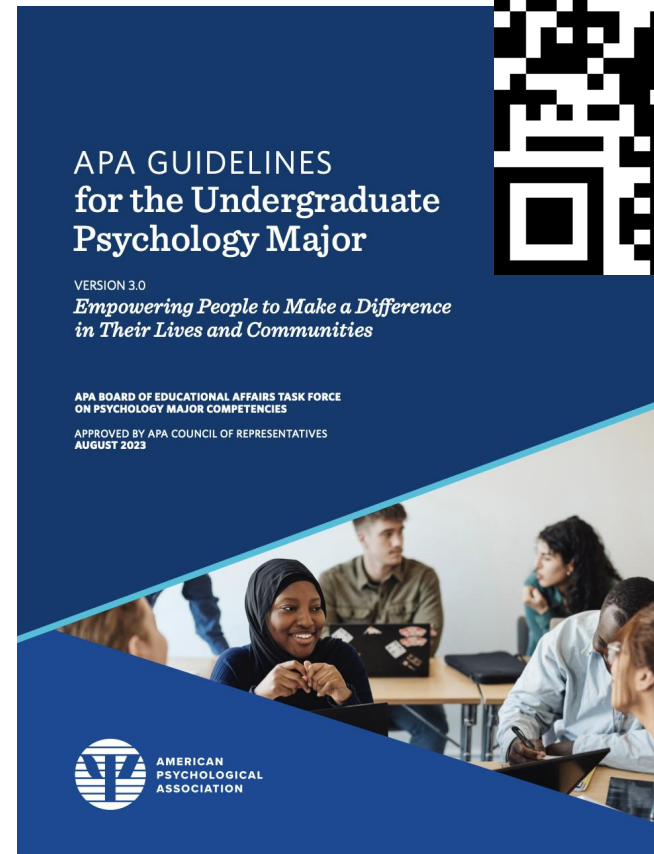


Karen Z. Naufel, Ph.D.
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APA Guidelines for the Undergraduate Major v3.0: Tools for Teachers, Mentors, and Advisors



<https://tinyurl.com/apaguidelinesv3>

APA Board of Educational Affairs Task Force on Psychology Major Competencies (2023)

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APA GUIDELINES for the Undergraduate Psychology Major

VERSION 3.0

*Empowering People to Make a Difference
in Their Lives and Communities*

APA BOARD OF EDUCATIONAL AFFAIRS TASK FORCE
ON PSYCHOLOGY MAJOR COMPETENCIES

APPROVED BY APA COUNCIL OF REPRESENTATIVES
AUGUST 2023



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APA Guidelines for the Undergraduate Major v3.0: Today's Plan

- What are Guidelines 3.0?
- How to use Guidelines 3.0
- Other related tools

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What are Guidelines 3.0?

- Expectations for what psychology majors should be able to know and do
- Aspirational and inspirational; not prescriptive nor content oriented
- Adaptable to different program types



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Guidelines 3.0: An Overview

Goal 1 – Content Knowledge and
Application

Goal 2 – Scientific Inquiry and Critical
Thinking

Goal 3 – Values in Psychology

Goal 4 – Communication, Psychological
Literacy, and Technology Skills

Goal 5 – Personal and Professional
Development

Anatomy of Guidelines 3.0

Foundational
Indicators – for
the midway point

Baccalaureate
Indicators – for
the end point

Goal – overarching
themes

Framework for Expanded Goals and Student Learning Outcomes: Foundation and Baccalaureate Level Indicators with Signature Attributes

GOAL 1

Content Knowledge and Applications

Overview

Students demonstrate comprehension of the major concepts, theoretical perspectives, historical trends, and empirical or evidence-based findings to discuss how psychological principles apply to behavior and mental processes. Students completing foundation courses demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity. Students are able to discuss psychological science's integrative themes and the respective sociocultural and historical backgrounds of those themes.

