



Indiana University-Purdue University Indianapolis

B454 CAPSTONE SEMINAR IN PSYCHOLOGY

Class Number 27976

Spring 2010

“Before this course, I was anxious about starting the graduate school application process. Now that I have completed my B454 professional planning portfolio, I am one GIANT step closer to achieving my goals. I now have a precise plan that I will use to make a successful transition from college into my future.” (A former B454 student)

Instructor: Dr. Drew Appleby, Director of Undergraduate Studies in Psychology
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E-mail: dappleby@iupui.edu (Do not E-mail me through Oncourse.)

Time → Days → Room: 1:30 to 2:45 → Mondays and Wednesdays → LD 018

Credit: Three semester hours

Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (recommended)

Appleby, D. C. (2007). *The savvy psychology major* (4th ed.). Dubuque, IA: Kendall/Hunt. (recommended)

Course Rationale (What is a capstone class, and why am I required to take one?)

In an architectural context, a capstone is the top-most stone that completes a building. In an academic context, a capstone is the final class that completes a student’s curriculum. Capstone classes provide students with an opportunity “to demonstrate comprehensive learning in their major through some type of product or performance” (Palomba & Banta, 1999, p. 124). In other words, a capstone is a class in which senior psychology majors are required to pull together what they have learned in their previous classes and use this integrating experience to demonstrate they are capable of doing what they should be able to do when they graduate from the program (e.g., think critically, perform research, write in APA style, and develop a realistic plan to pursue a career in psychology or a psychology-related field). This process serves a dual purpose. First, it allows psychology majors with a final opportunity to practice and demonstrate the skills they will need to succeed after graduation on the job or in graduate school. Second, it provides the Psychology Department with a final opportunity to assess whether or not it has been successful in its mission to produce competent psychology majors.

Course Description

Students will engage in a collaborative research project, write an APA-style review paper about the area of psychology in which they have an occupational interest, and create a portfolio of the documents they will need to gain employment or admission to graduate school.

Course Purposes

This capstone seminar serves the following three constituencies.

1. **Psychology Majors** → As a capstone, it is the highest point of the undergraduate education of IUPUI psychology majors. As such, it challenges students to demonstrate that they have accomplished the SLOs of the IUPUI Psychology Department (which have been approved by the department’s Undergraduate Committee for assessment purposes) listed on the final page of this

syllabus. These SLOs constitute the academic repertoire that will enable psychology majors to attain their educational and/or career goals (i.e., graduate school or employment). For those who have not accomplished these SLOs, this seminar will provide them with one more chance to do so.

2. **The Psychology Department** → This course serves a vital assessment function by enabling the department to answer the following question: How do we know that our students know what we want them to know? This syllabus lists the department's SLOs and describes the assignments in this seminar that have been designed to determine if these SLOs have been accomplished. The purpose of this type of assessment is to collect information that can be used to make data-informed evaluations of the effectiveness of the department's curriculum so that subsequent improvements to the curriculum can be made based on these evaluations.
3. **The School of Science and the University** → All the SLOs of the Psychology Department are based on the fundamental skills and abilities underlying the Principles of Undergraduate Learning that all IUPUI undergraduates strive to achieve, and these SLOs will be assessed in this class. The results of this assessment will be communicated to the appropriate administrative committees and offices (e.g., the School of Science Assessment Committee) where they will be used to make programmatic improvements.

The Four Most Important Principles of Undergraduate Learning (PULs) for Students to Achieve in B454

