

APA Guidelines for Undergraduate Majors	Definition	ACRL Information Literacy Threshold Concepts	Library Support
<p>Goal 1: Knowledge Base in Psychology</p> <p>Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. Students completing foundation courses should demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree should show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity</p>			
<p>1.1 Describe key concepts, principles, and overarching themes in psychology</p>	<ul style="list-style-type: none"> • Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes • Explain why psychology is a science with the primary objectives of describing, understanding, predicting, and controlling behavior and mental processes • Interpret behavior and mental processes at an appropriate level of complexity • Recognize the power of the context in shaping conclusions about individual behavior • Identify fields other than psychology that address behavioral concerns 	<p>Authority is Constructed and Contextual: Information literate individuals who are developing their information literate skills define different types of authority in subject expertise and recognize they are developing their own authoritative voices in a particular area"</p>	<ul style="list-style-type: none"> • Provide library Instruction that identifies strategies for defining psychological terminology (examples include using subject headings and the thesaurus in PsycINFO and other databases)
<p>1.2 Develop a working knowledge of psychology's content domains</p>	<ul style="list-style-type: none"> • Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental, biological, and sociocultural) • Identify principal methods and types of questions that emerge in specific content domains • Recognize major historical events, theoretical perspectives, and figures in psychology and their link to trends in contemporary research • Provide examples of unique contributions of content domain to the understanding of complex behavioral issues • Recognize content domains as having distinctive sociocultural origins and development 	<p>Research as Inquiry: information literate individuals understand that research is iterative and depends on asking increasingly complex questions in order to develop a new knowledge base</p> <p>Scholarship is a Conversation: the information literate individual recognizes that a community of psychology experts engage in sustained discourse and new trends follow from previous insights and discoveries</p> <p>Authority is constructed and contextual: the information literate individual recognizes that information resources reflect their creator's expertise and credibility and are constrained by the socio-cultural frame in which they operate.</p>	<ul style="list-style-type: none"> • Provide comprehensive print, online and media collections • Encourage library instruction for first years and flagged psychology courses • Create research tools to enable easier access to psychology resources. Such tools include libguides, handouts, short instructional videos and online tutorials • Encourage psychology faculty to submit their new publications for Faculty Pub Night • Create psychology tutorials that emphasize psychological print and online resources and provide lists of psychology journals
<p>1.3 Describe applications of psychology</p>	<ul style="list-style-type: none"> • Describe examples of relevant and practical applications of psychological principles to everyday life • Summarize psychological factors that can influence the pursuit of a healthy lifestyle • Correctly identify antecedents and consequences of behavior and mental processes • Predict how individual differences influence beliefs, values, and interactions with others, including the potential for prejudicial and discriminatory behavior in oneself and others 	<p>Authority is constructed and contextual: the information literate individual recognizes that figures of authority and scholarship are contextual to a particular social, cultural and economic sphere. Their work may not reflect marginalized groups or all circumstances.</p> <p>Information Has Value: the information literate individual understands that legal and socioeconomic interests influence the information of information</p>	<ul style="list-style-type: none"> • Provide comprehensive print, online and media collections • Encourage psychology faculty to submit their new publications for Faculty Pub Night

