

PSYCHOLOGY

Psychology Honours Major: Experimental Stream

- I. Depth and Breadth of Knowledge
 - A. UDLE.1.A: A *developed* understanding of psychology set in a deep knowledge of the history and ethos of Western culture, with knowledge of other cultures, through the study of a broad liberal arts and science curriculum;
 - Understand and appreciate how the discipline of psychology has been shaped by modernity/Enlightenment. Describe the strengths of this influence but also how these commitments makes mission (deeply engaged *and* strongly perspectival work) extremely difficult.
 - Describe how leading psychologists such as William James, Sigmund Freud and Carl Jung have been shaped by other disciplines such as literature, philosophy, and theology, and, as part of a liberal arts education, bring such perspectives to bear on their own psychological work.
 - B. UDLE.1.B: A *developed* understanding of how the subject matter in psychology has been shaped by historical forces, philosophical ideas and systems, and of religious commitments and worldviews that have shaped Western culture;
 - Identify and describe positivism, modernity, empiricism and scientism as forces and ideas which make faithful engagement difficult.
 - C. UDLE.1.C: a *strong* knowledge of a long tradition of Christian inquiry into the nature of human life with special attention to writers in the Reformed tradition from the sixteenth century to the present. Students are expected to articulate with some depth how their own analyses and creative productions stand in that tradition, in appreciative and critical ways;
 - Appreciate and articulate how Reformed theology may be understood as a kind of “psychology.” Interact with and build upon that theological foundation.
 - Understand and articulate the various contemporary approaches to relating psychology and Christianity (e.g., levels-of-explanation, integration, Christian psychology, transformational psychology, biblical counselling); assess from the vantage point of our calling to missional engagement. Articulate one’s own understanding of this relationship.
 - Appreciation of how the modern tendency to separate facts and values tends to a kind of division within ourselves and our own approach to psychology, and that a Reformed perspective—which is a perspective to be woven into all classes rather than a topic to be “covered” in a few—will involve balancing and holding together a number of polarities, such as:
 - A “two books” approach, that is, keeping together “the *book of God’s Works*,” the creation, and “the *book of God’s Words*,” the Bible, recognizing that God’s Word is authoritative and reliable on all matters upon which it intends to teach—a “two books” doctrine should never be used to undermine the teaching of Scripture
 - A dual mandate approach: holding together the *Creation Mandate*, the calling to cultivate and study the creation, and the *Great Commission*, the calling to bring the good news of God’s kingdom to every tribe, including psychology.
 - An apologetic approach that balances the role of evidence and presuppositions.
 - Discerning *structure* and *direction*: Balancing a concern to understand the complexity of multi-aspectual creational structures with an interest to understand how sin misdirects God’s good creation and our study and understanding of it.
 - The “Kuyperian paradox”: Holding together the reality of *common grace* whereby God grants wisdom and insight to non-Christian psychologists and the *antithesis*, i.e., to recognize the ways that the natural tendency humans have to suppress the voice of God in creation has influenced psychology.

- A multi-leveled theoretical approach, balancing *proximate-level theory* which tends to be shaped by empirical evidence, and more *ultimate-level theory* which tends to be shaped by worldview.
 - Seeking to develop *symmetrical* virtues, such as humility and faithfulness.
- D. UDLE.1.D: a *developed* knowledge and *critical understanding* of many of the key concepts, [recent developments], methodologies, empirical findings, theoretical approaches, historical trends, and assumptions in psychology generally, as well as in experimental psychology;
- [APA1.1]: Characterize the nature of psychology as a discipline.
 - *Explain why psychology strives to be a science and how it both attains and falls short of that aspiration.*
 - *Identify and explain the primary objectives of psychology:*
 - I.D...1. *describing, understanding, predicting, controlling, and narrating behavior and mental processes*
 - *Compare and contrast the assumptions and methods of psychology with those of other disciplines; describe how the boundaries between disciplines are sometimes blurred*
 - *Describe the contributions of psychology perspectives to interdisciplinary collaboration and how psychology can learn from other disciplinary perspectives*
 - Individual courses identify the key concepts, methods, findings, theories, and assumptions relevant to that sub-discipline.
- E. UDLE.1.E: a *developed* understanding of many of the major fields in psychology, including, where appropriate, from an interdisciplinary perspective; 1.F. a *developed, detailed* knowledge in an area of psychology and *the ability to do* a level of research, writing, or creative work in psychology as evidence of *it chief contours* that suggests readiness to pursue psychology beyond the undergraduate level;
- [APA1.2] Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:
 - *Theory and research representing each of the following general domains:*
 - I.E...1. Learning and cognition
 - I.E...2. Personality, and social processes
 - I.E...3. Biological aspects of behavior and mental processes, including physiology, sensation, perception, motivation, and emotion
 - I.E...4. Developmental changes in behavior and mental and emotional processes across the life span
 - I.E...5. Clinical, counselling, and abnormal psychology
 - *The history of psychology, including the evolution of methods of psychology, its theoretical conflicts, its sociocultural contexts, and its relationship to the Christian faith.*
 - *Multiple levels of analysis: including cellular, individual, group/systems, and society/culture, literary, philosophical, and theological*
 - *Overarching themes, persistent questions, or enduring conflicts in psychology, such as*
 - I.E...1. Ideal human being and flourishing
 - I.E...2. The interaction of heredity and environment
 - I.E...3. Variability and continuity of behavior and mental processes within and across species
 - I.E...4. Free will versus determinism
 - I.E...5. Subjective versus objective perspective
 - I.E...6. The interaction of mind and body
 - I.E...7. Applicability of theories and measures across a variety of contexts
 - *Relevant ethical issues, including a general understanding of the relevant professional standards, e.g., Canadian Code of Ethics for Psychologists (for clinical concerns), and TCPS-2*

(Tri-Counsel Policy Statement: Ethical Conduct for Research Involving Humans), and the RUC Research Ethics Review Policy (for research concerns)

- F. UDLE.1.G: A developed ability to gather, review, evaluate, and interpret information, and to compare the merits of alternative hypotheses or creative options, relevant to one or more of the major fields in psychology
- [APA1.3] Use the concepts, language, and major theories of the discipline to account for psychological phenomena.
 - *Describe behavior and mental processes empirically, including operational definitions*
 - *Identify antecedents and consequences of behavior and mental processes*
 - *Interpret behavior and mental processes at an appropriate level of complexity*
 - *Use both ultimate- and proximate-level theories to explain and predict behavior and mental processes*
 - *Integrate theoretical perspectives to produce comprehensive and multifaceted explanations*
 - [APA2.6] Draw appropriate research conclusions based on the parameters and limitations of particular research methods.
 - *Exercise caution in predicting behavior based on limitations of single studies*
 - *Recognize the limitations of applying normative conclusions drawn from data to individuals*
 - *Acknowledge that research results may have unanticipated societal consequences*
 - *Recognize that individual differences and sociocultural contexts may influence the applicability of research findings*
- G. UDLE1.H: Significant creative and imaginative approaches showing critical thinking, analytical and technical skills inside and outside psychology.
- [APA1.4] Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
 - *Compare and contrast major perspectives*
 - *Describe advantages and limitations of major theoretical perspectives*
 - [APA3.1] Use critical thinking effectively within the bounds of Christian commitment
 - *Recognize how critical thinking is always influenced by worldview commitments and attempt to think within the bounds of a well-articulated Christian worldview.*
 - *Evaluate the quality of empirical and non-empirical information.*
 - *Identify and evaluate the source, context, and credibility of behavioral claims*
 - *Challenge claims that arise from myth, stereotype, or untested assumptions.*
 - *Identify and evaluate claims that arise from worldview commitments; distinguish between the data-level and ultimate-level or background beliefs in psychology.*
 - *Use scientific principles and evidence to resolve conflicting claims when appropriate*
 - *Identify, recognize, defend against, and avoid common logical fallacies in thinking*
 - *Evaluate popular media reports of psychological research*
 - *Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity, and intellectual engagement*
 - *Make linkages or connections between diverse facts, theories of various levels, observations and personal experience.*
 - [APA3.2] Engage in creative thinking.
 - *Integrate Christian thought and psychological science without compromising the integrity of either*
 - *Intentionally pursue unusual approaches to problems*
 - *Recognize and encourage creative thinking and behaviors in others*
 - *Evaluate new ideas with an open but critical mind*