1. The faculty at IUPUI have worked very hard since 2002 to create a statement of the knowledge and skills we want all undergraduate students to strengthen while they are at IUPUI, and we have named this statement our Principles of Undergraduate Learning (go to <http://www.iport.iupui.edu/selfstudy/tl/puls/> for a complete description of the PULs). We have had a period of time since 2002 for faculty and students to become comfortable with this statement. Some faculty have implemented the PULs, and we have some good examples of how they have done so. Now we want to become more systematic by making sure that students are having opportunities to strengthen the PULs. Therefore, a sampling plan is being developed to help faculty, students, parents, the public, and our accrediting associations actually see that IUPUI is a place where students are learning these things. Our faculty have been asked to engage in the following four steps to accomplish this sampling plan.
 - a. Identify three of the PULs you believe are most important for your students to accomplish in your course. (Please note that your instructor has chosen to target four, rather than the required three PULs, in B454.)
 - b. Rank order these PULs as most important, second most important, and third most important.
 - c. Either use existing assignments or create new methods to collect data you can use to determine if your students have accomplished these three PULs by the end of your course.
 - d. Use the conclusions you draw from these data to create changes in your course that will enable your future students to accomplish these PULs more successfully.
2. The strategies I will use in B454 to accomplish the first three assessment tasks listed above are described below. Once I have accomplished these tasks, I will engage in the fourth task by using the data I collected during the third task to modify B454 in ways that will enable future students to achieve B454's most crucial PULs even more successfully.
 - a. **PUL #3: Integration and Application of Knowledge** is the most important PUL targeted in B454. One of the specific objectives of this PUL is students' ability to "enhance their personal lives." The psychology program's SLOs that relate most directly to this objective in B454 are (1) "To develop a realistic plan about how to pursue a career in psychology or a psychology-related field" and (2) "To develop self-awareness by identifying personal strengths, weaknesses, values, and goals." The Professional Planning Portfolio (PPP) you will create in B454 will require you to address these two SLOs. I will use the quality and quantity of content (i.e., accuracy and completeness) scores you and your classmates earn on your PPPs (see page 4 of this syllabus) to assess how well you and your classmates have accomplished this PUL.
 - b. **PUL #1A: Language and Visual Communication Skills** is the second most important PUL targeted in B454. One of the specific objectives of this PUL is students' ability to "express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats." The psychology program's SLO that relates most directly to this objective in B454 is to "develop effective writing skills." You will follow the rules provided in the 6th edition of the *Publication Manual of the American Psychological Association* (APA) to write your review paper and your PPP in correct APA style. I will use the precision (i.e., letter-perfect APA style and impeccable grammar, spelling, punctuation, and capitalization) scores (see page 4 of this syllabus) you earn on these two assignments to assess how well you and your classmates have accomplished this PUL.
 - c. **PUL #4: Intellectual Depth, Breadth, and Adaptiveness** is the third most important PUL targeted in B454. One of the specific objectives of this PUL is students' ability to "show substantial knowledge and understanding of at least one field of study." The psychology program's SLO that relates most directly to this objective in B454 is to "remember and understand the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology." I will use the quality and quantity of content (i.e., accuracy and completeness) scores from your review papers (see page 4 of this syllabus) to assess how well you and your classmates have accomplished this PUL.
 - d. **PUL #5: Understanding Society and Culture** is the fourth most important PUL targeted in B454. One of the specific objectives of this PUL is students' ability to "operate with civility in a complex world." The psychology program's SLO that relates most directly to this objective in B454 is to "work effectively as a member of a diverse group to accomplish a complex task." You will cooperate with the other members of B454 on the collaborative research project, and I will use

the collaboration points (see pages 4, 6, 7, and 8 of this syllabus) to assess how well you and your classmates have accomplished this PUL.

Assignments

You will complete three major assignments in this seminar. Each assignment was created to provide you with opportunities to demonstrate mastery of several of IUPUI's PULs.