Goal 2: Scientific Inquiry and Critical Thinking			
<p>2.1 Use scientific reasoning to interpret psychological phenomena</p>	<ul style="list-style-type: none"> • Identify basic biological, psychological, and social components of psychological explanations (e.g., inferences, observations, operational definitions, interpretations) • Use psychology concepts to explain personal experiences and recognize the potential for flaws in behavioral explanations based on simplistic, personal theories • Use an appropriate level of complexity to interpret behavior and mental processes • Ask relevant questions to gather more information about behavioral claims • Describe common fallacies in thinking (e.g., confirmation bias, post hoc explanations, implying causation from correlation) that impair accurate conclusions and predictions 	<p>Authority is constructed and contextual: the information literate individual recognizes that information resources reflect the socio-cultural frame in which scientists operate and are thus open to bias.</p> <p>Research as Inquiry: information literate individuals understand that the scientific process is iterative and depends on asking increasingly complex questions in order to develop a new knowledge base</p> <p>Scholarship is a Conversation: information literate individuals know that the scientific community contributes to an ever evolving scientific knowledge base and build upon the works of others to contribute, dispute or refute information.</p>	<ul style="list-style-type: none"> • Provide comprehensive print, online and media collections • Create research tools to enable easier access to psychology resources. Such tools include libguides, handouts, short instructional videos and online tutorials • Provide Library Instruction that emphasizes how understand the scientific parts of a psychology article (including methodology)
<p>2.2 Demonstrate psychology information literacy</p>	<ul style="list-style-type: none"> • Read and summarize general ideas and conclusions from psychological sources accurately • Describe what kinds of additional information beyond personal experience are acceptable in developing behavioral explanations (i.e., popular press reports vs. scientific findings) • Identify and navigate psychology databases and other legitimate sources of psychology information • Articulate criteria for identifying objective sources of psychology information • Interpret simple graphs and statistical findings 	<p>Information Creation as Process: the information literate individual understands the process in which psychology information is created and disseminated. This understanding includes both scholarly and popular sources.</p> <p>Information Has Value: the information literate psychology student strives to understand the value of psychological research upon the larger world</p> <p>Scholarship as a Conversation: the information literate individual is open to learning how the psychology community works to produce information via scholarly communication.</p> <p>Searching as Exploration: the information literate individual understands the psychology research process Searching as Exploration (identify and navigate databases) Information has Value (articulate criteria for objective sources) Scholarship is a conversation (reading and summarizing)</p>	<ul style="list-style-type: none"> • Work on creating collaborative assignments with psychology faculty • Support all Psychology flagged courses and provide library instruction • Introduce first year psychology students to the scientific parts of a psychology article (including methodology) in library instruction • Target psychology living learning community students for library orientation and introduction to scholarly psychology resources. Develop a stronger relationship with that program. • Encourage psychology faculty to submit their new publications for Faculty Pub Night
<p>2.3 Engage in innovative and integrative thinking and problem solving</p>	<ul style="list-style-type: none"> • Recognize and describe well-defined problems • Apply simple problem-solving strategies to improve efficiency and effectiveness • Describe the consequences of problem-solving attempts 		

<p>2.4 Interpret, design, and conduct basic psychological research</p>	<ul style="list-style-type: none"> Describe research methods used by psychologists including their respective advantages and disadvantages Discuss the value of experimental design (i.e., controlled comparisons) in justifying cause– effect relationships Define and explain the purpose of key research concepts that characterize psychological research (e.g., hypothesis, operational definition) Replicate or design and conduct simple scientific studies (e.g., correlational or two-factor) to confirm a hypothesis based on operational definitions Explain why conclusions in psychological projects must be both reliable and valid Explain why quantitative analysis is relevant for scientific problem solving Describe the fundamental principles of research design 	<p>Scholarship is a conversation: the information literate individual accepts and works with the understanding that the design of experiments informs the scholarly discourse of psychology</p> <p>Information Creation as a Process:the information literate individual knows that the scientific method is a specific iterative process of researching, creating, revising and disseminating information in a specific format</p> <p>Research as Inquiry: the information literate individual grasps that research is iterative and success requires matching information needs to specific search strategies in psychology</p>	<ul style="list-style-type: none"> Collaborative assignment development with psychology faculty scaffold assignments that emphasize the development of key research concepts Library instruction in flagged psychology courses
<p>Goal 3: Ethical and Social Responsibility in a Diverse World</p> <p>The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students completing foundation-level courses should become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns. Students completing a baccalaureate degree should have more direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions and work effectively, even with those who do not share their heritage and traditions. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions.</p>			
<p>3.1 Apply ethical standards to evaluate psychological science and practice</p>	<ul style="list-style-type: none"> Describe key regulations in the APA Ethics Code for protection of human or nonhuman research participants Identify obvious violations of ethical standards in psychological contexts Discuss relevant ethical issues that reflect principles in the APA Ethics Code Define the role of the institutional review board (IRB) 	<p>Information as Value: the information literate individual in psychology follows the code of ethics of the American Psychological Association and understands the role of this code in their professional work</p>	<ul style="list-style-type: none"> Continue to update the LMU Lions Ethics online tutorial with examples relevant to psychology and other social science majors Provide links to APA ethics resources through the psychology LibGuide
<p>3.2 Build and enhance interpersonal relationships</p>	<ul style="list-style-type: none"> Describe the need for positive personal values (e.g., integrity, benevolence, honesty, respect for human dignity) in building strong relationships with others Treat others with civility Explain how individual differences, social identity, and worldview may influence beliefs, values, and interaction with others and vice versa Maintain high standards for academic integrity, including honor code requirements 	<p>Information Has Value: the information literate individual understands that information possesses several dimension of value, including value as a commodity.</p>	<ul style="list-style-type: none"> Continue to update the LMU Lions Ethics online tutorial with examples relevant to psychology and other social science majors Provide links to APA ethics resources through the psychology libguide

