specific departmental needs, if possible. In addition, the current version of the ASI-R is consistent with the original set of APA guidelines as well as the APA 2.0 guidelines, which are built around foundational and baccalaureate level skills. Thus, this instrument is not currently appropriate for the community college population. However, our survey results pointed to the unique needs of these important and growing populations, and our next goal for the ASI-R is to adjust it appropriately. A similar assessment needs to be conducted for minors in psychology.

## References

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Academic Skills Inventory—Revised  
A Developmental Experience and Efficacy Checklist

Name: \_\_\_\_\_  
 Advisor: \_\_\_\_\_  
 Today's Date: \_\_\_\_\_  
 Expected Graduation Date (Month/Year): \_\_\_\_\_  
 Major(s): \_\_\_\_\_  
 Minor(s): \_\_\_\_\_  
 Class:     FR     SO     JR     SR  
 Earned Credits: \_\_\_\_\_

**Instructions:**

This inventory lists skill-building activities, and in some cases, your confidence concerning these activities. These are experiences that facilitate development of skills that psychology majors should develop and are in line with APA guidelines for undergraduate psychology majors. Engaging in these activities will help you, while in college, to gain the skills necessary for your career. The specific activities you will want to be involved in depend on your career goals. Please read the items in each skill area and check those experiences that you have had. Also indicate any related experiences you have had that are not already listed. Attach your most recent transcript to your completed inventory and bring both with you to your advising session.

**NOTE:** No one is expected to have had all of the following experiences or even a majority of them. The number of activities you have been involved in will change over time. The results of this inventory will help you to determine which experiences you already have and which ones you might want to plan to do, as you prepare for a job search after college or application to graduate school.

**1. Communication—** The ability to convey information effectively using a variety of communication methods.

## A. Written Communication:

- I have written in 2 or more of the following formats (essays, professional correspondence, scientific/technical papers, research papers).
- I have written a literature review.
- I have written up a psychological study (Introduction, Method, Results, and Discussion) in a course paper.
- I have written at least 3 lengthy (7+ pages) papers using APA style.
- I have submitted a manuscript in APA style for review in a psychology journal.
- I have authored or co-authored an article for publication.
- I have critically edited/assessed a peer's paper and provided feedback.
- I have written for a college journal, newspaper or periodical.
- I seek feedback from various sources (e.g., from peers, faculty, writing center) to improve my writing.
- I feel confident using APA style in my writing (e.g., citing, paraphrasing, quoting).
- I feel confident in my scientific/technical writing ability.
- I feel confident in my ability to write letters or e-mails of professional quality (e.g., to professors or potential employers).

## B. Oral Communication:

- I have made at least 3 oral presentations in class(es). If not 3, how many? \_\_\_\_\_
- I have given a speech/presentation to a large audience (25+ people).
- I regularly contribute meaningfully in class discussions.
- I regularly contribute meaningfully in small group class discussions.
- I feel confident preparing oral presentations.
- I feel confident giving speeches/ presentations.
- I feel confident that I communicate appropriately when speaking with individuals with whom I interact (e.g., faculty, peers, support staff, professionals outside my immediate organization).
- I feel confident in my ability to answer questions during my presentations with high quality responses.

## C. Interpersonal Communication:

- I am aware of others' nonverbal behaviors and use this to help me understand what is being expressed.
- I understand how my verbal and nonverbal behavior(s) may potentially impact others.
- I am aware and sensitive to how culture impacts communication.
- I am able to adapt my style of communication when necessary (e.g., when communicating with individuals from other cultural backgrounds).
- I feel I am an attentive and active listener.
- I feel comfortable asking pertinent questions to gather details.
- I feel I am skillful with interpersonal communication.

## D. Applied Interpersonal Communication:

## 1. Interviewing:

- I have spoken with people about their history, interests, or problems.
- I have conducted an interview for my job, an organization, a class project, or a research project.
- I feel confident conducting an interview.

## 2. Counseling:

- I have listened to friends with serious personal problems and have offered advice.
- I have role-played with someone using the roles of counselor and client.
- I have shadowed sessions at a mental health-related agency.
- I feel confident in my ability to communicate effectively with those who need advice.

