



## STUDENT SELF-APPRAISAL OF LEARNING

### *Bachelor of Arts in Psychology Program (2008)*

#### **Attention New Undergraduate Psychology Student:**

You will be required to complete the following Student Self-Appraisal of Learning (SSAL) at three points throughout your educational career with Argosy. The first time will be when you begin your studies with us.

Please note that the language of the SSAL indicates that there is no expectation for you to come into the program having mastered the seven (7) competencies the program espouses. In fact, we deem it to be our privilege to work with you to instill in you these competencies as you work your way through your degree in psychology.

So, please be as honest as you can be, noting the areas wherein you have been exposed to certain learning outcomes at previous institutions, as well as the areas that are completely new to you. The blank box entitled COMMENTS has been designated as a place for you to put words to the rating you have given yourself on the specific program outcome.

#### **Please utilize the following key when marking the boxes for each of the core competencies:**

***Limited Exposure:*** If you do not recognize the section title and/or if you are fairly certain you have not received college-level instruction in this area, check this box.

***Moderate Exposure:*** If you recognize the section title and know that this competency has been addressed either directly or indirectly in college-level classes you have taken at other institutions, or if you recognize some of the discussion points in this area, check this box.

***Significant Exposure:*** If you not only recognize this section title but can fairly easily address some of the major themes and their application to theory and/or to your own life, check this box. These are abilities beyond those described under Moderate Exposure.

***Extensive Exposure:*** If you have taken enough college-level classes and completed enough scholastic activity that your expertise in a given area sets you apart, check this box. These are abilities beyond those described under Significant Exposure.

**Section 1a: Cognitive Abilities: Critical Thinking:** Given a psychological issue, employs skeptical inquiry and a scientific approach.

<input type="checkbox"/>	<i>0 = Limited Exposure</i>	<ul style="list-style-type: none"> <li>• Demonstrates limited ability to thoughtfully examine psychological perspectives and theories within written and oral presentations.</li> <li>• Demonstrates limited ability in acknowledging or exploring a given topic from more than one perspective.</li> </ul>
<input type="checkbox"/>	<i>1 = Moderate Exposure</i>	<ul style="list-style-type: none"> <li>• Able to recognize and describe a wide range of psychological perspectives and theories within written and oral presentations.</li> <li>• When presenting (in written work or orally), indicates an understanding of a given topic from multiple perspectives.</li> <li>• Able to define and discuss the complexities in a given issue.</li> </ul>
<input type="checkbox"/>	<i>2 = Significant Exposure</i>	<ul style="list-style-type: none"> <li>• Able to choose from and appraise a wide range of psychological perspectives and theories within written and oral presentations.</li> <li>• When presenting (in written work or orally), can illustrate multiple perspectives on a given topic.</li> <li>• Able to analyze the complexities of a given issue.</li> </ul>
<input type="checkbox"/>	<i>3 = Extensive Exposure</i>	<ul style="list-style-type: none"> <li>• Able to formulate reasoned opinions on a wide range of psychological perspectives and theories within written and oral presentations.</li> <li>• When presenting (in written work or orally), assesses a given topic from multiple perspectives and evaluates merit of each perspective.</li> <li>• Able to systematically analyze and appraise the complexities of a given issue.</li> </ul>
	COMMENTS	

**Section 1b: Cognitive Abilities: Information Literacy:** Given a research question related to psychology, accesses information from a variety of sources and select appropriate sources to respond to the question.

<input type="checkbox"/>	<i>0 = Limited Exposure</i>	<ul style="list-style-type: none"> <li>Relies primarily on subjective/personal experience, popular press reports of psychology, and/or anecdotal evidence when completing a project on a topic in psychology.</li> </ul>
<input type="checkbox"/>	<i>1 = Moderate Exposure</i>	<ul style="list-style-type: none"> <li>Able to obtain, arrange, classify, and describe information from a variety of appropriate sources pertinent to the chosen topic when completing a project in psychology.</li> </ul>
<input type="checkbox"/>	<i>2 = Significant Exposure</i>	<ul style="list-style-type: none"> <li>Able to compare, contrast, and use information from a variety of sources pertinent to the chosen topic when completing a project in psychology.</li> </ul>
<input type="checkbox"/>	<i>3 = Extensive Exposure</i>	<ul style="list-style-type: none"> <li>Able to collect and arrange information from a variety of sources pertinent to the chosen topic, integrating reasoned appraisals of such information into the work of a project in psychology.</li> </ul>
	COMMENTS	

**Section 2: Research: Understanding Research Methods:** Given an article about research findings in the field of psychology from a scholarly journal, identifies the research design and statistical tools used (including research design, data analysis, and interpretation), and the findings of the article.