- You will **write an APA-style review paper** whose topic is the particular area of specialization in psychology that is of most relevance to the occupation you would like to eventually enter (e.g., industrial/organizational psychology if you want to become a human resources director, counseling if you wish to become a school counselor, and developmental psychology if you would like to own and operate a daycare center). The body of this paper—not including the title page, abstract, and reference section—will be at least ten pages long, and will be organized into the following sections:
 - a. A title page that includes the title of your paper, your name, and your institutional affiliation
 - b. An abstract that briefly identifies the following six sections of your paper in a clear and succinct manner
 - c. The history of this area including its relationship to other areas of psychology and/or other academic disciplines
 - d. Two of this area's theories and the types of behaviors and/or mental processes they were created to explain
 - e. Two of the research methods that researchers in this area commonly use to gather data and test hypotheses
 - f. A description of two empirical studies from the professional literature of this area and an explanation how the results of each of these studies can or have been used to promote human welfare
 - g. A specific occupation in this area that the author plans to eventually enter; an accurate description of this occupation, the tasks a person in this occupation is required to perform; and a list of the specific types of knowledge, skills, and characteristics (i.e., work styles) a person needs in order to be successful in this occupation. The information for this section must be gathered from *O*NET* (<http://online.onetcenter.org/>) or a similarly credible source that has been approved by the instructor.
 - h. An explanation of how you have used specific curricular (e.g., classes) and extracurricular (e.g., internships) opportunities during your undergraduate education to accomplish the knowledge, skills, and characteristics you identified in the previous section.
 - i. A reference section containing at least ten scholarly references (Do not use generic dictionaries/encyclopedias and use only Web sites ending in edu, org, or gov. When in doubt about the scholarliness of a reference, check with the instructor.)
- You will **engage in a collaborative research project** in which you and your classmates will act as a research team whose assignment is to discover the knowledge, skills, and characteristics (KSCs) that psychology graduate admissions committees value in applicants to their programs. The answer to this question will be determined by a content analysis of the KSCs that graduate programs request that letter of recommendation writers evaluate in the applicants about whom they write letters.
 - a. The APA style report of the findings of this project will contain the following sections
 - A title page that contains the title of the report, its authors, and their institutional affiliation
 - An abstract that provides a comprehensive summary of the contents of the report
 - An introduction that provides
 1. a brief review of the literature relevant to this project
 2. a clear explanation of the purpose of the report
 - A methods section that describes the research strategy that was implemented to gather the data for the report. This section will include the following subsections:
 1. a participants section that identifies those people from whom data were collected
 2. an apparatus section that describes the materials selected or created for use in the study and their functions
 3. a procedure section that describes each of the steps in the study
 - A results section that summarizes the data that were collected and describes the methods used to analyze these data
 - A discussion section that contains a discussion of the implications of the results of the study and a set of suggestions for how these results can be used in ways to produce positive results
 - b. All students who participate in this project must provide the instructor with proof that they have passed the Human Subjects Protection Test which must be taken online at <http://www.indiana.edu/~rcr/>
 - c. The class will create a poster to display the results of this project and present this poster during the Psychology Department's Capstone Poster Session from 12:00 to 2:00 on Friday, April 30th in the Campus Center.
- You will **create a professional planning portfolio** that contains a Core section—completed by all students—and either an Employment section or a Graduate School section, depending upon your post-baccalaureate plans. The final section of your portfolio will be a copy of your review paper, which has been corrected according to the feedback you received from your peers and instructor. Use the cover sheets provided on Oncourse for each section of your portfolio. The class will create a poster to display the results of this project and present this poster during the Psychology Department's Capstone Poster Session.

