

# TROY UNIVERSITY

## PSY 3311 Research Methods

### SYLLABUS

Term 3 2013  
March 18 – May 19

**Instructor:** Dr. Tom Reiner, Assistant Professor of Psychology

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**E-mail:** [treiner@troy.edu](mailto:treiner@troy.edu)

**Office Hours:** I am available by e-mail at any time. I will respond to your emails within 48 hours. I have office hours on Mondays and Wednesdays between 12 noon and 5 pm Central Standard Time

**Class Day/Time:** Thursdays, 5:00 – 10:00 p.m.

**Class Location:** Pensacola Campus

#### INSTRUCTOR EDUCATION

PhD in Experimental Psychology  
University of Nevada, Reno

MA in Psychology  
California State University, Sacramento

BA in Psychology  
California State University, Sacramento

#### TEXTBOOK(S) AND/OR OTHER MATERIALS NEEDED

Required: Gravetter, F. J., & Forzano, L. B. (2009). *Research methods for the behavioral sciences* (3<sup>rd</sup> ed.).

Required: *Publication manual of the American Psychological Association* (6th ed.). (2009). Washington, DC: American Psychological Association

Required: LiveText (2010).

ISBN 10: 0-9796635-4-7; ISBN 13: 978-0-9796635-4-3

NOTE: ALL STUDENTS TAKING THIS COURSE ARE REQUIRED TO PURCHASE LIVETEXT – BASIC LEVEL (APPROX \$98). LiveText may be purchased via LiveText (<https://www.livetext.com/>), from the bookstore, or MBS for online students.

The textbook provider for Troy Global Campus is MBS Direct. The web site for textbook purchases is <http://bookstore.mbsdirect.net/troy.htm>.

Students should have their textbook from the first week of class. Not having your textbook will not be an acceptable excuse for late work. Students who add this course late should refer to the "Late Registration" section for further guidance.

#### LATE REGISTRATION

Students who register during the first week of the term, during late registration, will already be one week behind. Students who fall into this category are expected to catch up with all of Week #1 and Week #2's work by the end of Week #2. No exceptions, since two weeks

constitutes a significant percentage of the term's lessons. Students who do not feel they can meet this deadline should not enroll in the class. If they have registered, they should see their registrar, academic adviser, GoArmyEd/eArmyU representative, or Military Education officer to discuss their options.

Also note that late registration may mean you do not receive your book in time to make up the work you missed in Week #1. Not having your book on the first day of class is not an excuse for late work after the deadlines in the Schedule.

### **PREREQUISITES**

Psychology 3301.

**FLEXIBILITY STATEMENT:** The instructor reserves the right to make minor changes to this syllabus. Students will be notified of any change in advance of its occurrence.

### **ENTRANCE COMPETENCIES**

The student must possess the knowledge and skills of a high school graduate and the capability to perform on a college level. Knowledge of basic mathematics, such as multiplying and dividing fractions and using percentages, simple algebra, and the ability read and construct graphs, is assumed. Students who feel they do not possess the needed graphical skills should work through the tutorial listed in the "Useful Web sites" section of this syllabus.

### **STUDENT EXPECTATION STATEMENT**

Students are expected to read the required material before the next class and to participate in class discussions, follow directions for their assignments and turn them in on time, be prepared for exams when they are scheduled, and check their Troy email on a regular basis.

### **CATALOG DESCRIPTION**

An introduction to the design, analysis, and interpretation of behavioral research, including strategies for reviewing scientific literature and organizing a research report. This course may be taken for social science credit.