## 3. Mentoring:

- I have participated in a formal mentoring program (as a mentor or mentee).
- I have actively mentored another individual.
- I have benefited from a mentoring relationship.
- I feel confident in my ability to effectively mentor those who are in need.

## 4. Teaching:

- I have been a course assistant for a professor.
- I have presented a classroom lecture.
- I have formally tutored others in a subject.
- I feel confident in my ability to tutor/teach others.

## 5. Managing Crises and intervening:

- I have solved a conflict between groups or individuals by determining the issues at hand and providing a solution.
- I have been trained in formal crisis intervention (physical or psychological emergency).
- I am experienced in formal crisis intervention (physical or psychological emergency).

I feel confident in my ability to effectively intervene in a crisis.

E. Conveying Psychological Information Coherently:

- I have explained psychological concepts to others.
- I have worked on a research team.
- I have presented the results of a psychological study.
- I have created a poster detailing the results of a psychological study for an event (e.g., a local or national conference).

F. Collaboration:

- I have been a member of a successful work group.
- I have been an effective leader of a successful work group.
- As a member of a work group, I solicit and integrate others' diverse viewpoints.
- As a member of a work group, I have managed conflict effectively.
- I feel comfortable anticipating and resolving potential problems that can affect group performance.
- I feel comfortable working with groups.
- I feel I am an effective group member (e.g., proactive, timely, collaborative).

G. List other skills that you possess or relevant experiences in Communication:

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**2. Information Gathering**— The ability to obtain and evaluate relevant information from publications, databases and other appropriate sources.

A. Searching for scholarly information through electronic resources, reference books, experts, and other sources:

- I have used library databases (such as ISI or PsycINFO) to search for information.
- I have utilized the campus library's reference materials to gather/search for information (electronically and/or in person).
- I have used a library's subject guides/website to gather or search for information.
- I have gathered information outside of traditional psychology sources by using other disciplines' subject guides/website, electronic sources, or experts.
- I have gathered information by interviewing experts.
- I have extracted resources from a relevant article.
- I feel confident in my ability to select an appropriate database for my research question.

B. Reading and evaluating sources (scientific/professional books and journal articles):

- I have read at least 5 articles from a professional journal.
- I have read and used as a source at least 20 articles from professional journals.
- I know how to tell whether an article has been peer reviewed.
- I know how to tell whether a source is primary, secondary, or other.
- I understand the difference between an empirical article and nonempirical article (e.g., a review or theoretical article).
- I can determine whether an article is of high quality.
- I have read an article and discarded it because it was not suitable for my project based on accuracy, quality, or value of the source.
- I have looked for logical errors or inconsistencies in a professional article.
- I look for suitability of an article based on evaluating the potential bias of a source.

I am able to read and accurately summarize relevant articles for my projects.

C. Computer Skills:

- I have used basic word processing, presentation, and email programs.
- I have used basic database and/or spreadsheet programs.
- I have used a data analysis program (e.g., SPSS or SAS).
- I have used the internet to search for high quality information.
- I have used computer programs for research (e.g., MediaLab, E-Prime, Qualtrics).

D. Ethical standards of information gathering:

- I know how to cite correctly from a variety of sources.
- I know how to quote and paraphrase correctly from a variety of sources.
- I understand the definition of plagiarism.
- I know how to avoid plagiarism.
- I know that I must honor intellectual and/or commercial copyrights.
- I am aware of the steps needed to obtain permission for copyrighted materials.

E. List other skills that you possess or relevant experiences in Information Gathering:

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**3. Diversity Experiences and Awareness—** The ability to work with individuals from populations other than one's own in a sensitive, respectful, and effective manner.

A. Awareness:

- I understand that individuals' experiences may lead them to perspectives different than my own.
- I am able to explain to others how individuals' life experiences can lead to different thoughts, beliefs, and values.
- I am able to explain to others how individuals' life experiences can lead to differences in interactions.
- I am aware that privilege, power, and oppression may affect prejudice and discrimination.
- I am aware that cultural background might affect how people view psychological concepts (e.g., one's need for achievement might be viewed differently in different cultures).

B. Advocacy and Empowerment:

- I have noticed people being harassed or discriminated against.
- I have participated in bringing awareness to issues related to diversity (e.g., written an article, walked in a charity event, attended a group's event).
- I have sought ways to include people in activities/organizations who traditionally might have been left out.
- I have taken action to help stop the harassment or discrimination of others.
- Upon noticing discriminatory thoughts or behaviors in myself, I have considered alternative ways of thinking.

