PsycLearn: Social Psychology | Module Topics for Course

11 modules:

- Introduction to Social Psychology *(available this fall)*
- Research Methods
- Attitudes
- Attitude Change Through Persuasion
- Social Influence
- Attribution *(available this fall)*
- Impression Formation and Management *(available this fall)*
- Antisocial Behavior
- Intergroup Relations
- Group Effects on Thought and Action
- Leadership

*Module topics are subject to change based on feedback.*
PsycLearn: Social Psychology | Topic Coverage & Learning Objectives Aligned to APA Guidelines 2.0

The APA Guidelines for the Undergraduate Psychology Major Version 2.0 are often cited by psychology departments as the foundation of curricular outcomes. Learning objectives clearly articulate the goals to be met by students as they navigate content and interact with practice and mastery activities. Here we provide alignment of the learning objectives specified in PsycLearn: Social Psychology to the outcomes established by the APA Guidelines 2.0.

About the APA Guidelines 2.0

Developed by the American Psychological Association (APA), the APA Guidelines for the Undergraduate Psychology Major Version 2.0 serve to benchmark quality in the delivery of psychology instruction at institutions of higher education, producing curricular continuity and comparable educational experiences in online-only and blended learning environments.

The APA Guidelines 2.0 capture a set of optimal expectations for performance by undergraduates who are engaged in the study of psychology. The document outlines five broad goals and corresponding student learning outcomes that represent reasonable departmental expectations for the undergraduate psychology major across different kinds of educational contexts. The selection of the five goals and corresponding student learning outcomes reflects emerging best practices from the scholarship of teaching and learning in psychology as well as the experiences reported from academic program reviewers.

See page 10 for an overview of each goal. You can read the comprehensive APA Guidelines 2.0 at on.apa.org/PL-guidelines.

Goal 1: Knowledge Base in Psychology
Goal 2: Scientific Inquiry and Critical Thinking
Goal 3: Ethical and Social Responsibility in a Diverse World
Goal 4: Communication
Goal 5: Professional Development
## PsycLearn: Social Psychology

<table>
<thead>
<tr>
<th>Module Description</th>
<th>Learning Objectives</th>
<th>Outcomes and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1. Introduction to Social Psychology</strong>&lt;br&gt;This module sets the stage for what will follow in the course. We will explain what social psychology is and the various topics that are studied in social psychological research. We discuss the core principles that explain, predict, and guide social behavior, which are present throughout the content. <strong>Major Topics:</strong>&lt;br&gt;• Definition of Social Psychology&lt;br&gt;• Scope of Topics&lt;br&gt;• History of Social Psychology</td>
<td>• Define social psychology and give examples of the variety of topics studied by social psychologists.&lt;br&gt;• Provide an overview and cite examples of social psychology’s history.&lt;br&gt;• List and explain the core principles used by social psychologists to explain, predict, and guide social behavior.&lt;br&gt;• Define four or more career preparation / on the job skills that students will learn in this course.</td>
<td>1.1b Explain why psychology is a science with the primary objectives of describing, understanding, predicting, and controlling behavior and mental processes&lt;br&gt;1.1d Recognize the power of the context in shaping conclusions about individual behavior&lt;br&gt;1.2c Recognize major historical events, theoretical perspectives, and figures in psychology and their link to trends in contemporary research&lt;br&gt;1.3a Describe examples of relevant and practical applications of psychological principles to everyday life&lt;br&gt;5.1d Describe how psychology’s content applies to business, health care, educational, and other workplace settings&lt;br&gt;5.4b Recognize the potential for developing stronger solutions through shared problem solving&lt;br&gt;5.5b Articulate the skill sets desired by employers who hire or select people with psychology backgrounds</td>
</tr>
<tr>
<td>Module Description</td>
<td>Learning Objectives</td>
<td>Outcomes and Indicators</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
<td>-------------------------</td>
</tr>
</tbody>
</table>
| Module 2. Research Methods  
This module introduces you to the scientific method. You will learn about the steps in the scientific method, different types of research, characteristics of good scientific research, and how to spot pseudoscience.  
**Major Topics:**  
- The Scientific Method  
- Theories and Hypotheses  
- Research Designs  
- Research Ethics |  
- Apply the steps of the scientific method.  
- Explain the goals of basic and applied research.  
- Define theory and hypothesis and contrast the two.  
- Describe operational definitions.  
- Differentiate reliability and validity in research measurement  
- Define a variable and differentiate between qualitative and quantitative variables.  
- Identify examples of qualitative and quantitative variables.  
- Define and identify independent and dependent variable.  
- Identify, describe, and distinguish among descriptive, correlational, experimental, and quasi-experimental research designs.  
- Name the types of variables that are manipulated and measured, respectively, in experimental research.  
- Identify the verbs that indicate whether a study is manipulating or measuring a variable.  
- Explain what a descriptive research design can tell us and why it should be used.  
- Explain what can be known from a correlational study.  
- Explain what an experiment is and what can be known from an experimental design.  
- Describe design requirements for an experiment. |  
1.1b Explain why psychology is a science with the primary objectives of describing, understanding, predicting, and controlling behavior and mental processes  
2.1b Develop plausible behavioral explanations that rely on scientific reasoning and evidence rather than anecdotes or pseudoscience  
2.3A Describe problems operationally to study them empirically  
2.4a Describe research methods used by psychologists including their respective advantages and disadvantages  
2.4b Discuss the value of experimental design (i.e., controlled comparisons) in justifying cause–effect relationships  
2.4c Define and explain the purpose of key research concepts that characterize psychological research (e.g., hypothesis, operational definition)  
3.1a Describe key regulations in the APA Ethics Code for protection of human or nonhuman research participants  
3.1b Identify obvious violations of ethical standards in psychological contexts  
3.1d Define the role of the institutional review board (IRB) |
### PsycLearn: Social Psychology