<input type="checkbox"/>	<i>0 = Limited Exposure</i>	<ul style="list-style-type: none"> <li>Demonstrates limited ability to correctly summarize <i>one or none</i> of the following: the research design, statistical and other evaluative tools, and findings of the article.</li> </ul>
<input type="checkbox"/>	<i>1 = Moderate Exposure</i>	<ul style="list-style-type: none"> <li>Able to correctly summarize at least <i>two</i> of the following: the research design, statistical and other evaluative tools, and findings of the article.</li> </ul>
<input type="checkbox"/>	<i>2 = Significant Exposure</i>	<ul style="list-style-type: none"> <li>Able to correctly summarize the research design, statistical and other evaluative tools, and findings of the article.</li> </ul>
<input type="checkbox"/>	<i>3 = Extensive Exposure</i>	<ul style="list-style-type: none"> <li>Able to correctly summarize the research design, statistical and other evaluative tools, and findings of the article.</li> <li>Able to use sound reasoning as a basis for criticizing the research results.</li> </ul>
	COMMENTS	

**Section 3a: Communication Skills: Oral:** Effectively presents psychological concepts orally as appropriate to the audience.

<input type="checkbox"/>	<i>0 = Limited Exposure</i>	<ul style="list-style-type: none"> <li>• Possesses limited ability and/or struggles in creating, organizing and delivering oral presentations.</li> </ul>
<input type="checkbox"/>	<i>1 = Moderate Exposure</i>	<ul style="list-style-type: none"> <li>• Possesses moderate ability in creating, organizing and delivering oral presentations.</li> <li>• Exhibits the ability to identify basic/general levels of organization and clarity of presentation.</li> <li>• Struggles with the ability to recognize higher levels of organization and clarity, levels of appropriateness for specific audience(s), and/or is challenged with grammatical issues (such as the use of informal language or slang).</li> </ul>
<input type="checkbox"/>	<i>2 = Significant Exposure</i>	<ul style="list-style-type: none"> <li>• Possesses significant ability in creating, organizing and delivering oral presentations.</li> <li>• Exhibits the ability to identify, select, and apply basic/general levels of organization and clarity of presentation.</li> <li>• Able to recognize higher levels of organization and clarity, exhibits the ability to identify, select, and apply appropriate levels of presentation for specific audience(s), and/or is versed in correct usage of grammar and appropriate word selection.</li> </ul>
<input type="checkbox"/>	<i>3 = Extensive Exposure</i>	<ul style="list-style-type: none"> <li>• Possesses extensive ability in creating, organizing and delivering oral presentations.</li> <li>• Exhibits the ability to design, develop, and defend appropriate levels of organizations and clarity of presentation, thus allowing the listener to following the line of reasoning.</li> <li>• Exhibits the ability to design, develop, and defend appropriate level of presentation for audience, correct use of grammar, word choice for precise meaning.</li> </ul>
COMMENTS		

**Section 3b: Communication Skills: Written:** Effectively presents psychological information, in writing, using software and style appropriate to the audience.

<input type="checkbox"/>	<i>0 = Limited Exposure</i>	<ul style="list-style-type: none"> <li>• Possesses limited ability in recognizing and/or creating formal academic writing to include APA format, clarity in content, language use, grammar organization and sentence structure.</li> </ul>
<input type="checkbox"/>	<i>1 = Moderate Exposure</i>	<ul style="list-style-type: none"> <li>• Possesses moderate ability in creating, organizing and delivering written work.</li> <li>• Exhibits the ability to identify basic/general levels of organization and clarity in content, language use, grammar organization and sentence structure using APA formatting.</li> <li>• Exhibits the ability to identify and discuss psychological concepts in written work.</li> </ul>
<input type="checkbox"/>	<i>2 = Significant Exposure</i>	<ul style="list-style-type: none"> <li>• Able to recognize and apply higher levels of organization and clarity, able to identify, select, and apply appropriate levels of written work for specific audience(s), and/or is versed in correct usage of language, grammar, and organization.</li> <li>• Possesses significant ability in formal academic writing with clarity in content, language use, grammar organization, and sentence structure using APA formatting.</li> <li>• Exhibits the ability to identify, discuss, and apply psychological concepts in written work.</li> </ul>
<input type="checkbox"/>	<i>3 = Extensive Exposure</i>	<ul style="list-style-type: none"> <li>• Exhibits the ability to develop and apply appropriate levels of conciseness and clarity in content, language use, grammar, organization using APA formatting.</li> <li>• Exhibits the ability to develop, apply and defend a particular stance related to psychological concepts in written work.</li> </ul>
	COMMENTS	