<p>3.3 Adopt values that build community at local, national, and global levels</p>	<ul style="list-style-type: none"> • Identify aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity and context • Recognize potential for prejudice and discrimination in oneself and others • Explain how psychology can promote civic, social, and global outcomes that benefit others • Describe psychology-related issues of global concern (e.g., poverty, health, migration, human rights, rights of children, international conflict, sustainability) • Articulate psychology's role in developing, designing, and disseminating public policy • Accept opportunity to serve others through civic engagement, including volunteer service 	<p>Information Has Value: the information literate individual understands that information possesses several dimension of value, ones that can be used to influence , objectify, exclude or harm others.</p>	<ul style="list-style-type: none"> • Encourage faculty to create assignments that embrace social justice • Address social justice concepts in library instruction via keywords or demo questions
<p>Goal 4: Communication</p> <p>Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation-level courses should write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students completing a baccalaureate degree should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.</p>			
<p>4.1 Demonstrate effective writing for different purposes</p>	<ul style="list-style-type: none"> • Express ideas in written formats that reflect basic psychological concepts and principles • Recognize writing content and format differ based on purpose (e.g., blogs, memos, journal articles) and audience • Use standard English, including generally accepted grammar • Write using APA style • Recognize and develop overall organization (e.g., beginning, development, ending) that fits the purpose • Interpret quantitative data displayed in statistics, graphs, and tables, including statistical symbols in research reports • Use expert feedback to revise writing of a single draft 	<p>Information Creation as a Process: the information literate individual understands that format and methods of access are separate identities and articulate the purpose of various psychology publishing formats (blog vs. scholarly article)</p> <p>Information has value: the information literate individual understands the value of information and knows to attribute proper credit</p>	<ul style="list-style-type: none"> • Provide support for the APA citation style (style manuals, citation libguide, APA Central subscription)
<p>4.2 Exhibit effective presentation skills for different purposes</p>	<ul style="list-style-type: none"> • Construct plausible oral argument based on a psychological study • Deliver brief presentations within appropriate constraints (e.g., time limit, appropriate to audience) • Describe effective delivery characteristics of professional oral performance • Incorporate appropriate visual support • Pose questions about psychological content 	<p>Information Creation as Process: the information literate individual understands that format and methods of access are separate identities and can articulate the purpose of various psychology publishing formats (blog vs. scholarly article)</p>	<ul style="list-style-type: none"> • Offer to create collaborative assignments with psychology faculty so that they emphasize oral and written arguments • Encourage the use of assignments that emphasize collaboration by promoting CORA to faculty • Seek collaboration opportunities with other groups on campus that focus on oral argument development and team building (such as Com Studies, LMU Toastmasters Club or the ARC)

<p>4.3 Interact effectively with others</p>	<ul style="list-style-type: none"> • Identify key message elements in communication through careful listening • Recognize that culture, values, and biases may produce misunderstandings in communication • Attend to language and nonverbal cues to interpret meaning • Ask questions to capture additional detail 4.3D <p>Generate questions to reduce ambiguous communications</p> <ul style="list-style-type: none"> • Respond appropriately to electronic communications <p>4.3E Use social media responsibly</p>	<p>Information has value: the information literate individual respects the individual ideas of others, values the skill and time and effort needed to create information and are inclined to examine their own responsibilities and information privilege</p> <p>Scholarship as Conversation: the information literate individual understands their role in the scholarly community and thus are aware of how their social media presence can effect their development as professionals</p>	<ul style="list-style-type: none"> • Provide more active learning in library instruction that encourages student interactions and explains how scholarship is a communal process
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