- a. The Core section will contain the following documents:
 - A statement describing your immediate and long-term career and life goals, including an explanation of why these goals are appropriate and realistic in terms of your curricular, extracurricular, professional, and personal experiences
 - An official School of Science senior audit and a semester-by-semester plan to use your remaining time at IUPUI to complete the courses your audit indicates you need to complete in order to graduate with a Bachelor of Arts Degree in Psychology from the IUPUI School of Science.
 - An evaluation of how successfully you have accomplished the four most important PULs of this class that are identified and described on page 2 of this syllabus. This evaluation will be composed of the following three parts for each of the four PULs.
 1. a description of this PUL and an explanation of the assignment(s) in this class that are designed to enable you to demonstrate your ability to accomplish this PUL
 2. a description of your strengths and weaknesses in regard to this PUL and an explanation of your experiences—or lack of experiences—in the IUPUI Psychology Department that produced these strengths and weaknesses
 3. suggestions for the Psychology Department to enable future psychology majors to develop these strengths and strengthen these weaknesses even more successfully than you have
 - A current, accurate, and professional-appearing resume or *curriculum vitae* written with the help of Mikki Jeschke (the Psychology Department’s Academic and Career Counselor), one of the Psychology Career Peer Advisors located in Psychology Advising Office, or a career counselor in the IUPUI Office of Academic and Career Planning (Include a one-page report that includes the feedback you received from the person who evaluated your resume or *curriculum vitae* and a detailed explanation of how you used this feedback to improve this very important document.)
 - An address where you can be reached after graduation
- b. The Employment section will contain the following documents:
 - The results of a computerized job search that yielded at least three job possibilities and a brief report that explains why each of these programs is appropriate for you based on your immediate and long-term career and life goals as described in the first section of this portfolio.
 - A professional-appearing cover letter that can be modified for specific job applications
 - Completed letter of recommendation request forms from at least three appropriate people who have agreed to write you strong letters of recommendation for a job
 - The results of a mock interview (using the Mock Interview Form provided in Oncourse Resources) with Mikki Jeschke (the Psychology Department’s Academic and Career Counselor), a Career Peer Advisor in the Psychology Advising Office, or career counselor in the IUPUI Office of Academic and Career Planning. Include a one-page report that explains how you will use the results of this experience to improve your performance on future interviews
 - Completed applications for at least three jobs
- c. The Graduate School section will contain the following documents:
 - Results of a search for appropriate graduate programs that yielded at least three possible programs and a brief report that explains why each of these programs is appropriate for you based on your immediate and long-term career and life goals as described in the first section of this portfolio.
 - A professional appearing personal statement that can be modified for specific graduate programs
 - Evidence of preparation for the entrance exam your graduate/professional program requires (e.g., GRE or MCAT)
 - Completed letter-of-recommendation request-forms from at least three appropriate people who have agreed to write you strong letters of recommendation for graduate school
 - Completed applications for at least three graduate programs

Course Procedures

The majority of the work in this seminar will be performed outside of class. Class time will be used to

- create strategies to complete the assignments (e.g., choose work teams, assign tasks, and determine deadlines),
- present information that can be used to complete assignments, and
- discuss and peer-review the assignments prepared outside of class.

There is no daily class schedule in this syllabus because one of the responsibilities of the students in this class will be to create a set of tasks that will lead to the completion of the three products of the class and to design a plan—including a set of deadlines—for the successful completion of each of these tasks.

Evaluation

The three assignments in this seminar (i.e., the review paper, the research project, and the professional planning portfolio) will be worth 100 points each. These points will be assigned on the basis of the following criteria:

- 50 points for quality and quantity of content (i.e., accuracy and completeness)
- 30 points for precision (i.e., letter-perfect APA style and impeccable grammar, spelling, punctuation, and capitalization)
- 10 points for presentation (i.e., appearance of written documents)

- 10 points for timeliness (i.e., meeting deadlines)
- An additional 100 points—for a grand total of 400 points—will be assigned based on the quality and quantity of teamwork exhibited by each student during the collaborative research project as judged by their classmates and instructor. These “collaboration points” will be determined by the procedure described in the next section

Collaboration Points (aka The Merit Pay System)

The 100 collaboration points will be assigned on the basis of the quality and quantity of teamwork exhibited by each student using the set of criteria provided in this syllabus. The instructor will use the results of the Merit Pay Distribution Sheet that will be completed by the instructor for all students and by each member of each of the work teams (e.g., the project management team, the research team, the APA-style editorial team, the poster creation team) for every other member of her/his work team. These teamwork evaluations will be performed twice, once at midterm and again at the end of the semester. The results of the midterm evaluations will be used as developmental feedback. That is, these results will not be used to determine grades, but rather to provide students with feedback about their performance during the first half of the class, which they can use to maintain or improve their performance during the second half of the class. Students will submit a one-page report to the instructor that will describe how they will use this developmental feedback during the second half of the course to improve or maintain their merit points by improving or maintaining the quality of their contributions to the collaborative project. The quality of this report will be used by the instructor when he makes his second merit pay rating. The formula for determining collaboration points will be as follows:

- The mean of each student’s merit points awarded by the instructor and the other members of her/his team will be determined.
- The highest mean merit points earned by a member of a team will be considered 100% and will earn 100 collaboration points.
- All other team members merit points will be divided by the highest mean merit points to determine their percentage.
- The number of collaboration points earned by each student will be determined by multiplying 100 by her/his percentage.
- For example, if the highest mean merit pay earned by a member of your team was \$1,340 and your mean was \$1,150, then your percentage would be 86% ($\$1,150 / \$1,340$), and the number of collaboration points you would earn would be 86, which is 86% of 100 possible points.