**Section 4a: Ethics:** Identifies the issues and challenges related to ethics in the field of Psychology.

<input type="checkbox"/>	<i>0 = Limited Exposure</i>	<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge about and/or ability to remember basic ethical precepts and terminology.</li> </ul>
<input type="checkbox"/>	<i>1 = Moderate Exposure</i>	<ul style="list-style-type: none"> <li>• Understands and is able to recognize and/or describe elements of the ethical standards and guidelines upon which psychology is based.</li> </ul>
<input type="checkbox"/>	<i>2 = Significant Exposure</i>	<ul style="list-style-type: none"> <li>• Not only understands the importance of ethical guidelines and is able to identify key elements therein, but can also analyze and apply ethical concepts and ideological frameworks to specific psychological issues.</li> <li>• Claims ownership over the prescribed ethical principles for the field, and works to promote ethical decision-making and activity accordingly.</li> </ul>
<input type="checkbox"/>	<i>3 = Extensive Exposure</i>	<ul style="list-style-type: none"> <li>• Effectively engages in ethical thinking and action, evidenced by the ability to articulate best-practices pertaining to case examples and/or other specific problems associated with the field.</li> <li>• Recognizes more subtle breaches in ethical practices in psychology and can construct alternative analyses and choices of behaviors.</li> <li>• Claims ownership over the prescribed ethical principles for the field, and works to promote ethical decision-making and activity accordingly.</li> </ul>
	COMMENTS	

**Section 4b: Diversity:** Identifies the issues and challenges related to diversity in the field of psychology.

<input type="checkbox"/>	<i>0 = Limited Exposure</i>	<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge about and/or ability to remember basic precepts and terminology related to diversity within psychology.</li> <li>• Bases opinion(s), in large part, on subjective/personal experience and/or bias.</li> </ul>
<input type="checkbox"/>	<i>1 = Moderate Exposure</i>	<ul style="list-style-type: none"> <li>• Understands and is able to recognize and/or describe the existence of diversity issues in the field of psychology.</li> </ul>
<input type="checkbox"/>	<i>2 = Significant Exposure</i>	<ul style="list-style-type: none"> <li>• Not only understands the importance of awareness and knowledge/skill development in regards to diversity in psychology, but can also analyze and apply multiculturally-sensitive theories, thoughts, and beliefs to specific psychological issues.</li> <li>• Recognizes personal biases, and works to increase awareness and respect for diverse populations.</li> </ul>
<input type="checkbox"/>	<i>3 = Extensive Exposure</i>	<ul style="list-style-type: none"> <li>• Effectively engages in multiculturally-sensitive thought and action, evidenced by the ability to articulate best-practices pertaining to case examples and/or other specific diversity issues and populations associated with the field.</li> <li>• Recognizes more subtle forms of discrimination and prejudice within and around psychology and can construct alternative analyses and choices of behaviors.</li> <li>• Claims ownership over personal biases, and works to increase awareness and respect for diverse populations.</li> </ul>
	COMMENTS	

**5. Knowledge of Psychology:** Recognizes the major concepts, theoretical perspectives, empirical findings, applications, and historical trends in psychology.

<input type="checkbox"/>	<i>0 = Limited Exposure</i>	<ul style="list-style-type: none"> <li>• Demonstrates limited ability in recognizing or comprehending major concepts, theoretical perspectives, empirical findings, applications and historical trends in psychology or within a specific area of study in the field.</li> </ul>
<input type="checkbox"/>	<i>1 = Moderate Exposures</i>	<ul style="list-style-type: none"> <li>• Able to recognize and comprehend the major concepts, theoretical perspectives, empirical findings, applications and historical trends in psychology or within a specific area of study in the field.</li> </ul>
<input type="checkbox"/>	<i>2 = Significant Exposure</i>	<ul style="list-style-type: none"> <li>• Exhibits the ability to analyze and apply the major concepts, theoretical perspectives, empirical findings, applications and historical trends in a psychology or within a specific area of study in the field.</li> </ul>
<input type="checkbox"/>	<i>3 = Extensive Exposure</i>	<ul style="list-style-type: none"> <li>• Exhibits consistent recognition and exceptional comprehension of the major concepts, theoretical perspectives, empirical findings, applications and historical trends in psychology or within a specific area of study in the field.</li> <li>• Able to synthesize and evaluate various psychological theories, and apply them to explain everyday events and experiences.</li> </ul>
	COMMENTS	

**6. Knowledge of Applied Psychology:** Applies psychological principles to personal, social, and/or organizational issues.