<table>
<thead>
<tr>
<th>Module Description</th>
<th>Learning Objectives</th>
<th>Outcomes and Indicators</th>
</tr>
</thead>
</table>
| **Module 2. Research Methods (cont’d)** | • Explain what a quasi-experiment is and what can be known from a quasi-experimental design.  
• Explain how a quasi-experiment is different from a true experiment.  
• Differentiate and contrast internal and external validity.  
• List characteristics of experiments that lead to high internal validity.  
• Define and identify confounding variables.  
• Explain what is meant by informed consent.  
• Describe when participants have the right to withdraw.  
• Define privacy and confidentiality.  
• Define deception and debriefing.  
• Apply ethical concepts from the APA Ethics Code to specific research scenarios.  
• Define plagiarism and fraud, and list safeguards to prevent each.  
• Explain why studies are replicated.  
• Identify types of replication.  
• Describe non-scientific methods of knowing. | **5.1a** Recognize the value and application of research and problem-solving skills in providing evidence beyond personal opinion to support proposed solutions  
**5.1f** Describe how ethical principles of psychology have relevance to non-psychology settings |
### PsycLearn: Social Psychology

**Module Description**

**Module 3. Attitudes**
Attitudes are evaluations of people, objects, and issues. Attitudes are important because they so often guide behavior. How we spend our time, what products we buy, and who we have as friends are all influenced by our attitudes.

**Major Topics:**
- Definition, Structure, and Strength

---

<table>
<thead>
<tr>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Define the concept of attitudes.</td>
</tr>
<tr>
<td>• Identify the three components underlying attitudes.</td>
</tr>
<tr>
<td>• Understand the process underlying attitude formation.</td>
</tr>
<tr>
<td>• Illustrate the concept of attitude strength.</td>
</tr>
<tr>
<td>• Demonstrate ways in which attitudes influence our everyday life.</td>
</tr>
<tr>
<td>• Illustrate how attitudes are formed in the digital age.</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>APA Guidelines for the Undergraduate Psychology Major, 2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1a Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes</td>
</tr>
<tr>
<td>1.1a Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes</td>
</tr>
<tr>
<td>2.1b Use psychology concepts to explain personal experiences and recognize the potential for flaws in behavioral explanations based on simplistic, personal theories</td>
</tr>
<tr>
<td>5.1b Identify range of possible factors that influence beliefs and conclusions</td>
</tr>
<tr>
<td>5.1d Describe how psychology’s content applies to business, health care, educational, and other workplace settings</td>
</tr>
</tbody>
</table>
## PsycLearn: Social Psychology

### Module Description

**Module 4. Attitude Change through Persuasion**

Persuasion is a means of changing attitudes, typically through providing arguments in support of the changed position.