Outcomes - what
students are expected
to know and do

Outcomes Students will:	Foundation Indicators Students will:	Baccalaureate Indicators Students will:
1.1 Describe key concepts, principles, and theories in psychological science	1.1a Use basic psychological concepts to describe or explain behavior	1.1A Use psychological concepts to explain and predict behavior with sensitivity to the limitations of that knowledge
	1.1b Recognize that simple explanations rarely explain behavior adequately	1.1B Interpret behavioral phenomena at an appropriate level of complexity, recognizing interactions among psychological, biological, social, and cultural variables
	1.1c Provide examples in which the sociocultural context has affected research findings	1.1C Explain how research conclusions may be affected by sociocultural context
	1.1d Explain why psychology is a science	1.1D Evaluate common myths and misconceptions about psychology
	1.1e Explain why psychology is a hub science	1.1E Provide examples of psychology's influence on other disciplines (e.g., education, law)

Indicators – examples
for how outcomes can
be assessed

Anatomy of Guidelines 3.0: Attributes

Attributes from
inferred
successful
demonstration



Attributes Inferred from Successful Demonstration:

Amiably skeptical
Creative
Logical
Self-directed
Analytical

Careful
Curious
Open-minded
Self-starting

Collaborative
Intentional
Persistent
Systematic

Constructively critical
Inventive
Precise
Comfortable with ambiguity



Great for
advising and
mentoring!

How to Use Guidelines 3.0

As a Teacher: Program Development

Curriculum Development

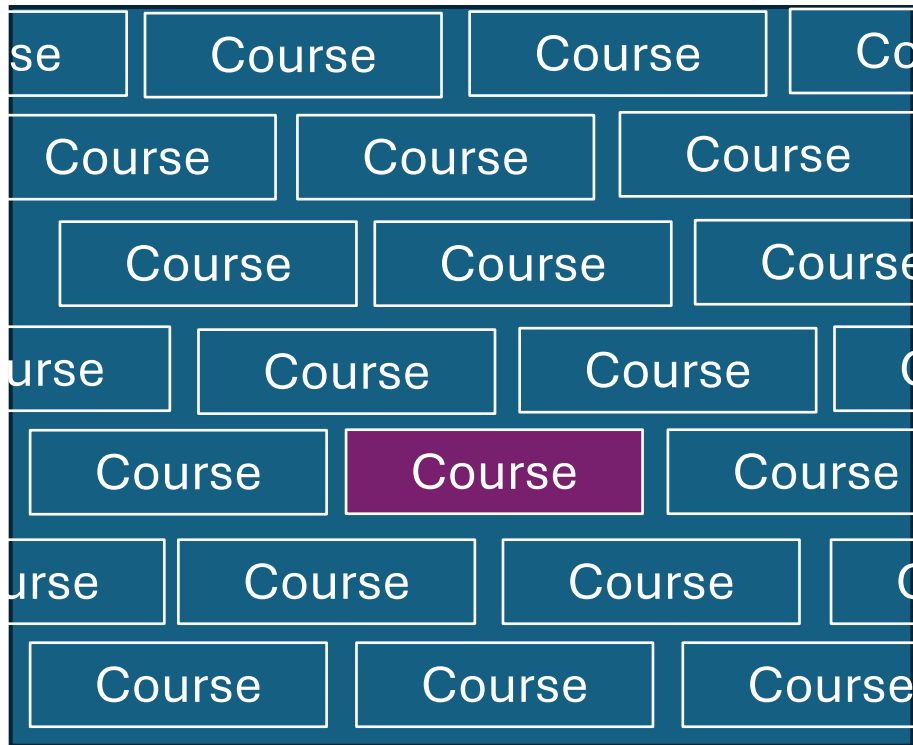


Figure 1. Courses are the building blocks of a curriculum

Guidelines 3.0 can help programs identify:

- What students *should* know and do
- Where in the current curriculum students have opportunities to meet goals and demonstrate outcomes
- Where there are gaps

As a Teacher: Program Development



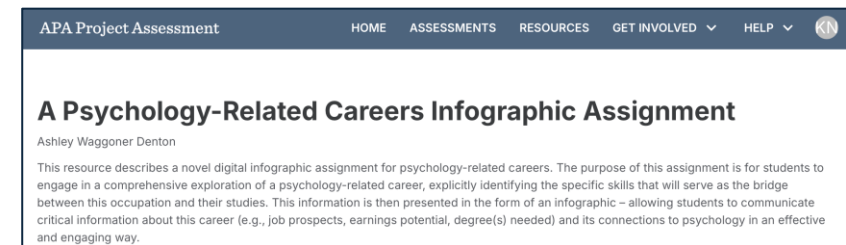
[Photo Jonas_Fehre](#)