### **STUDENT LEARNING OBJECTIVES**

1. Will be able to identify a researchable social or psychological issue/problem through critical reading and analysis of technical literature [APA Goals 2; 3.1-4; 6.1-4]
2. Will analyze the technical literature and create a literature review that is relevant to the problem identified. [APA Goals 2; 3.1-4; 6.1-4), Literature Review Rubric Category]
3. Will develop an ethical and testable hypothesis or research question that is respectful of diverse populations and based on clearly identified variables. [ APA Goal 2.1; 2.3; 3.1-4; 8.2]
4. Will develop a Methods Section that demonstrates procedural knowledge of: sampling/recruitment, selection of appropriate materials/instruments, need to address reliability and validity, and select an appropriate analysis format. Additionally will speculate about Audience Utilization of the Research [APA Goal 2.4; 2.5; 7.4]
5. Explain different research methods used by psychologists and evaluate the appropriateness of conclusions derived from psychological research. [APA 2.2, 2.3, and 3.1; Common Assignments]
6. Demonstrate effective writing skills and application of APA style. [APA 6.2, 6.3, 6.4, and 7.1; Common Assignments]

## RESEARCH COMPONENT

Students need to be able to look up information from the library or internet and to relate that information to concepts covered in class.

## COURSE REQUIREMENTS

**Exams (100 points):** There will be three exams covering material from the text, class lecture, handouts, and other material such as films and videos. Exams will consist of multiple choice, true/false, and short answer questions. Each exam will be worth 50 points. A student who arrives late for an exam will not be allowed to take the exam if somebody has already finished. Make-up exams will only be given for documented emergencies, illness, or official college events.

**Labs (15 points):** There will be twelve lab assignments worth a total of 15 points. One point will be deducted for any lab that is not turned in. The labs will help you with the material on each exam. The labs may be submitted via email. They will not be accepted late.

**All students taking PSY 3311 must produce a full research proposal, which includes a title page, an abstract, literature review that supports the need for the research, a method section, a proposed analysis section, and an audience utilization section.**

### PSY 3311 COMMON ASSIGNMENT #1 – ARTICLE CRITIQUE (15 points)

As students learn how to critical analysis empirical literature they will be reading a number of research articles. To assist them in that process, the first common assignment adopted for Research Methods is the Article critique. It is recommended that faculty present this assignment early in the literature development phase. The article critique form is attached to the end of this syllabus. It could be presented separately. The Assignment will need to be submitted to LiveText and Blackboard for grading purposes.

#### PSY 3311 Common Assignment 1 Article Critique.

The articles selected for the Article Critique assignment (students may choose either one) are (PDF formats of the articles may be found on LiveText and/or Blackboard):

Chu, A.H. C, & Choi, J. N. (2005). Rethinking procrastination: Positive effects of “active” procrastination behavior on attitudes and performance. *The Journal of Social Psychology, 145*(3), 245-264.

Glassman, T, & Whewell, A. (2011). Blood (breath) alcohol concentration rates of college football fans on game day. *The Journal of Alcohol and Drug Education, 55*(2), 55-73.

#### Using the Article Critique Document provided, students will

1. Select an article, read it thoroughly
2. Answer the questions as thoroughly and accurately as possible. (Hint: Brief doesn't mean 1-2 sentences, it means less than a half of page.)
3. Demonstrate knowledge of APA by citing sources or answers as requested.
4. Demonstrate a clear understanding of independent (predictor) variables and dependent (outcome variables) depending up on the research design.
5. Identify the hypothesis (experimental design) or the research purpose/goals (descriptive or qualitative design).
6. Demonstrate ability to summarize the literature (i.e., is able to identify literature section and differentiate from the other sections).

7. Demonstrate ability to identify the results/findings and summarize them. Further, based upon the identified results, students will be able to identify and to make audience recommendations.