**Major Topics:**
- Arguments and Self-persuasion
- Elaboration Likelihood Model
- Cognitive Dissonance Theory

### Learning Objectives

- Describe the Message-Learning Approach (MLA) to persuasion.
- Illustrate the Cognitive Response Approach (CRA) to persuasion.
- Outline the elements of the Elaboration-Likelihood Model (ELM):
  - The central or peripheral route,
  - The motivation and ability to process, and
  - The consequences of route to persuasion.
- Understand the change in thinking from MLA to CRA to ELM.
- Discuss the features of cognitive dissonance theory:
  - dissonant elements,
  - dissonance reduction, and
  - insufficient justification.
- Demonstrate ways in which persuasion occurs in everyday life.
- Illustrate how persuasion occurs in virtual groups.

### APA Guidelines for the Undergraduate Psychology Major, 2.0

1.1a Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes

1.2c Recognize major historical events, theoretical perspectives, and figures in psychology and their link to trends in contemporary research (e.g., Aronson, Festinger)

1.2d Provide examples of unique contributions of content domains (in this module – social psychology) to the understanding of complex behavioral issues

3.3c Explain how psychology can promote civic, social, and global outcomes that benefit others (e.g., using evidence based persuasion strategies to promote healthy behaviors, etc.)

4.3a Identify key message elements in communication through careful listening (e.g., recognizing and resisting the persuasion strategies)
### Module Description

**Module 5. Social Influence**  
Few topics are more central to social psychology than social influence. Humans influence each other almost constantly. Any effort to change another person’s thought or behavior is an example of social influence. In this module, we will cover the three types of social influence: conformity, compliance, and obedience. These three types are distinct ways of measuring behavior.  

**Major Topics:**  
- Conformity  
- Compliance  
- Obedience

### Learning Objectives

- Define conformity.  
- Identify two types of conformity.  
- Understand the consequences of the type of conformity.  
- Recognize examples of two types of conformity.  
- Examine factors affecting conformity.  
- Define compliance and outline its three principles.  
- Define obedience and delineate factors that influence it.  
- Contrast conformity, compliance, and obedience.  
- Explain elements of Milgram’s obedience research.  
- Demonstrate ways in which social influence occurs in everyday life.  
- Illustrate how social influence occurs in the digital age.

### Outcomes and Indicators

- **1.1d** Recognize the power of the context in shaping conclusions about individual behavior (conformity, obedience)  
- **1.2c** Recognize major historical events, theoretical perspectives, and figures (e.g., Asch, Milgram, Zimbardo) in psychology and their link to trends in contemporary research  
- **1.3a** Describe examples of relevant and practical applications of psychological principles to everyday life  
- **3.1b** Identify obvious violations of ethical standards in psychological contexts  
- **5.1b** Identify range of possible factors that influence beliefs and conclusions  
- **5.1f** Describe how ethical principles of psychology have relevance to non-psychology settings
### PsycLearn: Social Psychology

#### Module Description

**Module 6. Schemas**
Our senses receive vast amounts of information all the time. Yet we do not have the time nor mental resources to consciously process all this information. We use schemas to organize, cut, and refocus the massive amount of information into manageable pieces.

**Major Topics:**
- The Function of Schemas
- Automatic and Controlled Thoughts
- Heuristics and Biases

#### Learning Objectives

- Define schemas and identify different forms of schemas.
- Recognize the existence of schemas.
- Identify the function of schemas.
- Describe how schema activation affects our attention.
- Describe how schemas affect encoding and retrieval of memories.
- Describe how schemas influence how we interpret information.
- Describe how schemas influence behavior.
- Define automatic and controlled thinking.
- Provide examples of automatic and controlled thinking.
- Differentiate between bottom up and top down processing.
- Provide examples of bottom up and top down processing.
- Define cognitive heuristics.
- Explain the availability heuristic and name examples in the real world.
- Explain the representative heuristic.
- Describe simulation, differentiating from the availability heuristic.
- Discuss the purpose of simulation and the conditions under which simulation is used.
- Define confirmation bias.
- Describe the base-rate neglect.