C. Working with individuals from diverse age groups (e.g., children, adolescents, older adults):

- I have visited an institution for individuals from a diverse age group (e.g., a daycare center or nursing home).
- I have volunteered or worked with individuals from a diverse age group at least once.
- I have regularly volunteered or worked with individuals from a diverse age group.

- I have been the primary caretaker of an individual(s) from a diverse age group.
- I have planned daily activities for individuals from a diverse age group.
- I have held a leadership or management position in a facility where I worked primarily with individuals from a diverse age group.
- I feel I am sensitive to the needs, opinions, and experiences of individuals from diverse age groups.
- I feel I am respectful of individuals from diverse age groups.
- I feel comfortable working with individuals from diverse age groups.
- I feel I am skillful in working with individuals from diverse age groups.
- I feel I am confident in my ability to work effectively with individuals from diverse age groups.
- I feel that individuals from diverse age groups are comfortable working with me.

D. Working with culturally diverse groups of individuals:

- I have worked in a setting with individuals from a culture different than my own.
- I have worked on a project or workgroup with individuals from a culture different than my own.
- I have organized and/or facilitated a culturally diverse group.
- I have worked or traveled to areas with cultures different than my own.
- I have participated in a study abroad program.
- I am able to hold a conversation in another language. What language(s)?

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- I feel I am sensitive to the needs, opinions, and experiences of individuals from other cultures.
  - I feel I am respectful of individuals from other cultures.
  - I am comfortable working with individuals from other cultures.
  - I feel that individuals from other cultures are comfortable working with me.

E. Working with persons with mental illnesses or mental handicaps:

- I have visited a facility for persons with mental illnesses or mental handicaps.
- I have volunteered or worked to take care of persons with mental illnesses or mental handicaps at least once.
- I have regularly volunteered or worked with persons with mental illnesses or mental handicaps.
- I have been employed in a facility where I worked primarily with persons with mental illnesses or mental handicaps.
- I have been the primary caretaker of a group of persons with mental illnesses or mental handicaps for multiple shifts.
- I have planned daily activities for persons with mental illnesses or mental handicaps.
- I have held a leadership or management position in a facility where I worked primarily with persons with mental illnesses or mental handicaps.
- I feel I am sensitive to the needs, opinions, and experiences of persons with mental illnesses or mental handicaps.
- I feel I am respectful of persons with mental illnesses or mental handicaps.
- I feel comfortable working with persons with mental illnesses or mental handicaps.
- I feel I am skillful in working with persons with mental illnesses or mental handicaps.
- I feel confident in my ability to work effectively with persons with mental illnesses or mental handicaps.
- I feel that persons with mental illnesses or mental handicaps are comfortable working with me.

F. List other skills that you possess or relevant experiences in Diversity Experiences and Awareness:

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**4. Critical Thinking/Problem Solving—** The ability to critically evaluate situations and projects in a rational manner and reach conclusions based on the information available. Use critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to solve problems.

A. Decision Making:

- When I am making judgments or decisions, I evaluate the quality of the information involved.
- I have thought about the advantages and disadvantages of each option when making a decision.
- I have developed a written list of costs and benefits of various alternatives in order to make the best decision.
- I feel comfortable integrating information from diverse sources in making a decision.
- I feel that I am an informed decision maker.

B. Using Critical Thinking Effectively:

- I have used scientific principles and evidence to resolve conflicting claims.
- I have challenged a claim stemming from untested assumption(s).
- I have thoroughly questioned a claim from an expert/authority figure.
- I recognize that in some cases, an ambiguous conclusion may be acceptable, until demonstrated otherwise.
- I take into account others' points of view in evaluating information.
- I recognize the importance of taking into account "context" when evaluating information.
- With respect to evaluating information, I am persistent and intellectually engaged.
- With respect to evaluating information, I am open-minded and tolerant of ambiguity.
- I recognize others' ability to think critically and creatively in evaluating information.
- I am able to critically evaluate a novel idea.
- I have "stepped outside of the box" to use a novel solution when appropriate.
- I feel confident in my ability to distinguish weak from strong arguments.
- I feel confident in my ability to develop a sound argument based on reasoning and evidence.
- I feel confident in my ability to identify the source, context, and/or credibility of a behavioral claim.