### ARTICLE CRITIQUE ASSIGNMENT RUBRIC

<b>Task Category</b>	<b>Exceptional (90 – 100%) 4</b>	<b>Above Average (80-89%) 3</b>	<b>Average (70 – 79%) 2</b>	<b>Below Average (69% or less) 1</b>
<p><b>APA Style:</b> appropriate application (i.e., margins, font, etc.), appropriate citation of sources (student paraphrases and knows how to use direct quotes); appropriate mechanical structure (grammar, spelling, etc.)</p> <p><b>APA</b> 6.2 6.3 6.4 7.1</p> <p><b>SLO</b> 6</p>	<p>Student demonstrated a mastery of APA style; journal review was well organized and substantiated; paper was well written</p>	<p>Student demonstrated an above average understanding of APA style; some citation or structural errors were present; some grammatical problems</p>	<p>Student demonstrated a basic understanding of APA style (e.g., margins may be appropriate, but citations, where required, were not accurate); grammatical problems are more visible.</p>	<p>Student did not demonstrate an understanding of APA style, errors of font, citations, and structural problems hinder reading of paper.</p>
<p><b>Variable Identification</b></p> <p><b>APA</b> 2.1 2.3 3.1 3.2 3.3 3.4 8.2</p> <p><b>SLOs</b> 1 2 3</p>	<p>Demonstrates a strong understanding of independent and dependent variables as presented in the literature and the way they were operationalized in the method section.</p>	<p>Demonstrates a grasp of variables as presented in the literature and operationalized, but with a few more errors or limited identification</p>	<p>Demonstrates a developing understanding of variable identification and operationalization, but with less accuracy</p>	<p>Failed to identify variables or accurately identify the operational definition, or “reversed” the variables</p>
<p><b>Hypothesis Identification</b></p> <p><b>APA</b> 2.1 2.3 3.1-4 8.2</p> <p><b>SLOs</b> 1 3 4</p>	<p>Demonstrates a clear and strong understanding of the hypothesis (research question) presented</p>	<p>Demonstrates a working knowledge of researchable hypothesis development; few errors demonstrated</p>	<p>Demonstrates a rudimentary understanding hypothesis development – may have not included all hypotheses</p>	<p>Did not demonstrate an understanding or ability to correctly identify the hypothesis</p>
<p><b>Supportive Material</b></p> <p><b>APA</b> 2 3.1 3.2 3.3 3.4 6.1 6.2 6.3 6.4</p> <p><b>SLO</b> 1 3</p>	<p>Demonstrates a strong ability to read and to summarize technical material presented in empirical literature.</p>	<p>Demonstrates a working/developing ability to read and summarize technical material</p>	<p>Demonstrates a rudimentary ability to read and summarize technical material</p>	<p>Did not demonstrate an ability to accurately read and summarize technical material.</p>

Task Category	Exceptional (90 – 100%) 4	Above Average (80-89%) 3	Average (70 – 79%) 2	Below Average (69% or less) 1
<b>Research Design</b>  <b>APA</b> 2.4 2.5 7.4  <b>SLOs</b> 1 5	Demonstrates a clear understanding of specific research designs and the issues of reliability, validity, and choice of analysis that accompany that design choice	Demonstrates a working/developing specific research designs and the issues of reliability, validity, and choice of analysis that accompany that design choice	Demonstrates a rudimentary understanding of specific research designs and the issues of reliability, validity, and choice of analysis that accompany that design choice	Did not demonstrate an ability to accurately identify research design or the issues of reliability/validity and statistical analysis that accompany design choice
<b>Discussion/Conclusion</b>  <b>APA</b> 2.4 2.5 7.4  <b>SLOs</b> 1 5	Demonstrates a clear understanding of research findings in summary form, and an ability to make a conclusion or recommendation based on their understanding	Demonstrates a working/developing understanding of research findings in summary form, and an ability to make a conclusion or recommendation based on their understanding, a few inaccuracies were present	Demonstrates a rudimentary understanding of research findings in summary form, and an ability to make a conclusion or recommendation based on their understanding, more than a few inaccuracies were present	Did not demonstrate an understanding of research findings in summary form, did not infer a recommendation based on their understanding

***\*There will be a 10% point deduction for any article critique turned in later than the due date. You cannot earn an A for turning in a late paper.***

**All students taking PSY 3311 must produce a full research proposal, which includes a title page, an abstract, literature review that supports the need for the research, a method section, a proposed analysis section and an audience utilization section. The proposal is uploaded to LiveText and Blackboard for assessment purposes.**

**PSY 3311 COMMON ASSIGNMENT #2 – RESEARCH PROPOSAL (30 points)**

Working with their professor, students will:

1. Identify a social or clinical phenomenon that can be articulated in a problem statement that is well sourced and organized.
2. Conduct a review of empirical articles that will be used for the creation of a well-developed literature section.
3. The literature section ends with a clear testable hypothesis or researchable problem that has been developed from the problem statement through the literature.
4. The Methods section clearly identifies the population, sampling procedure, implementation procedure, and reliable instrumentation/materials that would be proposed for the project.
5. The Analysis section and the Audience Implication section addresses the utilization of possible results were the research conducted and the desired results found.
6. The entire proposal meets the APA Style Manual (6th ed.) for technical writing.