Final Grades

The scale for determining final grades will be as follows.

| | | | |
|----|---|----|---|
| A+ | = 93.3% of the total points (373 → 400) | C+ | = 73.3% of the total points (293 → 305) |
| A | = 90% of the total points (360 → 372) | C | = 70% of the total points (280 → 292) |
| A- | = 86.6% of the total points (346 → 359) | C- | = 66.6% of the total points (266 → 279) |
| B+ | = 83.3% of the total points (333 → 345) | D+ | = 63.3% of the total points (253 → 265) |
| B | = 80% of the total points (320 → 332) | D | = 60% of the total points (240 → 252) |
| B- | = 76.6% of the total points (306 → 319) | F | = less than 60% of the total points (0 → 239) |

Important Note: You must earn at least a C- in this class for it to fulfill the Psychology Department’s capstone requirement.

What Is CAPS and How Can B454 Students Benefit From Its Services?

The stresses of college life are many and varied, and the non-traditional nature of many IUPUI students only compounds those stresses. As a high percentage of IUPUI students work, support families, and are first in their family to attend college, the demands can easily become overwhelming. If you find that life stressors are interfering with your academic or personal success, please consider contacting Counseling and Psychological Services (CAPS). All IUPUI students are eligible for counseling services at minimal fees. CAPS also performs evaluations for learning disorders and ADHD (fees are charged for testing). CAPS can assist in student adjustment, coping, and academic progress by providing the following services.

- Treatment for clinical symptoms of depression, anxiety, phobias, eating disorders, etc.
- Training in study skills, test-taking strategies, and management of test anxiety
- Education and training in stress and time management techniques
- Assistance with grief, loss, trauma, recovery, and parenting issues
- Opportunities for exploration of individual identity and clarification of values
- Couples counseling to assist management of relationships
- Evaluation for learning disorders and ADHD
- Assessment and treatment or referral for substance use issues
- Referrals for psychotropic medications as indicated

CAPS is located in UN418 and can be contacted by phone (317-274-2548). For more information, see the CAPS web-site at:

<http://life.iupui.edu/caps/>

References

Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass.

The B454 Merit Pay System

A significant portion of the work in B454 will be done as a team (e.g., the collaborative research project, peer reviewing the term papers, creating the posters, and planning the poster session). As your instructor, it is my responsibility to evaluate the quality and quantity of each member's contribution to the team as part of the grading process. To do this as fairly and accurately as possible, I need the input of each team member regarding the quality and the quantity of her/his teammates' work. The following method will allow me to gain this input.

The class will divide itself into a number of separate work teams (e.g., the project management team, the research team, the APA-style editorial team, and the poster creation team) based on the skills and interests of the members of the class. I want you to imagine that you are the supervisor of your team and that I—as your supervisor—have given you a budget line (\$1,000 x the number of members on your team) to reward the members of your team for their work on these projects. This money will be added to their regular salary as a special merit pay bonus in their paychecks. It is your responsibility to distribute this money among your teammates in a fashion that is equal to the quality, quantity, and timeliness of their work. If you believe all your teammates worked equally hard, produced work of equal quality, and met all deadlines, then you should give each of them a \$1,000 merit pay bonus. If you believe that some of them worked harder, produced work of higher quality, and were timelier in submission of their work than others, then you should give them more than \$1,000 in merit pay. If you do this, you must then give some of your other teammates—whom you believe did not work as hard, who produced lower quality work, or who did not meet deadlines—less than \$1,000 in merit pay.