- [APA3.3] Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.
 - *Identify components of arguments (e.g., conclusions, premises/assumptions, gaps, counterarguments)*
 - *Distinguish among assumptions, emotional appeals, speculations, and defensible evidence*
 - *Weigh support for conclusions to determine how well reasons support conclusions*
 - *Identify weak, contradictory, and inappropriate assertions*
 - *Develop sound arguments based on reasoning and evidence*
- II. Application of Knowledge & Methods
- A. UDLE.2.A: *Begin to discern what are the philosophical and worldview assumptions imbedded in the paradigms, conceptual frameworks, and methods commonly relied on in psychology [and be able to articulate how theories and methodologies are shaped by a worldview];*
- *Articulate an understanding of the difference between proximate- data-level knowledge and ultimate-level background beliefs; describe how work in psychology reflects both; comment on how the distinction represents an opportunity for strongly perspectival engagement with psychology*
 - *Distinguish empirical methods from empiricism and methodolatry; understand and articulate the argument that empirical methods are presuppositionally Christian*
- B. UDLE.2.B: *judge what are the valid insights in such paradigms and concepts and evaluate how they can be used with integrity within a Christian frame of reference; and*
- C. UDLE.2.C: *In a developed way, formulate arguments, solve problems, or create artistic works using such methods, and describe and analyze current research or advanced scholarship.*
- *Describe the relationship between self-knowledge and psychological inquiry.*
- D. UDLE.3.A. the ability to review, present, and interpret information, different types of evidence, or creative work to: 3.A.1. develop lines of argument; 3.A.2. make sound judgements that respect the data being studied and employ appropriate and responsible paradigms; [3.A.3. refine underlying concepts, principles, and techniques of analysis, adapting them to fit the data, and to be faithful to a non-reductionistic worldview for use in and outside of psychology; 3.A.4. where possible, use such revised paradigms or techniques to forge new understandings in the creative process;]
- E. UDLE.3.B. the ability to use a range of appropriate techniques to: UDLE.3.B.1. *analyze* [initiate and undertake critical evaluation of arguments, assumptions, abstract concepts, and] information; UDLE.3.B.2: *evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;* UDLE.3.B.3. *propose solutions;* and *frame* appropriate questions for the purpose of solving a problem; 3.B.4. solve a problem or create new work and a new understanding; and
- F. UDLE.3.C. *demonstrate* dexterity in making critical use of scholarly reviews and primary sources *with a beginning sense of critical judgement of the value of the sources.*
- G. UDLE.3D: Goal 4 from APA standards
- [APA2.2] Explain different research methods used by psychologists.
 - *Describe how various research designs address different types of questions and hypotheses*
 - *Articulate strengths and limitations of various research designs, including distinguishing between qualitative and quantitative methods*
 - *Distinguish the nature of designs that permit causal inferences from those that do not*
 - *Describe how the values system of the researcher and of the discipline itself can influence research design and decisions and the interpretation and application of results.*
 - *Identify, appreciate, and to some extent use alternative methods such as narrative case studies, introspection, exposition of historical primary source materials*
 - [APA2.3] Evaluate the appropriateness of conclusions derived from psychological research.
 - *Interpret basic statistical results*

- *Distinguish between statistical significance and practical significance*
- *Describe effect size and confidence intervals*
- *Evaluate the validity of conclusions presented in research reports*
- [APA2.4] Design and conduct basic studies to address psychological questions using appropriate research methods, using a broad understanding of research methods
 - *Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies*
 - *Conduct a literature review*
 - *Formulate testable research hypotheses, based on operational definitions of variables*
 - *Use reliable and valid measures of variables of interest*
 - *Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations*
 - *Collect, analyze, interpret, and report data using appropriate statistical strategies to address different types of research questions and hypotheses*
 - *Recognize that theoretical and sociocultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and interpretation*
 - *Put research into historical, philosophical, and theological perspective.*
- [APA2.5] Follow the APA Ethics Code in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.
- [APA4.1] Describe major and emerging applied areas (e.g., clinical, counseling, health, forensic, positive).
- [APA4.2] Identify appropriate applications of psychology in solving problems, such as:
 - *The pursuit and effect of healthy lifestyles and flourishing*
 - *Origin and treatment of abnormal behavior*
 - *Psychological tests and measurements*
 - *Psychology-based interventions in clinical, counseling, community, and other settings and their empirical evaluation*
 - *The resolution of interpersonal conflicts*
- [APA4.4] Apply psychological concepts, theories, and research findings as these relate to everyday life.
- [APA4.5] Recognize that ethically complex situations can develop in the application of psychological principles.

III. Communication Skills

- A. the ability to communicate information, arguments, and analyses accurately and reliably, winsomely and with conviction — orally and in writing — to a range of audiences.
- [APA6.2] Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data.
 - [APA7.1] Demonstrate effective writing skills in various formats according to the Guidelines of the APA Publication Manual, including its guidance on clear and concise writing, the mechanics of style, following the department's APA Style Policy.
 - [APA7.2] Demonstrate effective oral communication skills in various formats (e.g., group discussion, seminar, debate, presentation).
 - [APA7.4] Demonstrate effective interpersonal communication skills.
 - *Listen accurately and actively*
 - *Use psychological concepts and theory to understand interactions with others*

- *Identify the impact or potential impact of one's behaviors on others*
 - *Articulate ideas thoughtfully and purposefully*
 - *Use appropriately worded questions to improve interpersonal understanding*
 - *Attend to nonverbal behavior and evaluate its meaning in the communications context*
 - *Adapt style to communicate sensitively and effectively with diverse ethnic and cultural partners*
- IV. Awareness of the Limits of Knowledge
- A. an awareness of the limits of their own knowledge, and that of other humans, knowing that we see now as "through a glass darkly," balanced by a recognition of patterns of constant standards rooted in the created order that have always reassured men and women that truth, right, and wrong can be discerned. They are expected to know postmodern theories concerning the contingency of knowledge, in the context of both the reliability of the created order, which allows one to know, and the biblical hope that the end of men and women is finally to see fully and truly in the light of God.
- Articulate how empirical approaches to knowledge are inherently probabilistic and tentative
 - Describe how psychology has changed in various socio-cultural contexts
 - Be aware of different traditions within Christianity, give a reason for one's own position, recognize limits of one's own position
- V. Maturity and Professional Capacity
- A. UDLE.6.A. qualities and transferable skills necessary for further study, employment, and community involvement in church and society, requiring: 6.A.1. the exercise of initiative, personal responsibility, and accountability in the context of membership in Christ's Church and as part of God's world; 6.A.2. working effectively with others [;6.A.3. decision-making and leadership in complex contexts;];
- B. UDLE.6.B. the ability to identify and address their own changing needs in a changing world and to select, in community, an appropriate program of further study; and
- C. UDLE.6.C. behaviour consistent with academic integrity and the ethic of educated Christians, committed to using their learning and leadership in service to neighbour and to the glory of God.
- D. These will be done in discipline-specific ways: Value empirical evidence, tolerate ambiguity and recognize limits of knowledge, act ethically, and reflect other values that are the underpinnings of psychology as a science.
- APA5.1 Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.
 - APA5.2 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.
 - APA5.3 Seek and evaluate scientific evidence for psychological claims within a two books framework.
 - APA5.4 Tolerate ambiguity and realize that scientific explanations are often complex and tentative
 - APA5.5 Recognize and respect human diversity.
 - *Anticipate that psychological explanations may vary across populations and contexts*
 - *Exhibit sensitivity to issues of power, privilege, and discrimination*
 - APA5.7 Understand the limitations of their psychological knowledge and skills within applied clinical and other settings.
 - APA6.3 Use information and technology ethically and responsibly.
 - *Quote, paraphrase, and cite correctly from a variety of media sources*
 - *Define and avoid plagiarism*
 - *Avoid distorting statistical results*
 - *Honor commercial and intellectual copyrights*
 - APA9.1 Reflect on their experiences and find meaning in them.