**RESEARCH PROPOSAL RUBRIC**  
**INSTRUCTOR GRADES RESEARCH PROPOSAL AFTER STUDENT SUBMITS PAPER**

<b>Topic Standard Assignment/Assessment Category</b>	<b>5 90-100% Exceptional</b>	<b>4 80-89% Mastery</b>	<b>3 70-79% Average</b>	<b>2 60-69% Below Average</b>	<b>1 0-59% No Understanding</b>
<b>Research Proposal: APA Style</b> APA Style: appropriate application (i.e., margins, font, etc.), appropriate citation of sources (student paraphrases and knows how to use direct quotes); appropriate mechanical structure (grammar, spelling, etc.)  <b>APA</b> 6.2 6.3 6.4 7.1  <b>SLO</b> 6	Student demonstrated a mastery of APA style; journal review was well organized and substantiated; paper was well written	Student demonstrated an above average understanding of APA style; some citation or structure errors were present; some grammatical problems	Student demonstrated a basic understanding of APA style (e.g., margins may be appropriate, but citations, where required, were not accurate); grammatical problems are more visible.	Student demonstrated minimal understanding of APA style, errors of font, citations, and structural problems hinder reading of paper.	Student clearly does not understand APA style.
<b>Research Proposal: Statement of the Problem</b>  <b>APA</b> 2 3.1 3.2 3.3 3.4 6.1 6.2 6.3 6.4  <b>SLO</b> 1	Well decided and articulated statement of the problem Statement of the problem is clearly defined, well-sourced.	Clearly defined statement of the problem Statement of the problem is clearly defined and well-sourced	Defined statement of the problem Statement of the problem is clearly defined but is not well-sourced.	Inconsistent or poorly worded statement of the problem Statement of the problem is not clearly defined and is not well-sourced.	No or unacceptable statement of the problem No statement of the problem or a statement of the problem that is unclear and contains no source substantiation.
<b>Research Proposal: Literature Review</b>  <b>APA</b> 2 3.1 3.2 3.3 3.4 6.1 6.2 6.3 6.4  <b>SLO</b> 2 3	Comprehensive, well-articulated literature review of primary source documentation 8+ primary source documents included, major research findings presented from each primary source along with brief description of the methodology for each source, research findings are integrated with each other and compared/contrasted with one another, and three levels of heading within the literature	Integrated literature review of primary source documentation 8+ primary source documents included, major research findings presented from each primary source along with a brief description of the methodology for each source, some research findings are integrated with each other and compared/contrasted with one another,	Clear literature review 6-7 primary source documents included, some research findings presented along with a brief description of the methodology for some sources, little integration of the findings with each other or comparing findings, and three levels of heading within the	Poorly written literature review 6-7 primary source documents included, no description of the methodology for sources, little or no integration of the findings with each other, two levels of heading within the literature review.	Unorganized and illogical literature review consisting of mostly secondary sources Less than 6 primary source documents included, no description of the methodology for sources, no