#### APA Guidelines for the Undergraduate Psychology Major, 2.0

<table>
<thead>
<tr>
<th>Outcomes and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1a Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes</td>
</tr>
<tr>
<td>1.2c Recognize major historical events, theoretical perspectives, and figures (Steele) in psychology and their link to trends in contemporary research</td>
</tr>
<tr>
<td>2.1e Describe common fallacies in thinking (e.g., confirmation bias, stereotypes, post hoc explanations, implying causation from correlation) that impair accurate conclusions and predictions</td>
</tr>
<tr>
<td>3.3b Recognize potential for prejudice and discrimination in oneself and others (stereotyping)</td>
</tr>
<tr>
<td>5.1b Identify the range of possible factors that influence beliefs and conclusions</td>
</tr>
</tbody>
</table>
## PsycLearn: Social Psychology

### Module 7. Attribution

Attributions are the explanations that we come up with to help us understand our own behaviors, as well as that of others. Attributions can be internal or external, focusing on qualities of the actor (internal) or aspects of the situation (external) that cause behavior.

**Major Topics:**
- Attribution Theories
- Actor-Observer Bias

### Learning Objectives

- Define attribution.
- Differentiate between internal and external attributions.
- Outline how consensus, consistency, and distinctiveness influence attribution.
- Practice using consensus, consistency, and distinctiveness to make attributions.
- Understand how actors and observers differ in their attributions.
- Demonstrate the fundamental attribution error.
- Describe the self-serving bias.
- Contrast informational and perceptual salience in attributional processes.
- Demonstrate ways in which attribution occurs in everyday life.
- Illustrate how attribution occurs in the digital age.

### Outcomes and Indicators

1.3a Describe examples of relevant and practical applications of psychological principles to everyday life
1.3D Explain how psychological constructs can be used to understand and resolve interpersonal and intercultural conflicts
2.1e Describe common fallacies in thinking that impair accurate conclusions and predictions
3.2b Treat others with civility
4.3B Deploy psychological concepts to facilitate effective interactions with people of diverse backgrounds
## PsycLearn: Social Psychology

<table>
<thead>
<tr>
<th>Module Description</th>
<th>Learning Objectives</th>
<th>Outcomes and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 8. Impression Formation and Management</strong></td>
<td>- Define impression formation.</td>
<td>1.3a Describe examples of relevant and practical applications of psychological principles in everyday life</td>
</tr>
<tr>
<td>This module is about two important interpersonal processes: impression formation—the ways people put information together to form impressions of others—and impression management—the ways people manage the impressions others form of them.</td>
<td>- Define impression management.</td>
<td>4.3b Recognize that culture, values, and biases may produce misunderstandings in communication</td>
</tr>
<tr>
<td><strong>Major Topics:</strong></td>
<td>- Describe implicit personality theories.</td>
<td>5.1d Describe how psychology’s content applies to business, health care, educational, and other workplace settings.</td>
</tr>
<tr>
<td>• Impression Formation</td>
<td>- Describe information integration theory.</td>
<td></td>
</tr>
<tr>
<td>• Impression Management</td>
<td>- Illustrate thin slices of behavior.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Explain different approaches to impression management:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o strategic self-presentation,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o self-monitoring, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o self-handicapping.</td>
<td></td>
</tr>
</tbody>
</table>
### Module Description

**Module 9. The Self**
This module presents important concepts relating to the self. Self-concept, self-esteem, self-efficacy, and self-regulation are described, as are the motives that drive self-evaluation in general. Trait and state self-esteem are differentiated, and cultural variations are explored. In addition, we will cover the consequences of situations that threaten our self-esteem. Finally, we will delve into the important concept regarding the self, and that is self-regulation and its correlates to personal success in different areas of life.

**Major Topics:**
- Self-concept
- Self-esteem
- Self-regulation

### Learning Objectives

- Describe and differentiate self-concept, self-esteem, self-efficacy, and self-regulation.
- Describe the role of self-schema and other ways that lead to identity formation.
- Identify motives that drive self-evaluation.
- Differentiate trait and state self-esteem and describe correlates of self-esteem in general.
- Identify components and consequences of self-regulation.