- *Identify their personal, sociocultural, professional, and, especially, religious values*
- *Demonstrate insightful awareness of their feelings, emotions, motives, and attitudes based on psychological principles within a framework of Christian faith*
- APA9.2 Apply psychological principles to promote personal development, for example:
 - *Demonstrate self-regulation in setting and achieving goals*
 - *Self-assess performance quality accurately*
 - *Incorporate feedback for improved performance*
 - *Purposefully evaluate the quality of their thinking (metacognition)*
- APA9.3 Enact self-management strategies that maximize healthy outcomes.
- APA7.5 Exhibit the ability to collaborate effectively.
 - *Work with groups to complete projects within reasonable time frames*
 - *Solicit and integrate diverse viewpoints*
 - *Manage conflicts appropriately and ethically*
 - *Develop relevant workplace skills: mentoring, interviewing, crisis management*
- E. *Career planning*: Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings that meet personal goals and societal needs.
 - APA10.1 Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) during internships and when formulating career choices.
 - APA10.2 Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the workforce, postbaccalaureate education, or both.
 - APA10.3 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits.
 - APA10.4 Identify and develop skills and experiences relevant to achieving selected career goals.
 - APA10.5 Articulate how changing societal needs can influence career opportunities and foster flexibility about managing changing conditions.
 - APA10.6 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.

Psychology Honours Major: Clinical Stream

- I. Depth and Breadth of Knowledge
 - A. UDLE.1.A: A *developed* understanding of psychology set in a deep knowledge of the history and ethos of Western culture, with knowledge of other cultures, through the study of a broad liberal arts and science curriculum;
 - Understand and appreciate how the discipline of psychology has been shaped by modernity/Enlightenment. Describe the strengths of this influence but also how these commitments makes mission (deeply engaged *and* strongly perspectival work) extremely difficult.
 - Describe how leading psychologists such as William James, Sigmund Freud and Carl Jung have been shaped by other disciplines such as literature, philosophy, and theology, and, as part of a liberal arts education, bring such perspectives to bear on their own psychological work.
 - Understand how the three movements in clinical psychology developed historically and what philosophical assumptions have shaped them – Freud and the psychoanalytic tradition (first movement), Behavioural and Cognitive behavioural (second movement), and Rogers, Maslow and Frankl and the humanistic/existential school (third force).

- B. UDLE.1.B: A *developed* understanding of how the subject matter in psychology has been shaped by historical forces, philosophical ideas and systems, and of religious commitments and worldviews that have shaped Western culture;
- Identify and describe positivism, modernity, empiricism and scientism as forces and ideas which make faithful engagement difficult.
- C. UDLE.1.C: a *strong* knowledge of a long tradition of Christian inquiry into the nature of human life with special attention to the Reformed tradition. Students are expected to articulate with some depth how their own analyses and creative ideas stand in that tradition, in appreciative and critical ways;
- Appreciate and articulate how Reformed theology may begin to shape and inform clinical psychology which in turn, may inform and influence our understanding of Reformed theology.
 - Critically evaluate and articulate the various contemporary approaches to relating psychology and Christianity (e.g., levels-of-explanation, integration, Christian psychology, transformational psychology, biblical counselling); Begin to authentically articulate one’s own understanding of this relationship.
 - Appreciation of how the modern tendency to separate facts and values tends to a kind of division within ourselves and our own approach to psychology, and that a Reformed perspective attempts to hold together and balance a number of polarities, such as:
 - A “two books” approach, that is, keeping together “the *book of God’s Works*,” the creation, and “the *book of God’s Words*,” the Bible, recognizing that God’s Word is authoritative and reliable on all matters upon which it intends to teach—a “two books” doctrine should never be used to undermine the teaching of Scripture
 - A dual mandate approach: holding together the *Creation Mandate*, the calling to cultivate and study the creation, and the *Great Commission*, the calling to bring the good news of God’s kingdom to every tribe, including psychology.
 - An apologetic approach that balances the role of evidence and presuppositions.
 - Discerning *structure* and *direction*: Balancing a concern to understand the complexity of multi-aspectual creational structures with an interest to understand how sin misdirects God’s good creation and our study and understanding of it.
 - The “Kuyperian paradox”: Holding together the reality of *common grace* whereby God grants wisdom and insight to non-Christian psychologists and the *antithesis*, i.e., to recognize the ways that the natural tendency humans have to suppress the voice of God in creation has influenced psychology.
 - A multi-leveled theoretical approach, balancing *proximate-level theory* which tends to be shaped by empirical evidence, and more *ultimate-level theory* which tends to be shaped by worldview.
 - Seeking to develop *symmetrical* virtues, such as humility and faithfulness.
- D. UDLE.1.D: a *developed* knowledge and *critical understanding* of many of the key concepts, recent developments, methodologies, empirical findings, theoretical approaches, historical trends, and assumptions in psychology generally, as well as in clinical/experimental psychology;
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- E. UDLE.1.E: a *developed* understanding of *many* of the major fields in psychology, including, where appropriate, from an interdisciplinary perspective; 1.F. a *developed, detailed* knowledge in *clinical* psychology and *the ability to do* a level of research, writing, or creative work in *psychology as evidence of its chief contours* that suggests readiness to pursue psychology beyond the undergraduate level;
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- Articulate an understanding of the difference between proximate- data-level knowledge and ultimate-level background beliefs; describe how work in psychology reflects both comment on how the distinction represents an opportunity for dialogue between the two
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- B. UDLE.2.B: judge what are the valid insights in such paradigms and concepts and evaluate how they can be used with integrity within a Christian frame of reference; and
- C. UDLE.2.C: In a developed way, formulate arguments, solve problems, or create artistic works using such methods, and describe and analyze current research or advanced scholarship.
 - Describe the relationship between self-knowledge and psychological inquiry.
- D. UDLE.3.A. the ability to review, present, and interpret information, different types of evidence, or creative work to: 3.A.1. develop lines of argument; 3.A.2. make sound judgements that respect the data being studied and employ appropriate and responsible paradigms; 3.A.3. refine underlying concepts, principles, and techniques of analysis, adapting them to fit the data, and to be faithful to a non-reductionistic worldview for use in and outside of psychology; 3.A.4. where possible, use such revised paradigms or techniques to forge new understandings in the creative process;
- E. UDLE.3.B. the ability to use a range of appropriate techniques to: UDLE.3.B.1. *initiate and undertake* critical evaluation of arguments, assumptions, abstract concepts, and information; UDLE.3.B.2: *evaluate the appropriateness of different approaches to solving problems related to clinical psychology*; UDLE.3.B.3. *propose solutions and frame* appropriate questions for the purpose of solving a problem; 3.B.4. solve a problem or create new work and a new understanding; and
- F. UDLE.3.C. *demonstrate* dexterity in making critical use of scholarly reviews and primary sources *with a beginning sense of critical judgement of the value of the sources.*
- G. UDLE.3D: Goal 4 from APA standards
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 - *Describe how various research designs address different types of questions and hypotheses*
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 - *Describe how the values system of the researcher and of the discipline itself can influence research design and decisions and the interpretation and application of results.*
 - *Identify, appreciate, and to some extent use alternative methods such as narrative case studies, introspection, exposition of historical primary source materials*
 - [APA2.3] Evaluate the appropriateness of conclusions derived from psychological research.
 - *Interpret basic statistical results*
 - *Distinguish between statistical significance and practical significance*
 - *Describe effect size and confidence intervals*
 - *Evaluate the validity of conclusions presented in research reports*
 - [APA2.4] Design and conduct basic studies to address psychological questions using appropriate research methods, using a broad understanding of research methods
 - *Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies*
 - *Conduct a literature review*
 - *Formulate testable research hypotheses, based on operational definitions of variables*
 - *Use reliable and valid measures of variables of interest*
 - *Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations*