	<p>review</p> <p>The literature does end with a hypothesis that can clearly test the research question.</p>	<p>and three levels of heading within the literature review</p> <p>The literature does end with a hypothesis that can clearly test the research question.</p>	<p>literature review</p> <p>The literature does end with a hypothesis that can clearly test the research question.</p>	<p>The literature does end with a hypothesis that is related to the research question.</p>	<p>integration of the findings with each other, two levels of heading within the literature review</p> <p>The literature does not end with a hypothesis or the hypothesis is not related to the research question.</p>
<p><b>Research Proposal: Methods:</b></p> <p><b>APA</b> 2.4 2.5 7.4</p> <p><b>SLO</b> 4</p>	<p>Superior methods section with a specific design statement and a section addressing audience utilization of possible results.</p> <p>The population, sampling procedure, implementation procedure, and instrumentation of the research project are all clearly described and sourced as appropriate.</p>	<p>Above average methods section with a specific design statement.</p> <p>The population, sampling procedure, implementation procedure, and instrumentation of the research project are all clearly described and sourced as appropriate.</p>	<p>Average methods section.</p> <p>The population, sampling procedure, implementation procedure, and instrumentation of the research project are acceptably described but contain no source substantiation.</p>	<p>Limited methods section.</p> <p>Sections describing the population, sampling procedure, implementation procedure, and instrumentation are vague, impractical, or missing.</p>	<p>Very limited methods section.</p> <p>Sections describing the population, sampling procedure, implementation procedure, and instrumentation are vague, impractical, or missing.</p>
<p><b>Research Proposal: Analysis &amp; Audience Utilization</b></p> <p><b>APA</b> 2.2 2.4 2.5 7.4</p> <p><b>SLO</b> 4</p>	<p>Superior analysis section.</p> <p>Analysis section is present, well substantiated, student clearly understands why the designed required this form of analysis.</p> <p>In addition, a section addressing audience utilization of possible results is included.</p>	<p>Above average analysis section.</p> <p>Analysis section is present, is appropriate, is substantiated.</p> <p>Section addressing audience utilization of possible results is included, but underdeveloped.</p>	<p>Average Analysis section.</p> <p>Analysis section is appropriate, but lacks development.</p> <p>No section addressing audience utilization of possible results is included.</p>	<p>Limited analysis section.</p> <p>Analysis proposed does not match the design.</p> <p>No section addressing audience utilization of possible results is included.</p>	<p>Very limited analysis section or no analysis section.</p> <p>No section addressing audience utilization of possible results is included.</p>

***\*There will be a 10% point deduction for a research proposal turned in later than the due date. You cannot earn an A for turning in a late paper.***

## ATTENDANCE POLICY

Students are expected to attend all classes for the duration of each class meeting. Missing three or more classes will result in an FA grade (attendance F) in the course.

## MAKE-UP WORK POLICY

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See "Attendance," above. If I have not heard from you **by the deadline dates for assignments, exams, or forums**, no make-up work will be allowed (unless extraordinary circumstances existed, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. "Computer problems" is not an acceptable excuse.

**\*There will be a 10% point deduction on any makeup exam, regardless of the reason for the makeup. You cannot earn an A on a makeup exam.**

## INCOMPLETE GRADE POLICY

This incomplete grade policy replaces all other incomplete grade policies as of August 1, 2006. The instructor may report an Incomplete (grade of I) for a student whose progress in a course has been satisfactory (e.g., the student is passing the course), but who is unable to complete the course grading requirements because of documented circumstances beyond his/her control at the discretion of the faculty person.

## METHOD OF EVALUATION AND ASSIGNMENT OF GRADES

Grades will be based on the total points for the two exams (100 points), the research proposal (30 points), the article critique (15 points), and the twelve labs (15 points). All grades will be posted in the Grade Center in Blackboard and will be assigned according to the following scale:

160 Points Possible

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144 - 160	A	90 - 100%
128 - 143	B	80 - 89%
112 - 127	C	70 - 79%
96 - 111	D	60 - 69%
≤ 95	F	59% and below
	FA	F due to lack of attendance

FA: "FA" indicates the student failed due to attendance. This grade will be given to any student who disappears from the course for three or more weeks. See the **Attendance** section of this syllabus for additional information.

**ALL STUDENTS MUST PASS THE RESEARCH PROPOSAL ASSIGNMENT IF THEY ARE TO PASS THE CLASS AS THE PROPOSAL IS THE MAJOR ASSESSMENT OF RESEARCH KNOWLEDGE (PLO #5) FOR THE PSYCHOLOGY DEPARTMENT.**

## ACADEMIC MISCONDUCT

*Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct.* Students who engage in academic misconduct will receive a grade of "F" for the course. Your work may be submitted to an on-line plagiarism detection service. Cheating, plagiarism, or knowingly furnishing false information to the University constitutes academic misconduct, and disciplinary procedures specified in the *Student Handbook* will be followed.