### Outcomes and Indicators

- **5.2a** Recognize the link between efforts in self-management and achievement
- **5.2A** Design deliberate efforts to produce desired self-management outcomes (e.g., self-regulation, hardness, resilience)
- **5.2d** Attend to and monitor the quality of their own thinking (i.e., make adaptations using metacognitive strategies)
PsycLearn: Social Psychology

<table>
<thead>
<tr>
<th>Module Description</th>
<th>Learning Objectives</th>
<th>Outcomes and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 10. Arousal and Affect</strong>&lt;br&gt;This module discusses how arousal involves physiological processes and is related to emotions, cognition, and behavior. We describe how others have proposed different ideas regarding the role of arousal, shown in the different theories of emotion. We mention how individuals prefer positive emotions over negative ones. Then, we discuss how being able to regulate emotions have important outcomes, one being happiness. Lastly, we reveal how although emotions characterize normal human functioning, the expression of emotions can be culturally specific to promote the values of a group of people. <strong>Major Topics:</strong>&lt;br&gt;• General Arousal&lt;br&gt;• Affect and Cognition&lt;br&gt;• Positive and Negative Mood&lt;br&gt;• Affect and Culture</td>
<td>• Define arousal and identify related physiological processes.&lt;br&gt;• Describe how arousal is related to emotions, cognitions, and behaviors.&lt;br&gt;• Differentiate theories of emotion and the role of arousal.&lt;br&gt;• Explain the characteristics and functions of emotions.&lt;br&gt;• Identify examples of the relationship between emotions and aspects of cognition.&lt;br&gt;• Define and describe correlates of positive and negative affect.&lt;br&gt;• Define and describe processes related to emotion regulation.&lt;br&gt;• Identify factors related to successful emotion regulation.&lt;br&gt;• Name and describe the components of happiness and its correlates.&lt;br&gt;• Describe how emotions are universal and culturally specific.</td>
<td>1.3B Evaluate how the mind and body interact to influence psychological and physical health.&lt;br&gt;1.3C Propose and justify appropriate psychology-based interventions in applied settings.&lt;br&gt;2.1C Incorporate several appropriate levels of complexity (e.g., cellular, individual, group/system, societal/cultural) to explain behavior.&lt;br&gt;3.3a Identify aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity and context&lt;br&gt;5.2d Describe self-regulation strategies (in this module we cover happiness acquisition strategies)</td>
</tr>
</tbody>
</table>
## PsycLearn: Social Psychology

### Module Description

**Module 11. Prosocial Behavior**
In this module we explain how there are several reasons why people help. Some say there is true altruism, while others say there is not. These individuals say that helpers always get something out of helping, whether it is internal things such as greater satisfaction and decreased distress, or external things such as money, praise, status. Whether because of altruism or not, there are interesting situational factors that enhance or decrease helping, and steps can be made to increase current helping or helping in the future.

**Major Topics:**
- Why do We Help?
- When do We Help?
- Increasing Helping Behavior

### Learning Objectives

- Describe the social exchange theory and identify examples of the personal benefits of helping.
- Describe how social norms influence helping.
- Identify evidence for the Evolutionary Psychology approach to explaining helping behavior.
- Evaluate evidence for altruism as an explanation for helping.
- Identify factors that explain when people help.
- Describe the Bystander effect and explain why the number of bystanders influence helping.
- Identify other factors that explain and do not explain helping behavior.
- Identify factors that increase helping behavior.

### Outcomes and Indicators

1.1d Recognize the power of the context in shaping conclusions about individual behavior
1.2c Recognize major historical events, theoretical perspectives, and figures (e.g., Darley, Latane, Piliavin) in psychology and their link to trends in contemporary research
1.3a Describe examples of relevant and practical applications of psychological principles to everyday life
2.1b Use psychology concepts to explain personal experiences and recognize the potential for flaws in behavioral explanations based on simplistic, personal theories
2.2b Describe what kinds of additional information beyond personal experience are acceptable in developing behavioral explanations (i.e., popular press reports vs. scientific findings)
5.1a Recognize the value and application of research and problem-solving skills in providing evidence beyond personal opinion to support proposed solutions
## PsycLearn: Social Psychology

### Module Description

**Module 12. Antisocial Behavior**
Society has a set of formal laws and many informal customs, norms, and ethics that serve as guidelines for behavior. Yet, behavior that breaks laws, defies customs and norms, and compromises ethical standards is not unusual, though such behavior can weaken the social ties that bind us into families, communities, and nations.