There are many factors to take into account when you assign merit pay to your teammates. Complete a Team Work Rating Sheet for each of your teammates, use their scores from this sheet as a basis of your merit pay distribution, and attach each of your teammate's Team Work Rating Sheet to the paper on which you report your merit pay ratings, which appears on page 9 of this syllabus. I urge you to make punctual and faithful class attendance especially important. In the world of work, those who do not show up for work or who are consistently late are often considered to be liabilities to workplace morale because they force their teammates to work harder than they should and/or force them to waste time before they can begin a task. Also consider that employees who volunteer to accept tasks are more often rewarded with merit pay bonuses than those who refuse to do more than what they consider to be their "fair share." To insure that your teammates and your instructor are aware of all that you have done during the collaborative activities in the class, fill out a Collaboration Worksheet and send a copy of it to each of your teammates on Oncourse before they complete both of their Teamwork Rating Sheets for you. Submit this worksheet to your instructor by including it with the two Merit Pay Evaluation packets due on the dates given in the following paragraph.

Complete the Merit Pay Rating Form on the last page of this syllabus based on the percentage rating you gave each of these persons on the Teamwork Rating Scale you completed for each of them. Give each of them—do not include yourself—a merit pay bonus that can range from \$0 to \$3,000 (if there are four members on your team). The only restriction on your merit pay distribution is that the total must add up to exactly \$3,000 because \$3,000 is all I have given you have to distribute. I will also be awarding all the members of your team an amount of merit pay based on the punctuality and faithfulness of their class attendance. Your merit pay ratings should be based on the behaviors of your team members you observe as you collaborate with them to complete the assignments of the class. Attach each of your completed Teamwork Rating Sheets to your completed Merit Pay Ratings Form and submit this stapled package to the instructor on March 8 (the Mid-Term Evaluation) and April 26 (the End-of-Semester Evaluation). You will submit a one-page report to the instructor on March 22 that will describe how you will use the results of your Mid-Term Evaluation during the second half of the course to improve or maintain your merit points by improving or maintaining the quality of your contributions to the collaborative project

Please be aware that I will be particularly sensitive to your ability to create your merit pay ratings in the correct manner and submit them on the dates they are due. This is a somewhat complex process, which must be done in a correct and punctual manner so I can provide you with appropriate and accurate feedback about your performance.

It is important to know that this process will be completely anonymous, which means you will only be aware of how you were rated by the other members of the class, not who gave you a particular rating. This anonymous system is used to promote honesty and objectivity, which would not be possible if the identity of raters was known.

This exercise serves two purposes. The first is to provide me with a valuable piece of information about each member of the class I can use when I determine her/his final grade. The second is to provide you with an opportunity to perform a task you will be required to do if you assume a position of leadership in a company or organization. According to the United States Department of Labor's SCANS Report (1991), the successfully employed American in the 21st century will need to be able to (1) exercise leadership, (2) manage staff, (3) budget funds, and (4) evaluate the performance of others. This task will allow you to practice these important skills.

Reference

United States Department of Labor: The Secretary's Commission on Achieving Necessary Skills. (1991). *What work requires of schools: A SCANS report for America 2000*. Washington, DC: Author.

Teamwork Rating Sheet for B454

Ratee's Name: _____

Your Name: _____

How often did the Ratee

| | | | | | | | |
|--|--------|---|---|---|---|---|--------|
| Attend class and team meetings | Always | 5 | 4 | 3 | 2 | 1 | Never |
| Report to class and team meetings on time | Always | 5 | 4 | 3 | 2 | 1 | Never |
| Meet deadlines | Always | 5 | 4 | 3 | 2 | 1 | Never |
| Produce high quality work | Always | 5 | 4 | 3 | 2 | 1 | Never |
| Take a leadership role | Always | 5 | 4 | 3 | 2 | 1 | Never |
| Do her/his fair share of the work | Always | 5 | 4 | 3 | 2 | 1 | Never |
| Do <u>more</u> than her/his fair share of work | Always | 5 | 4 | 3 | 2 | 1 | Never |
| Volunteer to help other team members | Always | 5 | 4 | 3 | 2 | 1 | Never |
| Improve the morale of the team | Always | 5 | 4 | 3 | 2 | 1 | Never |
| Cause the morale of the team to decrease | Never | 5 | 4 | 3 | 2 | 1 | Always |
| Help to resolve conflict in the team | Always | 5 | 4 | 3 | 2 | 1 | Never |
| Produce conflict in the team | Never | 5 | 4 | 3 | 2 | 1 | Always |
| Cause other team members to work harder than they should | Never | 5 | 4 | 3 | 2 | 1 | Always |
| Cheerfully volunteer for non-preferred tasks | Always | 5 | 4 | 3 | 2 | 1 | Never |

Total Points = _____ Percentage = _____% (Total Points / 70 Possible Points)

B454 Collaboration Worksheet

Replace the Xs with your responses.