## **Plagiarism Policy**

The College of Educations defines plagiarism as:

- Three consecutive words that are not common professional language used from another source without quotation
- Rephrasing another author's words without appropriate citation
- Using another author's ideas or data without appropriate citation
- Submitting another author's or student's writing as one's own
- Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit

Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.

**Consequences for plagiarism in PSY 3311 are as follows: Plagiarism will result in a grade of zero for the assignment.**

## **STUDENT EMAIL ACCOUNTS**

The University provides an email account for all currently enrolled students. Please access your account by going to <https://mail.troy.edu>. Then read the note at the bottom of the screen to determine your User ID and Password. The University uses this means to communicate with all students.

## **LIBRARY SUPPORT**

The Libraries of Troy University provide access to materials and services that support the academic programs. The address of the University College Library Web site, which is for all University College and eTroy students, is <http://uclibrary.troy.edu>. This site provides access to the Library's Catalog and Databases, as well as to links to all Campus libraries and to online or telephone assistance by Troy Library staff. Additionally, the Library can also be accessed by choosing the "Library" link from the University's home page, [www.troy.edu](http://www.troy.edu) .

## **AMERICANS WITH DISABILITIES ACT**

Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, contact the Disability Services Coordinator.

**FACULTY EVALUATION:** In the eighth week of each term, students will be notified of the requirement to fill out a course evaluation form. These evaluations are completely anonymous and are on-line. Further information will be in the email notifying you of the location and availability of the evaluation.

<b>Schedule of Classes</b>		
<b>Week</b>	<b>Date</b>	<b>Topic</b>
1	3/21	Ch 1 Introduction to Research Methodology Ch 3 Defining and Measuring Variables <i>Discuss APA style and the Research Proposal Assignment</i>
2	3/28	Ch 4 Ethics in Research Ch 6 Research Strategies and Validity <i>Writing an APA Method section</i>
3	4/04	<b>Labs #1-4 due via email by the end of the day on Thursday, April 4</b>  Ch 13 The Descriptive Research Strategy
4	4/11	Ch 12 The Correlational Research Strategy
5	4/18	<b>Exam # 1 (Ch 1, 3, 4, 6, 13, 12)</b> <b>Midterm available on BlackBoard from Monday, April 15 at 12:01 a.m. through Sunday, April 21 at 11:59 p.m.</b>  Ch 7 The Experimental Research Strategy Ch 15 Statistical Evaluation of Data <i>Writing an APA Results section</i>
6	4/25	<b>Labs #5-8 due via email by the end of the day on Thursday, April 25</b>  Ch 8 Experimental Designs: Between-Subjects Designs <i>Writing an APA Discussion section</i>
7	5/02	Ch 9 Experimental Designs: Within-Subjects Designs Ch 10 Nonexperimental Designs
8	5/09	Ch 11 Factorial Designs <b>Article Critique and Research Proposal due via email by the end of the day on Thursday, May 9</b>
9	5/16	<b>Exam #3 (Ch. 7, 15, 8, 9, 10, 11)</b> <b>Final Exam available on BlackBoard from Monday, May 13 at 12:01 a.m. through Sunday, May 19 at 11:59 p.m.</b>  <b>Labs #9-12 due via email by the end of the day on Thursday, May 16</b>

**Revised: February 18, 2013**

## College of Education Psychology Program

As a department of faculty and students dedicated to the *Knowledge, Skills, Values, that are the Learning Goals for Undergraduate Psychology Majors, posited by American Psychology Association (APA)\**, we strive to help students reach the following learning goals and develop the values associated with the science and application of psychology.

1. Students will demonstrate familiarity with the major concepts, theoretical perspectives, and empirical findings, and historical trends in psychology.
  2. Student will understand and apply basic research methods in psychology.
  3. Students will respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.
  4. Students will understand and apply psychological principles to personal, social, and organizational issues.
  5. Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
  6. Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
  7. Students will be able to communicate effectively in a variety of formats
  8. Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
  9. Students will develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement.
  10. 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.
- Retrieved April 2011 from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>; PDF document available for download.