C. Taking Human Biases into Account when Making Decisions:

- I recognize my own assumptions and critically evaluate them.
- I recognize common logical fallacies in my own, or others', thinking and actively avoid them.
- I recognize appeals to emotion or authority and actively avoid them when evaluating information.
- I take into account human cognitive biases (e.g., hindsight) that operate in decision-making situations.
- I seldom make decisions based on feelings and/or emotion, rather than empirical evidence.

## D. Problem Solving:

- I can distinguish between ill-defined and well-defined problems and clearly articulate them.
- I generate multiple possible solutions to a given problem.
- I am able to monitor my progress while solving problems and can make changes where necessary.
- I feel confident in my ability to select and carry out the best solution to a problem.

## E. List other skills that you possess or relevant experiences in Critical Thinking/Problem Solving:

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**5. Research Methodology/Statistics—** The ability to design, conduct, and analyze the results of research experiments and studies.

## A. Understanding the Research Process:

- I understand the different research methods that answer different types of research questions (e.g., case study vs. true experiment).
- I understand the strengths and weaknesses of various research designs.
- I understand the difference between qualitative and quantitative research methods.
- I understand which research designs allow for causal inferences.
- I understand that researchers' biases can influence research studies.
- I understand that there is an ethics code to follow in the treatment of human participants and animal subjects.
- I understand the difference between statistical significance and practical significance.
- I feel confident in my ability to select the appropriate research design to answer my research question.

## B. Designing and Conducting a Formal Research Study (e.g., survey, experiment):

- I have formulated a researchable topic.
- I have formulated testable research hypotheses, based on existing research and theory.
- I have designed and conducted a psychological research project, utilizing operational definitions of variables.
- I have selected psychometrically sound (reliable and valid) measures to test hypotheses.
- I have selected and applied appropriate methods to maximize internal and external validity.
- I have selected and applied appropriate sampling techniques to maximize the utility of my data.
- I have selected and applied appropriate methods to reduce the plausibility of alternative explanations.
- I have conducted a formal research study using an online survey tool.
- I have conducted a formal research study in person using human participants or animal subjects.
- I have been a member of a research team.
- I feel confident in my ability to conduct a well-designed research study.

## C. Analyzing and Interpreting Quantitative Data:

- I have entered data into a statistical software program (e.g., SPSS or SAS).
- I have chosen appropriate statistical methods to test a hypothesis.

- I am able to provide a rationale for statistical information I place in charts, tables, figures, and graphs.
- I have used statistical software programs (e.g., SPSS or SAS) to analyze data using descriptive techniques, such as mean, median, or standard deviation.
- I have used statistical software programs (e.g., SPSS or SAS) to carry out inferential analyses such as correlation, regression, ANOVA, or multivariate analyses.
- I have interpreted the results of research studies by translating quantitative statistical output into meaningful summary descriptions.
- I know how to avoid distorting statistical results for my own study's benefit.
- I know about the importance of effect sizes and confidence intervals when interpreting data.
- I feel confident in my ability to interpret quantitative visual aids (charts, tables, figures, and graphs) accurately.
- I feel confident in my ability to select and compute the appropriate statistical analysis to answer my research question.
- I feel confident in using effect sizes and confidence intervals when interpreting data.

D. Analyzing and Interpreting Qualitative (i.e., nonnumerical) Data:

- I have performed a content analysis of qualitative information (such as answers to open-ended questions).
- I have analyzed responses in archival sources to gather qualitative information.

E. Generalizing Research Conclusions:

- I understand the importance of replication to verify empirical results prior to using them to predict behavior.
- I recognize that conclusions are based on "typical" instances and may not apply at the individual level.
- I understand that the implications that researchers draw from data may go against what society views as acceptable.
- I recognize that several factors (e.g., individual differences, sociocultural contexts, sampling) may influence the application of research findings.