**Major Topics:**
- Definition of Aggression
- Biological Influences on Aggression
- Environmental Influences on Aggression
- Reducing Aggression
- Bullying
- Unethical Behavior

### Learning Objectives

- Understand what constitutes antisocial behavior.
- Define aggression.
- Compare behavior that does and does not constitute aggression.
- Outline the distinction between the influences of nature and nurture on aggression.
- Identify biological influences on aggression.
- Outline environmental influences on aggression.
- Understand the influences of culture and gender on aggression.
- Describe four strategies to reduce aggression.
- Define bullying.
- Outline the three forms of bullying.
- Compare the characteristics of bullies, victims, and bully-victims.
- Define cyberbullying.
- Compare cyberbullying and school bullying.
- Evaluate the effectiveness of school interventions to reduce bullying.
- Define and give examples of unethical behavior.
- Compare two explanations for unethical behavior.
- Demonstrate ways in which antisocial behavior occurs in everyday life.
- Illustrate how antisocial behavior occurs in the digital age.

### APA Guidelines for the Undergraduate Psychology Major, 2.0

**Outcomes and Indicators**

1.1a Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes

1.1d Recognize the power of the context in shaping conclusions about individual behavior

1.3a Describe examples of relevant and practical applications of psychological principles to everyday life

3.2b Treat others with civility

3.2B Promote civility in self and others

3.3e Articulate psychology’s role in developing, designing, and disseminating public policy

4.2a Construct plausible oral argument based on a psychological study

4.3e Use social media responsibly

5.1d Describe how psychology’s content applies to business, health care, educational, and other workplace settings
# PsycLearn: Social Psychology

## Module Description

**Module 13. Close Relationships**

In this module, we discuss how there are many positive effects from social interaction, and how negative effects come from social isolation. While it might be adaptive to maintain social relationships, some qualities lead to greater love, satisfaction, and longevity than others.

**Major Topics:**
- Needs and Motives
- Determinants of Friendship and Attraction
- Types of Love
- Predicting Long-Term Relationships and Divorce
- Community and Friendship in the Age of Social Media

## Learning Objectives

- Describe Maslow’s hierarchy of needs and discuss the importance of the need to belong.
- Illustrate the positive effects from social interaction.
- Identify the negative effects from isolation or ostracism.
- Describe the physiological response to social isolation.
- Compare and contrast the factors that affect friendship and attraction.
- Describe the research on similarity and dissimilarity and the relative contribution of each to forming friendships and close relationships.
- List, describe, and differentiate between different types of love.
- Analyze relationships and identify characteristics that are indicative of different types of love.
- List and describe Sternberg’s (1998) three components of love.
- Analyze the role of intimacy on close relationships.
- Identify the factors related to relationship commitment.
- Describe the Investment Model of Commitment in communal and exchange relationships.
- Identify communication and other interaction qualities that are related to positive relationship qualities, longevity and relationship satisfaction.
- Apply attachment theory to describe satisfying and dissatisfying relationships.
- Identify correlates of relationship dissatisfaction.
- Name predictors of divorce.

## APA Guidelines for the Undergraduate Psychology Major, 2.0

### Outcomes and Indicators

1.1a Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
1.1d Recognize the power of the context in shaping conclusions about individual behavior
1.2c Recognize major historical events, theoretical perspectives, and figures (e.g., Baumeister, Beck, Gottman, Maslow, Schachter, Sternberg) in psychology and their link to trends in contemporary research
1.3a Describe examples of relevant and practical applications of psychological principles to everyday life
1.3b Summarize psychological factors that can influence the pursuit of a healthy lifestyle
5.1d Describe how psychology’s content applies to business, health care, educational, and other workplace settings
5.2d Describe self-regulation strategies (e.g., reflection, time management)
### Module Description

Each of us is a member of numerous groups based on characteristics such as gender, race, religion, and sexual orientation. How we interact with others who are, or are not, in our groups is the central focus of research on intergroup relations.