- *Collect, analyze, interpret, and report data using appropriate statistical strategies to address different types of research questions and hypotheses*
- *Recognize that theoretical and sociocultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and interpretation*
- *Put research into historical, philosophical, and theological perspective.*
- [APA2.5] Follow the APA Ethics Code in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.
- [APA4.1] Describe and evaluate major and emerging applied areas in clinical psychology, such as counseling, health, forensic, positive.
- [APA4.2] Identify appropriate applications of psychology in solving problems, such as:
 - *The pursuit and effect of healthy lifestyles and flourishing*
 - *Origin and treatment of abnormal behavior*
 - *Psychological tests and measurements*
 - *Psychology-based interventions in clinical, counseling, community, and other settings and their empirical evaluation*
 - *The resolution of interpersonal conflicts*
- [APA4.4] Apply psychological concepts, theories, and research findings as these relate to everyday life.
- [APA4.5] Recognize that ethically complex situations can develop in the application of psychological principles.

III. Communication Skills

- A. the ability to communicate information, arguments, and analyses accurately and reliably, winsomely and with conviction — orally and in writing — to a range of audiences.
- [APA6.2] Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data.
 - [APA7.1] Demonstrate effective writing skills in various formats according to the Guidelines of the APA Publication Manual, including its guidance on clear and concise writing, the mechanics of style, following the department's APA Style Policy.
 - [APA7.2] Demonstrate effective oral communication skills in various formats (e.g., group discussion, seminar, debate, presentation).
 - [APA7.4] Demonstrate effective interpersonal communication skills.
 - *Listen accurately and actively and with an open mind*
 - *Use psychological concepts and theory to understand interactions with others*
 - *Identify the impact or potential impact of one's behaviors on others*
 - *Articulate ideas thoughtfully and purposefully*
 - *Use appropriately worded questions to improve interpersonal understanding*
 - *Attend to nonverbal behavior and evaluate its meaning in the communications context*
 - *Adapt style to communicate sensitively and effectively with diverse ethnic and cultural partners*
 - *Understand that in applied clinical psychology awareness of self is one of the key factors in being effective in 'helping' others*

IV. Awareness of the Limits of Knowledge

- A. an awareness of the limits of their own knowledge, and that of other humans, knowing that we see now as "through a glass darkly," balanced by a recognition of patterns of constant standards rooted in the

created order that have always reassured men and women that truth, right, and wrong can be discerned. They are expected to know postmodern theories concerning the contingency of knowledge, in the context of both the reliability of the created order, which allows one to know, and the biblical hope that the end of men and women is finally to see fully and truly in the light of God.

- Articulate how empirical approaches to knowledge are inherently probabilistic and tentative
- Describe how psychology has changed in various socio-cultural contexts
- Be aware of different traditions within Christianity, give a reason for one's own position, recognize the strengths and limits of one's own position

V. Maturity and Professional Capacity

- A. UDLE.6.A. qualities and transferable skills necessary for further study, employment, and community involvement in church and society, requiring: 6.A.1. the exercise of initiative, personal responsibility, and accountability in the context of membership in Christ's Church and as part of God's world; 6.A.2. working effectively with others; 6.A.3. decision-making and leadership in complex contexts;
- B. UDLE.6.B. the ability to identify and address their own changing needs in a changing world and to select, in community, an appropriate program of further study; and
- C. UDLE.6.C. behaviour consistent with academic integrity and the ethic of educated Christians, committed to using their learning and leadership in service to neighbour and to the glory of God.
- D. These will be done in discipline-specific ways: Value empirical evidence, tolerate ambiguity and recognize limits of knowledge, act ethically, and reflect other values that are the underpinnings of psychology as a science.
- APA5.1 Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.
 - APA5.2 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.
 - APA5.3 Seek and evaluate scientific evidence for psychological claims within a two books framework.
 - APA5.4 Tolerate ambiguity and realize that scientific explanations are often complex and tentative
 - APA5.5 Recognize and respect human diversity.
 - *Anticipate that psychological explanations may vary across populations and contexts*
 - *Exhibit sensitivity to issues of power, privilege, and discrimination*
 - APA5.7 Understand the limitations of their psychological knowledge and skills within applied clinical and other settings.
 - APA6.3 Use information and technology ethically and responsibly.
 - *Quote, paraphrase, and cite correctly from a variety of media sources*
 - *Define and avoid plagiarism*
 - *Avoid distorting statistical results*
 - *Honor commercial and intellectual copyrights*
 - APA9.1 Reflect on their experiences and find meaning in them.
 - *Identify their personal, sociocultural, professional, and, especially, religious values*
 - *Demonstrate insightful awareness of their feelings, emotions, motives, and attitudes based on psychological principles within a framework of Christian faith*
 - APA9.2 Apply psychological principles to promote personal development, for example:
 - *Demonstrate self-regulation in setting and achieving goals*
 - *Self-assess performance quality accurately*
 - *Incorporate feedback for improved performance*
 - *Purposefully evaluate the quality of their thinking (metacognition)*

- APA9.3 Enact self-management strategies that maximize healthy outcomes.
- APA7.5 Exhibit the ability to collaborate effectively.
 - *Work with groups to complete projects within reasonable time frames*
 - *Solicit and integrate diverse viewpoints*
 - *Manage conflicts appropriately and ethically*
 - *Develop relevant workplace skills: mentoring, interviewing, crisis management*
- E. *Career planning:* Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings that meet personal goals and societal needs.
 - APA10.1 Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) during internships and when formulating career choices.
 - APA10.2 Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the workforce, postbaccalaureate education, or both.
 - APA10.3 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits.
 - APA10.4 Identify and develop skills and experiences relevant to achieving selected career goals.
 - APA10.5 Articulate how changing societal needs can influence career opportunities and foster flexibility about managing changing conditions.
 - APA10.6 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.