F. Constructing and Utilizing a Questionnaire or Other Information-Gathering Tools:

- I have helped conduct a formal survey project.
- I have written questions for a survey questionnaire.
- I have administered a formal survey to a large (50+) group of individuals.
- I have entered data into a survey-related program (e.g., Sona Systems, Survey Manager, Survey Monkey, Qualtrics).
- I understand that certain survey instruments require specialized training to administer, score, and interpret.
- I have gathered data via surveys, observations, physiological measures, interviews, or case studies.
- I feel confident in my ability to carry out research using survey instruments.

G. Critically evaluating (detecting flaws in) research studies:

- I have identified problems with psychological research reported in the media.
- I have critiqued a published research study (as a class project or prior to using it as a source).
- I have designed a study that would eliminate or compensate for the flaws in a previous study.
- I feel confident in my ability to critically evaluate psychological research.

H. List other skills that you possess or relevant experiences in Research Methodology/Statistics:

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**6. Values, Ethics, and Social Responsibility—** The ability to take into consideration the costs, benefits, and impact of projects on the individuals involved and society in general.

A. Values in Psychology:

- I am curious about the causes of behavior.
- I understand my civic, social, and global responsibilities as a student of psychology.
- I understand that there is room for my psychological knowledge and skills to develop further.
- I understand that psychology is a science that follows the formal scientific method.

B. General Standards of Professional Conduct:

- I maintain high standards of academic integrity.
- I understand the importance of high standards of academic integrity within psychology as a discipline and as an academic profession.
- I am aware of the basic APA ethical principles that psychologists should follow (e.g., regarding beneficence/nonmaleficence, trust, racism, sexism, ageism).
- I am aware that there are ethical standards for psychological research (e.g., informed consent, Institutional Review Boards), as well as ethical standards for clinicians and clients (e.g., confidentiality, consent, sexual conduct, competence, termination).
- I have knowledge of ethical standards for the application of psychology (e.g., confidentiality, data tampering).

C. Ethics in Research:

1. Evaluating the risks and benefits of research using human participants and nonhuman subjects:

- I have discussed the rights and welfare of people/animals in a scientific experiment.
- I am familiar with the ethical guidelines (e.g., confidentiality, informed consent, use of deception) of a major scientific organization, such as APA.
- I know where to locate the ethical guidelines of a major scientific organization, such as APA.
- I understand that there are special ethical concerns for children and those who are unable to decide for themselves.
- I have critically evaluated the ethics involved in research projects such as Milgram's Obedience Study and Zimbardo's Stanford Prison Experiment.
- I feel I understand the critical importance of ethical behavior in all areas of research.
- I have designed a research project while attempting to minimize the risk to participants and maximize benefits.

2. Evaluating the impact of research projects on society:

- I have discussed whether a research project was ethical or unethical.
- I have discussed with others the impact of specific research projects on our society.
- I have examined whether and/or how research should be conducted in order to maximize the benefits to society.

3. Working with the Institutional Review Board/Institutional Animal Care and Use Committee:

- I understand that all research must be approved by the appropriate institutional committee.
- I have participated in an online Ethics Training initiative such as the Collaborative IRB Training Initiative (CITI).
- I have submitted a research proposal for consideration to my institution's review board.

D. Social Responsibility, Civic Engagement, and Public Policy:

- I treat others with civility.
- I promote civility in myself and others.
- I have pursued an opportunity to promote civic, social, and global outcomes that benefit my community.
- I understand how psychology can promote civic, social, and global outcomes that can benefit others.
- I am aware of issues of global concern (e.g., poverty, human rights, sustainability).
- I am aware of the ways that psychological interventions can impact global concerns.
- I am aware of psychology's role in informing public policy.

E. List other skills that you possess or relevant experiences in Values, Ethics, and Social Responsibility:

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**7. Personal Development—** The ability to engage in self-management and self-improvement by using feedback from others and personal reflection.

A. Personal Values and Behaviors:

- I am aware of my personal values, and they are consistent with my behaviors.
- I am aware of my sociocultural values, and they are consistent with my behaviors.
- I am aware of my professional values, and they are consistent with my behaviors.
- Information I have learned within psychology has increased my understanding of my own feelings, emotions, motives, and attitudes.