<input type="checkbox"/>	0 = <i>Limited Exposure</i>	<ul style="list-style-type: none"> <li>• Demonstrates limited ability in describing the major established and emerging areas of applied psychology.</li> <li>• Demonstrates a basic and/or limited understanding of how psychological principles may apply to issues and situations at a personal, social, and/or organizational level.</li> </ul>
<input type="checkbox"/>	1 = <i>Moderate Exposure</i>	<ul style="list-style-type: none"> <li>• Demonstrates ability in describing the major established and emerging areas of applied psychology.</li> <li>• Demonstrates an understanding of how psychological principles may apply to issues and situations at a personal, social, and/or organizational level.</li> <li>• Occasionally applies psychological principles in his/her everyday decision-making and interactions with others, in the news, and in organizations s/he comes into contact with such as schools, workplaces, and places of worship and recreation.</li> </ul>
<input type="checkbox"/>	2 = <i>Significant Exposure</i>	<ul style="list-style-type: none"> <li>• Demonstrates a consistent understanding of how psychological principles apply to issues and situations at a personal, social, and/or organizational level.</li> <li>• Consistently applies psychological principles in his/her everyday decision-making and interactions with others, in the news, and in organizations s/he comes into contact with such as schools, workplaces, and places of worship and recreation.</li> </ul>
<input type="checkbox"/>	3 = <i>Extensive Exposure</i>	<ul style="list-style-type: none"> <li>• Provides comprehensive explanations that incorporate psychological principles, as well as, empirical data and best practices.</li> <li>• Demonstrates the ability to use psychological principles in solving problems, explaining social issues, and dealing with everyday life situations.</li> </ul>
	COMMENTS	

**Section 7: Interpersonal Effectiveness: Active Listening Communication Skills:** Develops and improves positive relationship skills via effective communication, respect for others, appreciation of diversity and cultural sensitivity, and awareness of their impact on others.

<input type="checkbox"/> 0 = <i>Limited Exposure</i>	<ul style="list-style-type: none"> <li>• Demonstrates limited ability to apply active listening communication skills in interpersonal and organizational scenarios to establish empathetic, collegial relationships that facilitate consensus building in working toward common goals and is not appreciative of diversity and culture.</li> <li>• Demonstrates limited awareness of the importance of effective nonverbal communication skills in developing strong interpersonal and organizational relationships that are culturally sensitive and respectful of diversity.</li> <li>• Demonstrates limited openness to feedback to develop adaptable strategies of facilitating dynamic interpersonal and organizational relationships.</li> <li>• Demonstrates limited awareness of the impact of technological advances on communication within interpersonal and organizational relationships.</li> <li>• Demonstrates limited ability to utilize effective communication and relationship skills in order to promote the growth of others and effect change.</li> </ul>
<input type="checkbox"/> 1 = <i>Moderate Exposure</i>	<ul style="list-style-type: none"> <li>• Demonstrates awareness of the importance of active listening communication skills in interpersonal and organizational scenarios to establish empathetic, collegial relationships that facilitate consensus building in working toward common goals and is appreciative of diversity and culture.</li> <li>• Demonstrates awareness of the importance of effective nonverbal communication skills in developing strong interpersonal and organizational relationships that are culturally sensitive and respectful of diversity.</li> <li>• Is open to receiving feedback to develop adaptable strategies of facilitating dynamic interpersonal and organizational relationships.</li> <li>• Demonstrates awareness of the impact of technological advances on communication within interpersonal and organizational relationships.</li> <li>• Utilizes some effective communication and relationship skills in order to promote the growth of others and effect change.</li> </ul>
<input type="checkbox"/> 2 = <i>Significant Exposure</i>	<ul style="list-style-type: none"> <li>• Able to apply some active listening communication skills in interpersonal and organizational scenarios to establish empathetic, collegial relationships that facilitate consensus building in working toward common goals and is appreciative of diversity and culture.</li> <li>• Able to analyze the importance of effective nonverbal communication skills in developing strong interpersonal and organizational relationships that are culturally sensitive and respectful of diversity.</li> <li>• Able to accept and utilize feedback to develop adaptable strategies of facilitating dynamic interpersonal and organizational relationships.</li> <li>• Actively demonstrates an understanding of the impact of technological advances on communication within interpersonal and organizational relationships.</li> <li>• Demonstrates utilization of effective communication and relationship skills in order to promote the growth of others and effect change.</li> </ul>

<input type="checkbox"/> 3 = <i>Extensive Exposure</i>	<ul style="list-style-type: none"> <li>• Able to consistently and effectively apply active listening communication skills in interpersonal and organizational scenarios to establish empathetic, collegial relationships that facilitate consensus building in working toward common goals and is appreciative of diversity and culture.</li> <li>• Able to consistently analyze the importance of effective nonverbal communication skills in developing strong interpersonal and organizational relationships that are culturally sensitive and respectful of diversity.</li> <li>• Actively solicits and utilizes feedback to develop adaptable strategies of facilitating dynamic interpersonal and organizational relationships.</li> <li>• Consistently &amp; actively demonstrates an understanding of the impact of technological advances on communication within interpersonal and organizational relationships.</li> <li>• Consistently demonstrates strong utilization of effective communication and relationship skills in order to promote the growth of others and effect change.</li> </ul>
<p>COMMENTS</p>	