Psychology General Major

- I. Depth and Breadth of Knowledge
 - A. UDLE.1.A: An understanding of psychology set in a deep knowledge of the history and ethos of Western culture, with knowledge of other cultures, through the study of a broad liberal arts and science curriculum;
 - Understand and appreciate how the discipline of psychology has been shaped by modernity/Enlightenment. Describe the strengths of this influence but also how these commitments makes mission (deeply engaged *and* strongly perspectival work) extremely difficult.
 - Describe how leading psychologists such as William James, Sigmund Freud and Carl Jung have been shaped by other disciplines such as literature, philosophy, and theology, and, as part of a liberal arts education, bring such perspectives to bear on their own psychological work.
 - B. UDLE.1.B: An understanding of how the subject matter in psychology has been shaped by historical forces, philosophical ideas and systems, and of religious commitments and worldviews that have shaped Western culture;
 - Identify and describe positivism, modernity, empiricism and scientism as forces and ideas which make faithful engagement difficult.
 - C. UDLE.1.C: a knowledge of a long tradition of Christian inquiry into the nature of human life with special attention to writers in the Reformed tradition from the sixteenth century to the present. Students are expected to *show* how their own analyses and creative productions stand in that tradition, in appreciative and critical ways;
 - Appreciate and articulate how Reformed theology may be understood as a kind of “psychology.” Interact with and build upon that theological foundation.
 - Understand and begin to articulate the various contemporary approaches to relating psychology and Christianity (e.g., levels-of-explanation, integration, Christian psychology, transformational psychology, biblical counselling); assess from the vantage point of our calling to missional engagement. Begin to articulate one’s own understanding of this relationship.

- Some appreciation of how the modern tendency to separate facts and values tends to a kind of division within ourselves and our own approach to psychology, and that a Reformed perspective—which is a perspective to be woven into all classes rather than a topic to be “covered” in a few—will involve balancing and holding together a number of polarities, such as:
 - A “two books” approach, that is, keeping together “the *book of God’s Works*,” the creation, and “the *book of God’s Words*,” the Bible, recognizing that God’s Word is authoritative and reliable on all matters upon which it intends to teach—a “two books” doctrine should never be used to undermine the teaching of Scripture
 - A dual mandate approach: holding together the *Creation Mandate*, the calling to cultivate and study the creation, and the *Great Commission*, the calling to bring the good news of God’s kingdom to every tribe, including psychology.
 - An apologetic approach that balances the role of evidence and presuppositions.
 - Discerning *structure* and *direction*: Balancing a concern to understand the complexity of multi-aspectual creational structures with an interest to understand how sin misdirects God’s good creation and our study and understanding of it.
 - The “Kuyperian paradox”: Holding together the reality of *common grace* whereby God grants wisdom and insight to non-Christian psychologists and the *antithesis*, i.e., to recognize the ways that the natural tendency humans have to suppress the voice of God in creation has influenced psychology.
 - A multi-leveled theoretical approach, balancing *proximate-level theory* which tends to be shaped by empirical evidence, and more *ultimate-level theory* which tends to be shaped by worldview.
 - Seeking to develop *symmetrical* virtues, such as humility and faithfulness.
- D. UDLE.1.D: a *general* knowledge of *many* key concepts, methodologies, empirical findings, theoretical approaches, historical trends, and assumptions in psychology;
 - [APA1.1]: Characterize the nature of psychology as a discipline.
 - *Explain why psychology strives to be a science and how it both attains and falls short of that aspiration.*
 - *Identify and explain the primary objectives of psychology:*
 - I.D...1. *describing, understanding, predicting, controlling, and narrating behavior and mental processes*
 - *Compare and contrast the assumptions and methods of psychology with those of other disciplines; describe how the boundaries between disciplines are sometimes blurred*
 - *Describe the contributions of psychology perspectives to interdisciplinary collaboration and how psychology can learn from other disciplinary perspectives*
 - Individual courses identify the key concepts, methods, findings, theories, and assumptions relevant to that sub-discipline.
- E. UDLE.1.E: a *broad* understanding of *some* of the major fields in psychology, including, where appropriate, from an interdisciplinary perspective; 1.F. *some* detailed knowledge *in an area* of psychology and *the ability to do* research, writing, or creative work *in psychology as evidence of its chief contours*;
 - [APA1.2] Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:
 - *Theory and research representing each of the following general domains:*
 - I.E...1. Learning and cognition
 - I.E...2. Personality, and social processes
 - I.E...3. Biological aspects of behavior and mental processes, including physiology, sensation, perception, motivation, and emotion

- I.E...4. Developmental changes in behavior and mental and emotional processes across the life span
- I.E...5. Clinical, counselling, and abnormal psychology
 - *The history of psychology, including the evolution of methods of psychology, its theoretical conflicts, its sociocultural contexts, and its relationship to the Christian faith.*
 - *Multiple levels of analysis: including cellular, individual, group/systems, and society/culture, literary, philosophical, and theological*
 - *Overarching themes, persistent questions, or enduring conflicts in psychology, such as*
 - I.E...1. Ideal human being and flourishing
 - I.E...2. The interaction of heredity and environment
 - I.E...3. Variability and continuity of behavior and mental processes within and across species
 - I.E...4. Free will versus determinism
 - I.E...5. Subjective versus objective perspective
 - I.E...6. The interaction of mind and body
 - I.E...7. Applicability of theories and measures across a variety of contexts
 - *Relevant ethical issues, including a general understanding of the relevant professional standards, e.g., Canadian Code of Ethics for Psychologists (for clinical concerns), and TCPS-2 (Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans), and the RUC Research Ethics Review Policy (for research concerns)*
- F. UDLE.1.G: An ability to gather, review, evaluate, and interpret information relevant to one or more of the major fields in psychology
 - [APA1.3] Use the concepts, language, and major theories of the discipline to account for psychological phenomena.
 - *Describe behavior and mental processes empirically, including operational definitions*
 - *Identify antecedents and consequences of behavior and mental processes*
 - *Interpret behavior and mental processes at an appropriate level of complexity*
 - *Use both ultimate- and proximate-level theories to explain and predict behavior and mental processes*
 - *Integrate theoretical perspectives to produce comprehensive and multifaceted explanations*
 - [APA2.6] Draw appropriate research conclusions based on the parameters and limitations of particular research methods.
 - *Exercise caution in predicting behavior based on limitations of single studies*
 - *Recognize the limitations of applying normative conclusions drawn from data to individuals*
 - *Acknowledge that research results may have unanticipated societal consequences*
 - *Recognize that individual differences and sociocultural contexts may influence the applicability of research findings*
- G. UDLE1.H: Some creative and imaginative approaches showing critical thinking, analytical and technical skills inside and outside psychology.
 - [APA1.4] Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
 - *Compare and contrast major perspectives*
 - *Describe advantages and limitations of major theoretical perspectives*
 - [APA3.1] Begin to use critical thinking effectively within the bounds of Christian commitment
 - *Recognize how critical thinking is always influenced by worldview commitments and attempt to think within the bounds of a Christian worldview.*
 - *Evaluate the quality of empirical and non-empirical information.*
 - *Identify and evaluate the source, context, and credibility of behavioral claims*
 - *Begin to challenge claims that arise from myth, stereotype, or untested assumptions.*