B. Self-Reflection and Personal Development:

- I am able to set and achieve my goals (revising goals when necessary).
- I am able to accurately assess the quality of my academic performance.
- I am able to revise my work based on feedback from others.
- I am capable of evaluating the quality of my knowledge.
- I am able to use what I have learned as a psychology student to help myself incorporate healthy life choices (e.g., stress and coping responses, sleep needs).
- I behave with integrity towards others.
- I understand that solutions can be improved by including input from others, including those from diverse backgrounds.
- I am comfortable reflecting on my personal development.
- I am comfortable making changes in my life based on self-reflection and/or feedback from others.

C. List other skills that you possess or relevant experiences in Personal Development:

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**8. Groups/Organizations/Community Skills**—The ability to work effectively in teams and with groups of other people.

A. Work in Groups to Achieve Common Goals:

- I have worked in a group for a class project or paper.
- I have worked on a team for a project in a student organization.
- I have worked on a self-managed work team in an employment setting.
- I feel confident in my ability to work effectively in groups in a variety of settings.

B. Involvement in Campus Groups or Organizations:

- I have actively participated in extracurricular organizations.
- I have held office in a club or other member-driven organization.
- I have founded or co-founded a formal group or organization.

C. Volunteer Experience:

- I have done volunteer work for an agency or other group associated with the social sciences.
- I have volunteered for agencies or organizations consistently over time.
- I have led volunteer work for an agency or other group.
- I have designed and executed my own program for a volunteer organization.

D. Participation in and Organization of Community Events:

- I have been a member of at least one community organization.
- I have actively worked for a community organization.
- I have personally started a program in my community.

E. List the groups to which you belong, both within and outside of school contexts:

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F. List other skills that you possess or relevant experiences

Groups/Organizations/Community Skills:

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**9. Career Goals/Future Aspirations**— The ability to make an informed decision about career preparation and aspirations.

A. General Career Preparation:

- After graduating with my Bachelor's degree, I know what my likely career path will be (e.g., attend graduate school, enter the workforce).
- In deciding on potential careers, I have used my knowledge of psychology (e.g., areas of psychology, techniques for decision making) to guide me.

- I have chosen a specific field of psychology to pursue through a career or continued education (e.g., clinical, health, industrial/organizational, social work, sports psychology).
- I have sought out experiences (e.g., research groups, internships, work placements) that will enable me to begin to reach my career goal.
- I understand that the field of psychology is ever-changing and that any career will necessitate change and growth over time (e.g., current military demands may necessitate more research/clinical work for PTSD).
- I am aware of how interdisciplinary the field of psychology has become.
- I understand the importance of being a “lifelong learner” and keeping up to date with information within my field.
- I feel confident in my ability to see connections between the classes I have taken/will take and potential careers in psychology.
- I feel that I can accurately assess my achievement (e.g., grades, awards) and use this information to select an appropriate career path.
- I feel that I can accurately assess my work habits (e.g., self-motivation, time management, organization) and use this information to select an appropriate career path.
- I feel that I can accurately assess my abilities (e.g., interpersonal skills, research) and use this information to select an appropriate career path.

**B. Graduate School Track:**

- I have shadowed a professional in my field of interest.
- I have researched the graduate school programs of my choice.
- I have assessed potential graduate program(s) on a variety of dimensions (e.g., competitiveness, program quality, faculty research interests, assistantships, masters vs. doctoral programs, location).
- I have contacted a faculty member at a graduate school to gain more information about the program.
- I have visited a graduate school to get a better feel for the program.
- I have written a personal statement/letter of intent.
- My personal statement has been evaluated by a professor, advisor, or career counselor.
- I have developed a curriculum vitae.
- My curriculum vitae has been evaluated by a professor, advisor, or career counselor.
- I know which professors I would like to ask for letters of recommendation.
- I have professors who would be willing to write a letter of recommendation for me.
- I have developed an area of research interest.
- I have taken all the necessary steps to improve my odds of being accepted to graduate school (e.g., internships, research teams, studying for GREs).
- I have participated in a mock interview to develop my interview skills for graduate programs.
- I have completed an internship that included experiences related to my intended specialized area of study.
- I have a backup plan if I do not get accepted into my selected graduate program(s).
- I feel confident in my preparedness for graduate school.

**C. Work Force Track/Career Planning:**

- I have discussed my future career options with an advisor, professor, peers, or career advisor.
- I have worked with career services advisors to develop a plan for working after graduation.
- I have considered both short- and long-term work options.