**Major Topics:**
- Stereotypes
- Prejudice
- Discrimination
- Overcoming Prejudice and Discrimination

### Learning Objectives

- Understand the importance of categories.
- Define the term stereotype.
- Explain how stereotypes form.
- Identify the effects of stereotype use.
- Describe the experience of stereotype threat.
- Define the term prejudice.
- Compare explicit and implicit prejudice.
- Distinguish between three sources of prejudice.
- Explain how socialization influences the development of prejudice.
- Describe the importance of ingroups and outgroups.
- Outline how scapegoating can lead to the development of prejudice.
- Explain the consequences of prejudice.
- Compare old-fashioned and modern racism.
- Define the term discrimination.
- Describe institutional discrimination.
- Illustrate discrimination as ingroup favoritism.
- Explain the consequences of discrimination.
- Outline the contact hypothesis.
- Describe the process by which vicarious intergroup contact operates.
- Explain how training can reduce automatic stereotype activation.
- Describe how social norms influence beliefs about others.
- Demonstrate ways in which intergroup relations are relevant in everyday life.
- Illustrate how intergroup relations occur in virtual groups.

### APA Guidelines for the Undergraduate Psychology Major, 2.0

1. **1.1a** Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
2. **1.1d** Recognize the power of the context in shaping conclusions about individual behavior
3. **1.2c** Recognize major historical events, theoretical perspectives, and figures in psychology and their link to trends in contemporary research [IAT, Allport, Steel]
4. **1.3a** Describe examples of relevant and practical applications of psychological principles to everyday life
5. **1.3d** Predict how individual differences influence beliefs, values, and interactions with others, including the potential for prejudicial and discriminatory behavior in oneself and others
6. **3.2b** Treat others with civility
7. **3.2c** Explain how individual differences, social identity, and worldview may influence beliefs, values, and interaction with others and vice versa
8. **3.3b** Recognize potential for prejudice and discrimination in oneself and others
9. **3.3c** Explain how psychology can promote civic, social, and global outcomes that benefit others
10. **4.3b** Recognize that culture, values, and biases may produce misunderstandings in communication
11. **4.3B** Deploy psychological concepts to facilitate effective interactions with people of diverse backgrounds
12. **5.1b** Identify range of possible factors that influence beliefs and conclusions
## Module 15. Group Effects on Thought and Action

Though we may not often recognize it, we spend a great deal of time participating in groups. There are family groups, friendship groups, religious or spiritual groups, study groups, and work groups, to name just a few. In this module we will define what we mean by a group, and outline the ways groups can affect our thoughts and actions.

### Major Topics:
- Groupthink
- Group Polarization
- Social Facilitation
- Social Loafing
- Deindividuation

### Learning Objectives
- Define what is meant by the word group.
- Identify ways in which groups can affect our thoughts and actions.
- Outline the antecedents and consequences of each group effect.
- Formulate ways to minimize the negative effects groups may have on us.
- Demonstrate ways in which groups affect us in everyday life.
- Illustrate how group effects occur in virtual groups.

### Outcomes and Indicators
1.1d Recognize the power of the context in shaping conclusions about individual behavior [throughout this course]
1.2c Recognize major historical events, theoretical perspectives, and figures in psychology and their link to trends in contemporary research [Janis and Groupthink research, Triplett, Ringelmann, Festinger, Sherif and others]
1.3c Propose and justify appropriate psychology-based interventions in applied settings (e.g., clinical, school, community, or industrial settings) [groupthink, risky shift]
1.3d Explain how psychological constructs can be used to understand and resolve interpersonal and intercultural conflicts [conflict resolution and peacekeeping strategies]
2.2e Interpret simple graphs and statistical findings [embedded throughout the modules]
3.2b Treat others with civility [factor for avoiding groupthink]
3.2B Promote civility in self and others [factor for avoiding groupthink]
3.3D Consider the potential effects of psychology-based interventions on issues of global concern [conflict resolution and peacekeeping]
5.1d Describe how psychology’s content applies to business, health care, educational, and other workplace settings [e.g., minimizing groupthink, group
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>polarization]</td>
<td>5.2d Describe self-regulation strategies (e.g., reflection, time management) [recognizing and avoiding factors that can lead to deindividuation]</td>
</tr>
<tr>
<td>5.1d Apply relevant psychology content knowledge to facilitate a more effective workplace in internships, jobs, or organizational leadership opportunities [e.g., minimizing groupthink, group polarization]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3c Anticipate where potential problems can hinder successful project completion [e.g., groupthink, group polarization, risky shift]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4e Describe strategies used by effective group leaders [effective leaders employ groupthink prevention strategies]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PsycLearn: Social Psychology

