



Executive Summary

Goal 3: Ethical and Social Responsibility

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CONTEXT

Goal 3 is extremely broad and diverse, and includes several big themes in psychology. Some elements may not be taught in introductory psychology, but instead may be taught in specific courses (e.g., social psychology, internship, capstone) or through co-curricular experiences. We also discovered that some of the learning outcomes would be difficult to measure. For example, “treating others with civility” is difficult to measure objectively.

PROPOSED GOALS FOR INTRODUCTORY PSYCHOLOGY

We found that rather than two levels of outcomes (i.e., foundational, baccalaureate) perhaps three levels of outcomes would more clearly allow for assessing the goal. Introductory psychology is a course that serves a variety of purposes including a primary role as a public education campaign. So the foundational learning outcomes were too specific for our purposes. Therefore, we developed three new and more general learning outcomes that are specific to introductory psychology.

- **3.1Intro** Identify the role ethics plays in research or practice in psychology.
- **3.2Intro** Describe ways in which biology, culture, and personal experiences affect attitudes and beliefs.
- **3.3Intro** Describe the role of psychology in explaining and addressing issues from the interpersonal to the global (e.g., school, work, family, community, poverty, health, international conflict, discrimination).

COMPLEXITY OF OUTCOMES

In addition to specifying a more general level of student learning outcomes for the introductory psychology course, we delineated three levels-- knowledge, attitudes, and action-- of complexity for the outcomes. As we thought of designing assessments, these three represented a progression of skill. We recognize that good assessment design may involve knowledge, feeling/attitude, and action.

EXEMPLARS

Ultimately, the discussion of student learning outcomes allowed us to develop 6 assessment tools in the Goal 3 domain. We emphasized developing assessments at the introductory and baccalaureate levels. However, many of the assessments can be used or adapted to address foundational needs. The assessments include activities and multiple-choice format items as well as an indirect assessment of the internship/lab experience.

RECOMMENDATIONS FOR CABE

An additional level of student learning outcomes and indicators should be added to Guidelines 3.0 to reflect the value of Introductory Psychology as a vehicle for public education.

Guidelines 3.0 should provide clarification of the foundational level indicators because students who complete 3-5 courses do not necessarily have breadth of knowledge across all five goals, but instead have differences of breadth and depth across goals.

Guidelines 3.0 should be more explicit in emphasizing global and cross-cultural issues.

Consider developing a policy statement regarding research guidelines for SOTL. In particular, it would be helpful to have guidance regarding the procedures and processes for obtaining IRB approval, informed consent, and access to academic records.

Offer guidance—and perhaps establish national policy—on the role of the IRB in guiding student research. For example, it is not entirely clear when/if students should enter the research approval process.

The Bologna process is a European model for higher education that includes the development of community-based partnerships for outcomes and assessments. Many countries around the world have adopted the Bologna process as a way to link skills to needs of the “market,” which includes employers, policy makers, and the general public. Explore the possibility of considering Bologna-style connections with the “market,” specific to the discipline of psychology in the United States.