- *Begin to identify and evaluate claims that arise from worldview commitments; distinguish between the data-level and ultimate-level or background beliefs in psychology.*
 - *Use scientific principles and evidence to resolve conflicting claims when appropriate*
 - *Begin to identify, recognize, defend against, and avoid common logical fallacies in thinking*
 - *Evaluate popular media reports of psychological research*
 - *Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity, and intellectual engagement*
 - *Start to make linkages or connections between diverse facts, theories of various levels, observations and personal experience.*
 - [APA3.2] Engage in creative thinking.
 - *Begin to integrate Christian thought and psychological science without compromising the integrity of either*
 - *Start to intentionally pursue unusual approaches to problems*
 - *Recognize and encourage creative thinking and behaviors in others*
 - *Evaluate new ideas with an open but critical mind*
 - [APA3.3] Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.
 - *Identify components of arguments (e.g., conclusions, premises/assumptions, gaps, counterarguments)*
 - *Start to distinguish among assumptions, emotional appeals, speculations, and defensible evidence*
 - *Weigh support for conclusions to determine how well reasons support conclusions*
 - *Identify weak, contradictory, and inappropriate assertions*
 - *Develop sound arguments based on reasoning and evidence*
- II. Application of Knowledge & Methods
- A. UDLE.2.A: *Begin to discern what are the philosophical and worldview assumptions imbedded in the paradigms, conceptual frameworks, and methods commonly relied on in psychology;*
- *Begin to articulate an understanding of the difference between proximate- data-level knowledge and ultimate-level background beliefs; describe how work in psychology reflects both; comment on how the distinction represents an opportunity for strongly perspectival engagement with psychology*
 - *Distinguish empirical methods from empiricism and methodolatry; understand and begin to articulate the argument that empirical methods are presuppositionally Christian*
- B. UDLE.2.B: *judge what are the valid insights in such paradigms and concepts and begin to evaluate how they can be used with integrity within a Christian frame of reference; and*
- C. UDLE.2.C: *develop arguments, solve problems, or create artistic works using such methods.*
- *Describe the relationship between self-knowledge and psychological inquiry.*
- D. UDLE.3.A. the ability to review, present, and interpret information, different types of evidence, or creative work to: 3.A.1. develop lines of argument; 3.A.2. make sound judgements that respect the data being studied and employ appropriate and responsible paradigms;
- E. UDLE.3.B. the ability to use a range of appropriate techniques to: UDLE.3.B.1. *analyze* information; UDLE.3.B.2: *evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;* UDLE.3.B.3. *propose solutions;* UDLE.3.C. *the ability to make use of scholarly reviews and primary sources with a beginning sense of critical judgement of the value of the sources.*
- F. UDLE.3D: Goal 4 from APA standards
- [APA2.2] Explain different research methods used by psychologists.
 - *Describe how various research designs address different types of questions and hypotheses*

- *Articulate strengths and limitations of various research designs, including distinguishing between qualitative and quantitative methods*
- *Distinguish the nature of designs that permit causal inferences from those that do not*
- *Describe how the values system of the researcher and of the discipline itself can influence research design and decisions and the interpretation and application of results.*
- *Identify, appreciate, and to some extent use alternative methods such as narrative case studies, introspection, exposition of historical primary source materials*
- [APA2.3] Evaluate the appropriateness of conclusions derived from psychological research.
 - *Interpret basic statistical results*
 - *Distinguish between statistical significance and practical significance*
 - *Describe effect size and confidence intervals*
 - *Evaluate the validity of conclusions presented in research reports*
- [APA2.4] Design basic studies to address psychological questions using appropriate research methods, using a broad understanding of research methods
 - *Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies*
 - *Conduct a literature review*
 - *Formulate testable research hypotheses, based on operational definitions of variables*
 - *Use reliable and valid measures of variables of interest*
 - *Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations*
 - *Collect, analyze, interpret, and report data using appropriate statistical strategies to address different types of research questions and hypotheses*
 - *Recognize that theoretical and sociocultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and interpretation*
 - *Put research into historical, philosophical, and theological perspective.*
- [APA2.5] Follow the APA Ethics Code in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.
- [APA4.1] Describe major and emerging applied areas (e.g., clinical, counseling, health, forensic, positive).
- [APA4.2] Identify appropriate applications of psychology in solving problems, such as:
 - *The pursuit and effect of healthy lifestyles and flourishing*
 - *Origin and treatment of abnormal behavior*
 - *Psychological tests and measurements*
 - *Psychology-based interventions in clinical, counseling, community, and other settings and their empirical evaluation*
 - *The resolution of interpersonal conflicts*
- [APA4.4] Apply psychological concepts, theories, and research findings as these relate to everyday life.
- [APA4.5] Recognize that ethically complex situations can develop in the application of psychological principles.

III. Communication Skills

- A. the ability to communicate information, arguments, and analyses accurately and reliably, winsomely and with conviction — orally and in writing — to a range of audiences.

- [APA6.2] Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data.
- [APA7.1] Demonstrate effective writing skills in various formats according to the Guidelines of the APA Publication Manual, including its guidance on clear and concise writing, the mechanics of style, following the department's APA Style Policy.
- [APA7.2] Demonstrate effective oral communication skills in various formats (e.g., group discussion, seminar, debate, presentation).
- [APA7.4] Demonstrate effective interpersonal communication skills.
 - *Listen accurately and actively*
 - *Use psychological concepts and theory to understand interactions with others*
 - *Identify the impact or potential impact of one's behaviors on others*
 - *Articulate ideas thoughtfully and purposefully*
 - *Use appropriately worded questions to improve interpersonal understanding*
 - *Attend to nonverbal behavior and evaluate its meaning in the communications context*
 - *Adapt style to communicate sensitively and effectively with diverse ethnic and cultural partners*

IV. Awareness of the Limits of Knowledge

- A. an awareness of the limits of their own knowledge, and that of other humans, knowing that we see now as "through a glass darkly," balanced by a recognition of patterns of constant standards rooted in the created order that have always reassured men and women that truth, right, and wrong can be discerned. They are expected to *have some awareness of* postmodern theories concerning the contingency of knowledge, in the context of both the reliability of the created order, which allows one to know, and the biblical hope that the end of men and women is finally to see fully and truly in the light of God.
- Begin to articulate how empirical approaches to knowledge are inherently probabilistic and tentative
 - Describe how psychology has changed in various socio-cultural contexts
 - Be aware of different traditions within Christianity, give a reason for one's own position, recognize limits of one's own position

V. Maturity and Professional Capacity

- A. UDLE.6.A. qualities and transferable skills necessary for further study, employment, and community involvement in church and society, requiring: 6.A.1. the exercise of initiative, personal responsibility, and accountability in the context of membership in Christ's Church and as part of God's world; 6.A.2. working effectively with others
- B. UDLE.6.B. the ability to identify and address their own changing needs in a changing world and to select, in community, an appropriate program of further study; and
- C. UDLE.6.C. behaviour consistent with academic integrity and the ethic of educated Christians, committed to using their learning [and leadership] in service to neighbour and to the glory of God.
- D. These will be done in discipline-specific ways: Value empirical evidence, tolerate ambiguity and recognize limits of knowledge, act ethically, and reflect other values that are the underpinnings of psychology as a science.
- APA5.1 Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.
 - APA5.2 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.

- APA5.3 Seek and evaluate scientific evidence for psychological claims within a two books framework.
 - APA5.4 Tolerate ambiguity and realize that scientific explanations are often complex and tentative
 - APA5.5 Recognize and respect human diversity.
 - *Anticipate that psychological explanations may vary across populations and contexts*
 - *Exhibit sensitivity to issues of power, privilege, and discrimination*
 - APA5.7 Understand the limitations of their psychological knowledge and skills within applied clinical and other settings.
 - APA6.3 Use information and technology ethically and responsibly.
 - *Quote, paraphrase, and cite correctly from a variety of media sources*
 - *Define and avoid plagiarism*
 - *Avoid distorting statistical results*
 - *Honor commercial and intellectual copyrights*
 - APA9.1 Reflect on their experiences and find meaning in them.
 - *Identify their personal, sociocultural, professional, and, especially, religious values*
 - *Demonstrate insightful awareness of their feelings, emotions, motives, and attitudes based on psychological principles within a framework of Christian faith*
 - APA9.2 Apply psychological principles to promote personal development, for example:
 - *Demonstrate self-regulation in setting and achieving goals*
 - *Self-assess performance quality accurately*
 - *Incorporate feedback for improved performance*
 - *Purposefully evaluate the quality of their thinking (metacognition)*
 - APA9.3 Enact self-management strategies that maximize healthy outcomes.
 - APA7.5 Exhibit the ability to collaborate effectively.
 - *Work with groups to complete projects within reasonable time frames*
 - *Solicit and integrate diverse viewpoints*
 - *Manage conflicts appropriately and ethically*
 - *Develop relevant workplace skills: mentoring, interviewing, crisis management*
- E. *Career planning*: Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings that meet personal goals and societal needs.
- APA10.1 Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) during internships and when formulating career choices.
 - APA10.2 Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the workforce, postbaccalaureate education, or both.
 - APA10.3 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits.
 - APA10.4 Identify and develop skills and experiences relevant to achieving selected career goals.
 - APA10.5 Articulate how changing societal needs can influence career opportunities and foster flexibility about managing changing conditions.
 - APA10.6 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.