<table>
<thead>
<tr>
<th>Module Description</th>
<th>Learning Objectives</th>
<th>Outcomes and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 16. Leadership</strong>&lt;br&gt;It is hard to imagine any organization being successful without competent leadership. In the business world, the value placed on leadership is reflected in annual salaries for chief executives in the tens of millions of dollars. Early research on leadership focused on examining a wide range of leaders themselves in an effort to identify qualities and traits that make a good leader. The modern view of leadership, however, is a complex interplay between a leader’s traits and competencies and the needs of the people and organization she is leading.&lt;br&gt;&lt;br&gt;<strong>Major Topics:</strong>&lt;br&gt;• Approaches to Leadership&lt;br&gt;• The Study of Power</td>
<td>• Define leadership and power.&lt;br&gt;• Compare four approaches to understanding leadership.&lt;br&gt;• Apply these approaches to examples of famous leaders.&lt;br&gt;• Understand the antecedents and consequences of power.&lt;br&gt;• Compare two contemporary theories of power.&lt;br&gt;• Demonstrate ways in which leadership and power affect us in everyday life.&lt;br&gt;• Illustrate how leadership and power occur in virtual groups.</td>
<td>1.1d Recognize the power of the context in shaping conclusions about individual behavior&lt;br&gt;1.1D Examine the sociocultural and international contexts that influence individual differences (e.g., personality traits, abilities) and address applicability of research findings across societal and cultural groups&lt;br&gt;1.3a Describe examples of relevant and practical applications of psychological principles to everyday life&lt;br&gt;1.3d Predict how individual differences influence beliefs, values, and interactions with others, including the potential for prejudicial and discriminatory behavior in oneself and others&lt;br&gt;3.2b Treat others with civility&lt;br&gt;3.2B Promote civility in self and others&lt;br&gt;5.1d Describe how psychology’s content applies to business, health care, educational, and other workplace settings&lt;br&gt;5.4e Describe strategies used by effective group leaders</td>
</tr>
<tr>
<td>Goal</td>
<td>Overview</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Goal 1: Knowledge Base in Psychology</td>
<td>Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral phenomena. Students completing foundation courses should demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree should show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity.</td>
<td></td>
</tr>
<tr>
<td>Goal 2: Scientific Inquiry and Critical Thinking</td>
<td>The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing foundation-level courses should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena; students completing a baccalaureate degree should focus on theory use as well as designing and executing research plans.</td>
<td></td>
</tr>
<tr>
<td>Goal 3: Ethical and Social Responsibility in a Diverse World</td>
<td>The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students completing foundation-level courses should become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns. Students completing a baccalaureate degree should have more direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions and work effectively even with those who do not share their heritage and traditions. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions.</td>
<td></td>
</tr>
<tr>
<td>Goal 4: Communication</td>
<td>Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation-level courses should be able to write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students completing a baccalaureate degree should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.</td>
<td></td>
</tr>
<tr>
<td>Goal 5: Professional Development</td>
<td>The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. Foundation-level outcomes concentrate on the development of work habits and ethics to succeed in academic settings. The skills in this goal at the baccalaureate level refer to abilities that sharpen student readiness for postbaccalaureate employment, graduate school, or professional school. These skills can be developed and refined both in traditional academic settings and in extracurricular involvement. In addition, career professionals can be enlisted to support occupational planning and pursuit. This emerging emphasis should not be construed as obligating psychology programs to obtain employment for their graduates but instead as encouraging programs to optimize the competitiveness of their graduates for securing places in the workforce.</td>
<td></td>
</tr>
</tbody>
</table>