- Pathways and transfers from one institution from another

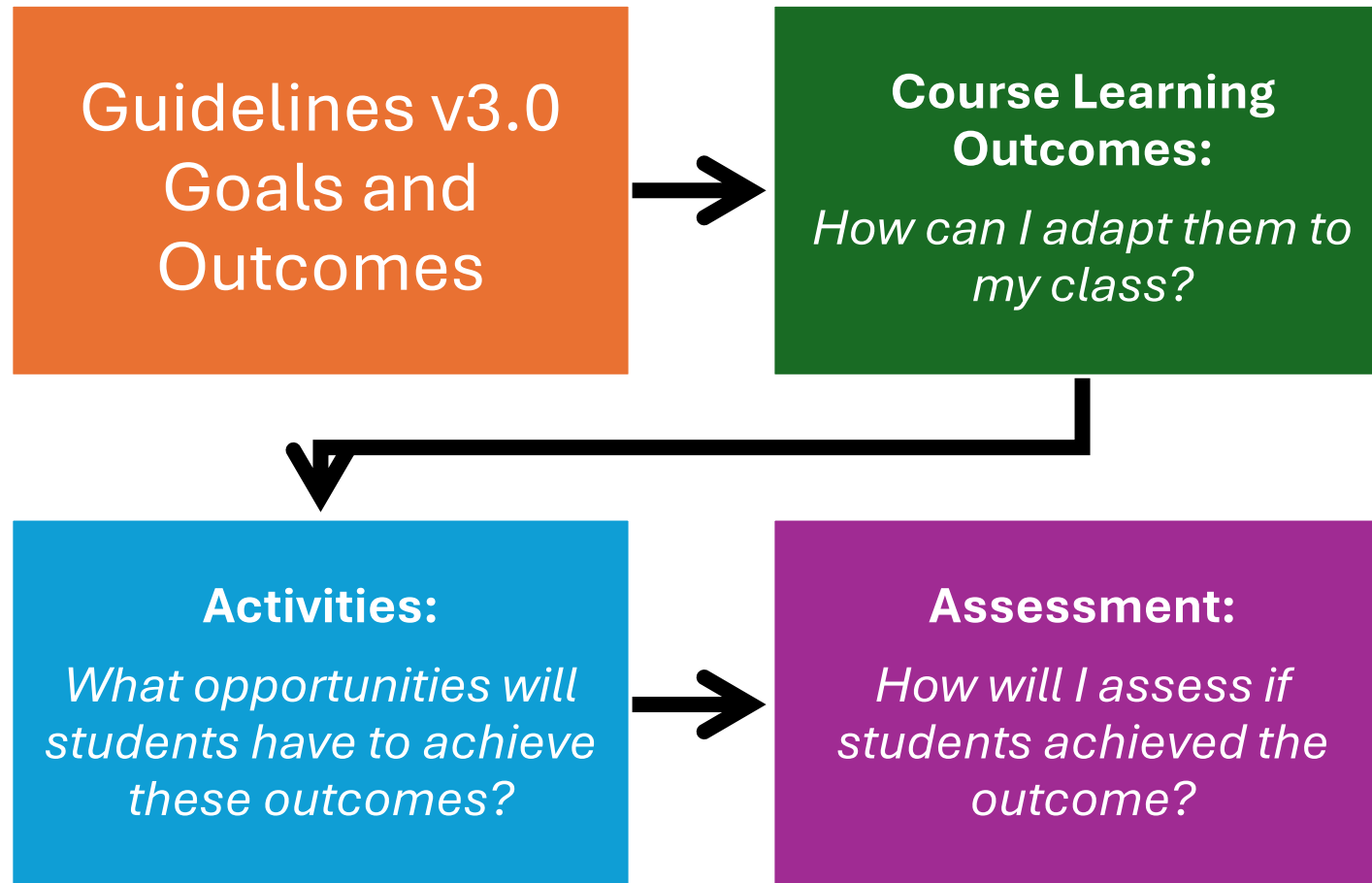
As a Teacher: Program Development

- Assess effectiveness of a program:
 - Identify the extent are students meeting outcomes
 - Use data to inform program changes