Minor

- I. Depth and Breadth of Knowledge

- A. UDLE.1.A: A *realization* that psychology is shaped by history and ethos of Western culture, with a beginning introduction to some elements of other cultures, through the study of a broad liberal arts and science curriculum;
- Have some sense of how the discipline of psychology has been shaped by modernity/Enlightenment.
 - Begin to recognize how some important psychologists, such as William James and Sigmund Freud have been shaped by other disciplines and the effect this has on their own psychological work.
- B. UDLE.1.B: A beginning understanding of how the subject matter in psychology has been shaped by historical forces, philosophical ideas and systems, and of religious commitments and worldviews that have shaped Western culture;
- Be introduced to positivism, modernity, empiricism and scientism as forces and ideas which make faithful engagement difficult.
- C. UDLE.1.C: a [strong] knowledge of a long tradition of Christian inquiry into the nature of human life with special attention to the Reformed tradition, and ability to show how their work stand in that tradition;
- Begin to recognize some of the various contemporary approaches to relating psychology and Christianity (e.g., levels-of-explanation, integration, Christian psychology, transformational psychology).
 - Some recognition of how the modern tendency to separate facts and values tends to a kind of division within ourselves and our own approach to psychology, and that a Reformed perspective will involve balancing and holding together a number of polarities, such as:
 - A “two books” approach, that is, keeping together “the *book of God’s Works*,” the creation, and “the *book of God’s Words*,” the Bible, recognizing that God’s Word is authoritative and reliable on all matters upon which it intends to teach—a “two books” doctrine should never be used to undermine the teaching of Scripture
 - A dual mandate approach: holding together the *Creation Mandate*, the calling to cultivate and study the creation, and the *Great Commission*, the calling to bring the good news of God’s kingdom to every tribe, including psychology.
 - An apologetic approach that balances the role of evidence and presuppositions.
 - Discerning *structure* and *direction*: Balancing a concern to understand the complexity of multi-aspectual creational structures with an interest to understand how sin misdirects God’s good creation and our study and understanding of it.
 - The “Kuyperian paradox”: Holding together the reality of *common grace* whereby God grants wisdom and insight to non-Christian psychologists and the *antithesis*, i.e., to recognize the ways that the natural tendency humans have to suppress the voice of God in creation has influenced psychology.
 - A multi-levelled theoretical approach, balancing *proximate-level theory* which tends to be shaped by empirical evidence, and more *ultimate-level theory* which tends to be shaped by worldview.
 - Seeking to develop *symmetrical* virtues, such as humility and faithfulness.
- D. UDLE.1.D: some *general* knowledge of some key concepts, methodologies, empirical findings, theoretical approaches, historical trends, and assumptions in psychology [generally, as well as in clinical/experimental psychology];
- [APA1.1]: Characterize the nature of psychology as a discipline.
 - *Recognize why psychology strives to be a science and how it both attains and falls short of that aspiration.*
 - *Start to recognize the primary objectives of psychology:*

- I.D...1. *describing, understanding, predicting, controlling, and narrating behavior and mental processes*
 - *Compare and contrast the assumptions and methods of psychology with those of other disciplines; describe how the boundaries between disciplines are sometimes blurred*
 - *Begin to describe the contributions of psychology perspectives to interdisciplinary collaboration and how psychology can learn from other disciplinary perspectives*
 - Individual courses identify the key concepts, methods, findings, theories, and assumptions relevant to that sub-discipline.
- E. UDLE.1.E: a *general* understanding of *some* of the major fields in psychology, including, where appropriate, from an interdisciplinary perspective; 1.F. *some* knowledge *in an area* of psychology and *the ability to do* research and writing, *in psychology* ;
 - [APA1.2] Demonstrate some knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:
 - *Theory and research representing some of the following general domains:*
 - I.E...1. Learning and cognition
 - I.E...2. Personality, and social processes
 - I.E...3. Biological aspects of behavior and mental processes, including physiology, sensation, perception, motivation, and emotion
 - I.E...4. Developmental changes in behavior and mental and emotional processes across the life span
 - I.E...5. Clinical, counselling, and abnormal psychology
 - *The history of psychology or personality theory, including the evolution of methods of psychology, its theoretical conflicts, its sociocultural contexts, and its relationship to the Christian faith.*
 - *Overarching themes, persistent questions, or enduring conflicts in psychology, such as*
 - I.E...1. Ideal human being and flourishing
 - I.E...2. The interaction of heredity and environment
 - I.E...3. Variability and continuity of behavior and mental processes within and across species
 - I.E...4. Free will versus determinism
 - I.E...5. Subjective versus objective perspective
 - I.E...6. The interaction of mind and body
 - I.E...7. Applicability of theories and measures across a variety of contexts
 - *Relevant ethical issues.*
- F. UDLE.1.G: An ability to gather, review, and evaluate, relevant to one or more of the major fields in psychology
 - [APA1.3] Use the concepts, language, and major theories of the discipline to account for psychological phenomena.
 - *Begin to describe behavior and mental processes empirically, including operational definitions*
 - *Begin to identify antecedents and consequences of behavior and mental processes*
 - *Interpret behavior and mental processes at an appropriate level of complexity*
 - *Begin to recognize and evaluate theoretical perspectives to produce cohesive explanations*
 - [APA2.6] Start to draw appropriate research conclusions based on the parameters and limitations of particular research methods.
 - *Exercise caution in predicting behavior based on limitations of single studies*
 - *Recognize the limitations of applying normative conclusions drawn from data to individuals*
 - *Acknowledge that research results may have unanticipated societal consequences*
 - *Recognize that individual differences and sociocultural contexts may influence the applicability of research findings*