Your Name: X

Days Absent: X

Days Late: X

Number of times you brought food for the class: X

List and briefly describe the tasks you created and performed.

1. X

2. X

3. X

4. X

5. X

List and briefly describe the tasks created by others you performed.

1. X

2. X

3. X

4. X

5. X

List and briefly describe any ways in which your actions in this class have contributed to the successful completion of its collaborative projects other than those you listed in the above two lists.

1. X

2. X

3. X

4. X

5. X

When you complete this worksheet, save it as a Word document and send it as an attachment through Oncourse to each of your team members.

B454 Merit Pay Ratings Form

My Name: _____

My Team: _____

Mid-Term or End-of-Semester Merit Pay Rating (circle one below)

Mid-Term

End-of-Semester

Date Submitted to the Instructor: _____

| The Names of Each of My Team Members | My Team Members' Percentages From My Attached Team Work Rating Sheets | The Merit Pay I Assigned Each of My Team Members on the Basis of Their Scores on My Attached Team Work Rating Sheets |
|--|---|--|
| Joanne Smith | 75% | \$800 |
| Phil Hamilton | 70% | \$700 |
| Shantay Jones | 98% | \$1,500 |
| | | Total = \$3,000 |

Replace the names in the first column of this table with the names of your team members and place their merit pay percentages you derived from their Merit Pay Rating Sheets and their Collaboration Worksheets in the second column. Place their merit pay (based on their merit pay percentages) in the third column.

The IUPUI Psychology Department's Student Learning Outcomes (SLOs)

The following SLOs are based on the fundamental abilities and characteristics underlying the *Principles of Undergraduate Learning* that all IUPUI undergraduates strive to achieve and the American Psychological Association's *Guidelines for the Undergraduate Psychology Major*. The substance and depth of the first four distinguish psychology majors from their peers who major in other disciplines. These SLOs are the knowledge, skills, and attitudes that students who have completed their requirements for a Bachelor of Arts or Bachelor of Science degree in psychology from IUPUI's Purdue School of Science should be able to exhibit.

1. **Knowledge Base of Psychology** → Student can retain and comprehend the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. **Research Methods in Psychology** → The student can apply basic scientific research methods in psychology including design, data analysis, and interpretation to solve problems related to behaviors and mental processes.
3. **Application of Psychology** → The student can apply psychological knowledge and methods to personal, social, and organizational issues.
4. **Ethics in Psychology** → The student understands and abides by the ethics of psychology.
5. **Diversity** → The student recognizes, understands, and respects the complexity of socio-cultural and international diversity.
6. **Self-Awareness** → The student has developed self-awareness by identifying her/his personal strengths, weaknesses, values, and goals.
7. **Understanding Others** → The student understands the behavior and mental processes of others.
8. **Collaboration** → The student can work effectively as a member of a group to accomplish a task.
9. **Career Planning** → The student has developed a realistic plan about how to pursue a career in psychology or a psychology-related field.
10. **Writing Skills** → The student demonstrates effective writing skills.
11. **Speaking Skills** → The student demonstrates effective speaking skills.
12. **Information Competence** → The student demonstrates information competence by identifying, locating, evaluating, and retrieving written and electronic information sources.
13. **Technological Proficiency** → The student can utilize computers and other technologies for many purposes.
14. **Critical Thinking** → The student can remember, understand, apply, analyze, evaluate, and create information.

Halonen, J. S., Appleby, D. C., Brewer, C. I., Buskist, W., Gillem, A. R., Halpern, D., Hill, G. W., Lloyd, M. A., Rudman, J. L., & Whitlow, V. M. (2007). *APA guidelines for the undergraduate psychology major*. Washington, DC: American Psychological Association.