Project Assessment
pass.apa.org



As a Teacher: Course Development



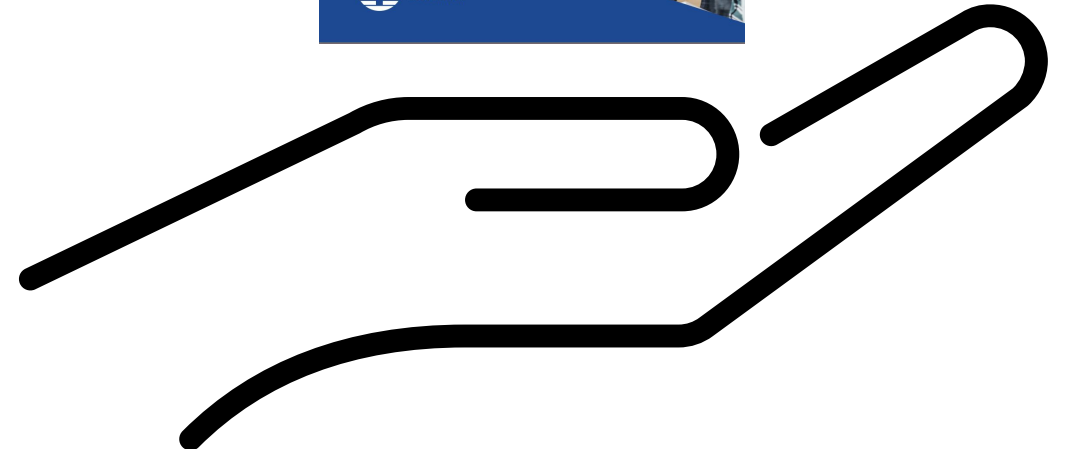
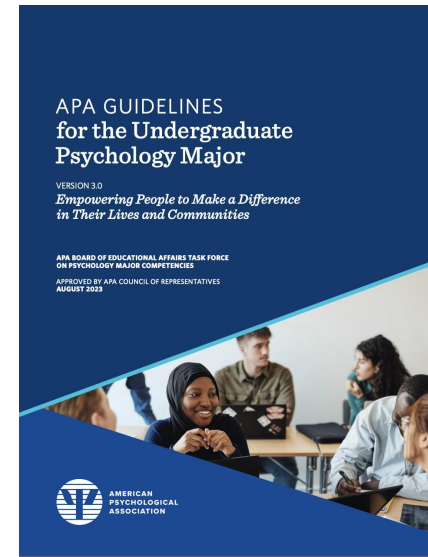
As a Teacher: Course Development

<i>Guidelines Goal and Learning Outcome</i>	<i>Course Goal and Learning Outcome</i>	<i>Activities How will students meet the goal?</i>	<i>Assessment</i>
Goal 3: Values in Psychology 3.1 Employ ethical standards in research, practice, and academic contexts	My Course's Goal 3: Social Responsibility and Ethics • Apply ethical principles to evaluate the ethics of health-related scenarios	Activity – Teams review an ethical scenario (e.g., “Should people be paid to get vaccines?”) Then, using APA Ethical Principles for Psychologists (2017) as a guide, they apply ethical decision-making frameworks to answer the question.	Rubric aligned with learning outcome 

As a Mentor and Advisor: Helping Students Understand Psychology

Give students Guidelines v3.0

- Provides insight to what the major is
- Helps students articulate knowledge and skills learned
- Serves as a self-assess tool



And That's Not All!

Other Tools within Guidelines 3.0

- **Guiding Principles**
 - Examples: Psychology is transformative, psychology is for everyone
- **Putting the Guidelines into Action**
 - Examples: Engaging personnel in curricular assessment, considerations for occupational destinations, incorporating open science
- **Articulation with Other Documents**
 - Examples: APA's Quality Principles for Undergraduate Education, The Skillful Psychology Student

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The Skillful Psychology Student

Outcomes
and
Attributes
from
Guidelines
2.0



Skills that
Employers
Value



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THE SKILLFUL PSYCHOLOGY STUDENT

PREPARED FOR SUCCESS IN THE 21ST CENTURY WORKPLACE

Psychology provides skills that employers value.