- G. UDLE1.H: *Show some critical thinking, analytical and technical skills inside and outside psychology.*
- [APA1.4] Recognize major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
 - *Compare and contrast major perspectives*
 - *Describe advantages and limitations of major theoretical perspectives*
 - [APA3.1] Use critical thinking effectively within the bounds of Christian commitment
 - *Recognize how critical thinking is always influenced by worldview commitments.*
 - *Begin to evaluate the quality of empirical and non-empirical information.*
 - *Identify the source, context, and credibility of behavioral claims*
 - *Begin to challenge claims that arise from myth, stereotype, or untested assumptions.*
 - *Begin to identify claims that arise from worldview commitments; begin to distinguish between the data-level and ultimate-level or background beliefs in psychology.*
 - *Begin to evaluate popular media reports of psychological research*
 - *Demonstrate an attitude of open-mindedness, tolerance for ambiguity, and intellectual engagement*
 - *Begin to make linkages or connections between diverse facts, theories of various levels, observations and personal experience.*
 - [APA3.2] Engage in creative thinking.
 - *Begin to integrate Christian thought and psychological science without compromising the integrity of either*
 - *Begin to pursue unusual approaches to problems*
 - *Recognize and encourage creative thinking and behaviors in others*
 - *Evaluate new ideas with an open mind*
 - [APA3.3] Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.
 - *Identify components of arguments (e.g., conclusions, premises/assumptions, gaps, counterarguments)*
 - *Begin to distinguish among assumptions, emotional appeals, speculations, and defensible evidence*
 - *Weigh support for conclusions to determine how well reasons support conclusions*
 - *Identify weak, contradictory, and inappropriate assertions*
 - *Develop sound arguments based on reasoning and evidence*
- II. Application of Knowledge & Methods
- A. UDLE.2.A: *Begin to discern some of the philosophical and worldview assumptions imbedded in the paradigms, conceptual frameworks, and methods commonly relied on in psychology ;*
- *Begin to recognize the difference between proximate- data-level knowledge and ultimate-level background beliefs and begin to describe how work in psychology reflects both*
 - *Become familiar with empirical methods used in psychological science.*
- B. UDLE.2.B: *recognize what are the valid insights in such paradigms and concepts and begin to discern how they can be used with integrity within a Christian frame of reference; and*
- C. UDLE.2.C: *Begin to develop arguments and solve problems using such methods.*
- *Recognize the relationship between self-knowledge and psychological inquiry.*
- D. UDLE.3. A. *Comprehend and present information, or different types of evidence : 3.A.1. compare lines of argument; 3.A.2. make sound judgements that respect the data being studied;*

- E. UDLE.3.B. the ability to use a range of appropriate techniques to: UDLE.3.B.1. *compare and contrast*; UDLE.3.B.2: *examine the appropriateness of different approaches to solving problems related to their area(s) of study*; and UDLE.3.B.3. *begin to formulate possible solutions*;
- F. UDLE.3.C. *the ability to begin to use scholarly reviews and primary sources and to evaluate them.*
- G. UDLE.3D: Goal 4 from APA standards
- [APA2.2] Explain different research methods used by psychologists.
 - *Describe how various research designs address different types of questions and hypotheses*
 - *Articulate strengths and limitations of various research designs, including distinguishing between qualitative and quantitative methods*
 - *Distinguish the nature of designs that permit causal inferences from those that do not*
 - *Recognize how the values system of the researcher and of the discipline itself can influence research design and decisions and the interpretation and application of results.*
 - *Identify, appreciate, and to some extent use alternative methods such as narrative case studies, introspection, exposition of historical primary source materials*
 - [APA2.3] Recognize the appropriateness of conclusions derived from psychological research.
 - *Interpret basic statistical results*
 - *Distinguish between statistical significance and practical significance*
 - *Describe effect size and confidence intervals*
 - *Evaluate the validity of conclusions presented in research reports*
 - [APA4.1] Recognize major and emerging applied areas (e.g., clinical, counseling, health, forensic, positive).
 - [APA4.2] Identify appropriate applications of psychology in solving problems, such as:
 - *The pursuit and effect of healthy lifestyles and flourishing*
 - *Origin and treatment of abnormal behavior*
 - *Psychological tests and measurements*
 - *Psychology-based interventions in clinical, counseling, community, and other settings and their empirical evaluation*
 - *The resolution of interpersonal conflicts*
 - [APA4.4] Apply psychological concepts, theories, and research findings as these relate to everyday life.
 - [APA4.5] Recognize that ethically complex situations can develop in the application of psychological principles.
- III. Communication Skills
- A. the ability to communicate information, arguments, and analyses accurately and reliably, winsomely and with conviction — orally and in writing — to a range of audiences.
- [APA6.2] Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data.
 - [APA7.1] Demonstrate effective writing skills in various formats according to the Guidelines of the APA Publication Manual, including its guidance on clear and concise writing, the mechanics of style, following the department's APA Style Policy.
 - [APA7.2] Demonstrate effective oral communication skills in various formats (e.g., group discussion, seminar, debate, presentation).
 - [APA7.4] Demonstrate effective interpersonal communication skills.
 - *Listen accurately and actively*
 - *Use psychological concepts and theory to understand interactions with others*
 - *Identify the impact or potential impact of one's behaviors on others*

- *Articulate ideas thoughtfully and purposefully*
 - *Use appropriately worded questions to improve interpersonal understanding*
 - *Attend to nonverbal behavior and evaluate its meaning in the communications context*
 - *Adapt style to communicate sensitively and effectively with diverse ethnic and cultural partners*
- IV. Awareness of the Limits of Knowledge
- A. an awareness of the limits of their own knowledge, and that of other humans, knowing that we see now as “through a glass darkly,” balanced by a recognition of patterns of constant standards rooted in the created order that have always reassured men and women that truth, right, and wrong can be discerned.
- Recognize how empirical approaches to knowledge are inherently probabilistic and tentative
 - Recognize how psychology has changed in various socio-cultural contexts
 - Be aware of different traditions within Christianity, give a reason for one’s own position, recognize limits of one’s own position
- V. Maturity and Professional Capacity
- A. UDLE.6.A. qualities and transferable skills necessary for further study, employment, and community involvement in church and society, requiring: 6.A.1. the exercise of initiative, personal responsibility, and accountability in the context of membership in Christ’s Church and as part of God’s world; 6.A.2. working effectively with others
- B. UDLE.6.B. the ability to identify and address their own changing needs in a changing world and to select, in community, an appropriate program of further study; and
- C. UDLE.6.C. behaviour consistent with academic integrity and the ethic of educated Christians, committed to using their learning in service to neighbour and to the glory of God.
- D. These will be done in discipline-specific ways: Value empirical evidence, tolerate ambiguity and recognize limits of knowledge, act ethically, and reflect other values that are the underpinnings of psychology as a science.
- APA5.1 Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.
 - APA5.2 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.
 - APA5.3 Examine scientific evidence for psychological claims within a two books framework.
 - APA5.4 Recognize that scientific explanations are often complex and tentative
 - APA5.5 Recognize and respect human diversity.
 - *Anticipate that psychological explanations may vary across populations and contexts*
 - *Exhibit sensitivity to issues of power, privilege, and discrimination*
 - APA5.7 Understand the limitations of their psychological knowledge and skills within applied clinical and other settings.
 - APA6.3 Use information and technology ethically and responsibly.
 - *Quote, paraphrase, and cite correctly from a variety of media sources*
 - *Define and avoid plagiarism*
 - *Avoid distorting statistical results*
 - *Honor commercial and intellectual copyrights*
 - APA9.1 Reflect on their experiences and find meaning in them.
 - *Identify their personal, sociocultural, professional, and, especially, religious values*
 - *Demonstrate insightful awareness of their feelings, emotions, motives, and attitudes based on psychological principles within a framework of Christian faith*
 - APA9.2 Apply psychological principles to promote personal development, for example:
 - *Demonstrate self-regulation in setting and achieving goals*

- *Self-assess performance quality accurately*
- *Incorporate feedback for improved performance*
- *Begin to purposefully examine the quality of their thinking (metacognition)*
- APA9.3 Enact self-management strategies that maximize healthy outcomes.
- APA7.5 Exhibit the ability to collaborate effectively.
 - *Work with groups to complete projects within reasonable time frames*
 - *Listen with an open-mind to diverse viewpoints*
 - *Manage conflicts appropriately and ethically*
 - *Develop relevant workplace skills*
- E. *Career planning:* Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings that meet personal goals and societal needs.
 - APA10.1 Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) when formulating career choices.
 - APA10.2 Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the workforce, postbaccalaureate education, or both.
 - APA10.3 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits.
 - APA10.4 Identify and develop skills and experiences relevant to achieving selected career goals.
 - APA10.5 Articulate how changing societal needs can influence career opportunities and foster flexibility about managing changing conditions.
 - APA10.6 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.