### PSYCHOLOGY

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#### Program Outcomes

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<tr>
<th>Outcome</th>
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<tr>
<td>Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>3 6 7</td>
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<td>Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>2 3 6</td>
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<td>Students will demonstrate information competence and the ability to use computers and other technology for many purposes.</td>
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<td>Students will be able to communicate effectively in a variety of formats.</td>
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#### Current Courses

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Library Outcomes</th>
<th>Program Outcomes</th>
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| PSY 1730    | Strategies for Academic Success | Library Outcomes  
“To understand the difference between credible and unsubstantiated sources, build and support an argument, work with research librarians to create research cards, and understand the importance of information literacy to college success.” | 3 6 7 |
| PSY 2010    | Orientation to Psychology as a Career and Profession | Library Outcomes  
SWBAT describe the qualities of a data-driven or scholarly article  
SWBAT locate main library resources  
SWBAT use the course library guide to begin learning about their research topic | 2 3 6 |
| PSY 3500    | Scientific Thinking and Methods in Psychology | Library Outcomes  
SWBAT identify their subject librarian  
SWBAT locate general library resources  
SWBAT develop basic search strategies in discipline specific databases | 2 3 6 |
| PSY 6570    | Introduction to Educational and Psychological Research | Library Outcomes  
SWBAT explore the Merrill-Cazier through a guided tour  
SWBAT identify subject specific databases for Education & Psychology  
SWBAT locate literature specific to behavioral science & education | 2 3 6 |

#### What’s New

### Assessment in Action:

The library, and campus partners, is currently involved in a research project focused on exploring the following questions relating to library instruction in the Psychology Department:

Does sequenced library instruction impact student GPA and academic standing? How do GPA and academic standing of psychology students receiving sequenced library instruction (Engl1010, Engl2010, Psy2010, Psy3500) compare with students who receive little or no sequenced library instruction?.