LMU Psychology Dept Learning Objectives	ACRL Information Literacy Threshold Concepts	Library Support
Demonstrate knowledge of the history, foundations, content, and methods used in Psychology, specifically in the following areas: • Learning and Cognition • Biological Psychology (including Neuropsychology, Sensation and Perception, Comparative, and Ethological Psychology) • Clinical, Abnormal, and Personality Psychology • Developmental and Social Psychology	**Research as Inquiry**: the information literate individual formulates questions for research based on information gaps or on re-examination of existing, possibly conflicting information	• Provide comprehensive print, online and media collections in the forenamed areas • Provide library instruction for psychology students, particularly in the first year and psychology flagged courses Target PEAP (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
Demonstrate an increased appreciation and understanding of the importance of a scientific approach to understanding human behavior	**Information Creation as a Process:** the information literate individual articulates the capabilities and constraints of information developed through the (scientific approach) and articulates the the processes of information creation and dissemination in psychology	• Introduce first year psychology students to the scientific parts of a psychology article (including methodology) in library instruction • Provide comprehensive collection of print, media and online psyc resources • Continue to support the psychology department by providing access to relevant software such as SPSS. • Support psychology student researchers participating in SURP
Demonstrate an ability to analyze and critically evaluate the bio psychosocial components of behavior	**Research as Inquiry**: the information literate individual deals with complex research, uses various research methods based on need and type of inquiry, synthesizes ideas gathered from (bio psychosocial) sources and draws reasonable conclusions based on analysis and interpretation of information	• Comprehensive Collections in bio-psychosocial • Encourage bio-psychosocial faculty to submit their new publications for Faculty Pub Night

Demonstrate an ability to apply critical thinking in order to • Understand psychological principles • Evaluate scientific research, including research presented in the media	**Information Creation as a Process:** the information literate individual articulates the traditional and emerging processes of information creation and dissemination in a particular discipline and monitors the value that is placed upon different types of information products in varying contexts	• Provide library instruction that incorporates media literacy as well as information literacy • Collaborate with psychology faculty to design assignments that emphasize how psychology information is represented in the scholarly, non scholarly and media formats • Create a comprehensive psychology collection that contains a variety of print and media formats
Demonstrate written communication skills on psychological topics	**Information has value**: the information Literate individual gives credit to original ideas of others through proper attribution and citation and understands that intellectual property is a legal and social construct that varies by culture	• Provide support for the APA citation style (style manuals, citation LibGuide, APA Central subscription) • Work with the ARC to promote resources focused on APA citation style and scientific writing support
Demonstrate oral communication skills on psychological topics	**Information has value**: the information Literate individual gives credit to original ideas of others through proper attribution and citation and understands that intellectual property is a legal and social construct that varies by culture	• Emphasize the availability of the library's oral presentation group study rooms • Seek collaboration opportunities with other groups on campus that focus on oral argument development (such as Com Studies, LMU Toastmasters Club or the ARC)
Demonstrate an ability to apply psychological principles, including the consideration of ethics and social justice, to contemporary problems/issues	**Information has value**: the information Literate individual gives credit to original ideas of others and understands the value of information as a commodity and as a tool used to influence or dominate	• 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
Demonstrate an ability to identify ethical issues and apply ethical principles to research in the following situations:		

When conducting research	**Searching as Strategic Exploration**: the information literate individual knows that searching for information is iterative and non linear, can evaluate a range of information sources and has the mental flexibility to pursue alternative avenues as new understanding develops **Research as Inquiry:** the information literate individual understands that research depends on asking increasingly complex questions, building upon previous research or lines of inquiry. **Scholarship as Conversation**: the information literate individual understands that communities of scholars and students are engaged in a sustained discourse with new insights occurring over time	• 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, particularly in information literacy flagged courses and capstone courses • In library instruction, emphasize the different between scholarly/popular, primary vs secondary and empirical vs literature reviews in psychology literature • Support students involved in SURP • Encourage students to apply for the Undergraduate Library Research Award
When evaluating research	• **Authority is constructed and contextual**: the information literate individual understands that information resources reflect their creators expertise, creditability and bias. Authority is also communally constructed. • **Scholarship as a conversation**: the information literate individual understands that communities of scholars engage in sustained discourse that changes over time • **Information Creation as a Process:** the information literate individual understands that information in any format is made to convey a message and the process by which scientific information is created is laborious and ever evolving.	• Collaborate with faculty to create assignments that emphasize the evaluation of psychology resources • Encourage the use of information evaluating assignments by promoting CORA to faculty • Provide library instruction and emphasize information evaluation techniques that are taught in Rhetorical arts courses (RADAR) • Seek opportunities for co-sponsoring psychology community events

Demonstrate competency in the following aspects of research methods: • Locate and understand past research • Formulate a hypothesis based on past research • Design research to test a hypothesis • Use statistical software to analyze research data • Write complete manuscripts in APA style	• **Searching as Strategic Exploration**: the information literate individual knows that searching for information is iterative and non linear • **Information Creation is a Process**: the information literate individual understands that the information creation process is based on ever evolving lines of inquiry and that their information creation is an iterative process of researching, creating and revising. • **Information has valu**e: the information Literate individual gives credit to original ideas of others through proper attribution and citation	• Collaborate with faculty to create research assignments that emphasize how to locate and evaluate psychology research • Provide library instruction that emphasizes the largest resources for psychology (PsycINFO, Google Scholar etc) • Create and maintain research tools for APA citation (libguides) and provide APA citation resources both in print and online • Encourage the use of information evaluating assignments by promoting CORA to faculty