 COGNITIVE	Analytical thinking: Solve complex problems, attend to details, plan proactively, and display comfort with ambiguity. Critical thinking: Display proficiency with statistics, program evaluation, and research design necessary for the study of social and technical systems. Creativity: Use innovative and resourceful approaches to problem solving and new tasks. Information management: Be adept at locating, organizing, evaluating, and distributing information from multiple sources. Judgment and decision making: Engage in logical and systematic thinking and ethical decision making when considering the possible outcomes of a particular action.
 COMMUNICATION	Oral communication: Demonstrate strong active listening and conversational abilities in both informal and professional environments, as well as aptitude for public speaking and communicating scientific information to diverse audiences. Written communication: Comprehend relevant reading materials to produce professional documents that are grammatically correct, such as technical or training materials and business correspondence.
 PERSONAL	Adaptability: Adjust successfully to change by responding in a flexible, proactive, and civil manner when changes occur. Integrity: Perform work in an honest, reliable, and accountable manner that reflects the ethical values and standards of an organization. Self-regulation: Manage time and stress by completing assigned tasks with little or no supervision; display initiative and persistence by accepting and completing additional duties in a careful, thorough, and dependable manner.
 SOCIAL	Collaboration: Work effectively in a team by cooperating, sharing responsibilities, and listening and responding appropriately to the ideas of others. Inclusivity: Demonstrate sensitivity to cultural and individual differences and similarities by working effectively with diverse people, respecting and considering divergent opinions, and showing respect for others. Leadership: Establish a vision for individuals and for the group, creating long-term plans and guiding and inspiring others to accomplish tasks in a successful manner. Management: Manage individuals and/or teams, coordinate projects, and prioritize individual and team tasks. Service orientation: Seek ways to help people by displaying empathy; maintaining a customer, patient, or client focus; and engaging in the community.
 TECHNOLOGICAL	Flexibility/adaptability to new systems: Be willing and able to learn and/or adapt to new computer platforms, operating systems, and software programs. Familiarity with hardware and software: Demonstrate competency in using various operating systems, programs, and/or coding protocols; troubleshoot technical errors; and use software applications to build and maintain websites, create web-based applications, and perform statistical analyses.

For more information, visit on.apa.org/undergrad

The Skillful Psychology Student

The Skillful Psychology Student

- How to use the Skillful Psychology Student
 - Career planning
 - Job search
 - Articulation of skills on resumes

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Naufel et al. (2018)

As a Teacher: Course Development

Guidelines 3.0 Goal and Learning Outcome	Course Goal and Learning Outcome	Activities <i>How will students meet the goal?</i>	Assessment	Skillful Psychology Student Skill
Goal 3: Values in Psychology 3.1 Employ ethical standards in research, practice, and academic contexts	My Course's Goal 3: Social Responsibility and Ethics • Apply ethical principles to evaluate the ethics of health-related scenarios	Activity – Teams review an ethical scenario (e.g., “Should people be paid to get vaccines?”) Then, using APA Ethical Principles for Psychologists as a guide, they apply ethical decision-making frameworks to answer the question.	Rubric aligned with learning outcome	Judgement and Decision making Integrity Oral and Written Community

Conclusion

Guidelines 3.0 can be a robust tool to facilitate teaching, mentoring, and advising

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- Naufel, K. Z., Appleby, D. C., Young, J., Van Kirk, J. F., Spencer, S. M., Rudmann, J., Carducci, B. J., Hettich, P., & Richmond, A. S. (2018). *The skillful psychology student: Prepared for success in the 21st century workplace*. American Psychological Association. <https://www.apa.org/education-career/guide/transferrable-skills.pdf>

Note: Special Issue in *Scholarship of Teaching and Learning in Psychology*

- Jane S. Halonen and David Kreiner edited a special issue related to *Guidelines 3.0* in the APA Journal *Scholarship of Teaching and Learning in Psychology* (see volume 11, issue 1)