

# Scholarship of Teaching and Learning in Psychology

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## The Skillful Psychology Student: Program Review and Implementation

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The American Psychological Association skillful psychology student resource is increasingly important within psychology departments to help advance student career readiness. Since the publication of this resource, there have been several significant developments and resources to guide students in developing awareness about and keeping track of the skills developed in class and during their time as psychology majors. At the same time, a better understanding of how undergraduate psychology programs are systematically helping students to develop awareness of, track, and better communicate their career readiness skills is needed. The purpose of the present study is to describe the development and implementation of a program based on the skillful psychology student resource across our baccalaureate psychology program. Twenty-three faculty reviewed course syllabi from 21 classes (including all 10 required classes) taught within the psychology curriculum during the past 2 years and 130 students provided the end-of-year evaluation of our initiative. Faculty engagement and student feedback suggest the first phase of our initiative appears to be relatively successful. The majority of faculty who teach undergraduate classes completed reviews that indicate generally good coverage of the transferable skills across our curriculum. Additionally, the student feedback suggests that faculty are directly talking about our initiative and the specific skills in their classes. Suggestions for program implementation and improvement are provided.

*Keywords:* psychology majors, career readiness, transferable job skills, curriculum evaluation

Historically, psychology as a discipline has not intentionally attended to the career preparation of undergraduate psychology majors. Appleby (2018) summarizes multiple historical national reports on the psychology curriculum suggesting that undergraduate training received little emphasis on career preparation compared

to graduate training and research. Likewise, these reports suggest that much of the focus of undergraduate education was placed on preparing students for graduate school, yet fewer than half of psychology majors (43%) earn graduate degrees (American Psychological Association [APA], 2021b). To address this gap, a focus on career readiness for students with a bachelor's degree in psychology began with the first APA (2007) that included a specific learning outcome focused on career planning. With the establishment of the 2013 APA Guidelines for the Psychology Major 2.0 (APA, 2013), a clearer link between undergraduate education and the workplace was established. Specifically, these guidelines increased emphasis on how knowledge and skills obtained through psychology education can be applied in fields such as business, education, and health care (Appleby, 2018).

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The emphasis on career readiness within these guidelines placed focus on helping students “connect the dots” between how their psychology education is preparing them to acquire the knowledge and skills that are being sought in the workforce (Naufel et al., 2019). However, it appears that there was still variability in the degree to which career and workforce readiness was addressed within the psychology curriculum. For example, Stoloff et al. (2015) found that 21% of psychology undergraduates surveyed did not report the career for which they were preparing and that career planning (a learning objective in the guidelines for the psychology major) was rarely emphasized in more than two classes in some psychology departments and not emphasized at all in other departments. This pattern is consistent with more recent data collected by the APA (2021a) in which only 27% of psychology bachelor’s degree graduates surveyed in 2019 reported that their degree was closely aligned with their current job. These patterns are concerning given the scrutiny on the value of higher education in general, and the psychology major specifically, for leading to gainful employment (Logue, 2016). As a result, the foundation was set for the skillful psychology student resource created by APA’s Committee on Associate and Baccalaureate Education’s Skillful Psychology Student Working Group (Naufel et al., 2018, 2019).

The skillful psychology student resource involves a list of 17 evidence-based skills that are valued by most employers and that are often developed as part of the coursework within the psychology major (Appleby, Appleby, et al., 2019; Naufel et al., 2018, 2019). In other words, these skills are “transferable” from students’ education as a psychology major to what 21st century employers desire in valued employees regardless of discipline. The skills exist in five basic domains—cognitive, communication, personal, social, and technological with each domain containing between two and five skills each as seen in Table 1.

Several resources have been developed to raise students’ awareness about these skills, to help them monitor exposure to these skills, and to train them on how to communicate about the skills with potential employers. Naufel et al. (2018) created an informational document for students outlining these skills (<https://www.apa.org/education-career/guide/transferable-skills.pdf>). Appleby, Young,

**Table 1***APA Transferrable Skills*

Skills
<i>Cognitive:</i> analytical thinking; critical thinking; creativity; information management; judgment and decision-making.
<i>Communication:</i> oral communication; written communication
<i>Personal:</i> adaptability; integrity; self-regulation
<i>Social:</i> collaboration; inclusivity; leadership; management; service orientation
<i>Technological:</i> flexibility/adaptability to new systems; familiarity with hardware and software

*Note.* APA = American Psychological Association. Reproduced from *The Skillful Psychology Student: Prepared for Success in the 21st Century Workplace*, by K. Z. Naufel, D. C. Appleby, J. Young, J. F. Van Kirk, S. M. Spencer, J. Rudmann, B. J. Carducci, P. Hettich, and A. S. Richmond, 2018 (<https://www.apa.org/careers/resources/guides/transferable-skills.pdf>). Copyright 2018 by the American Psychological Association.

et al. (2019) outlined three steps students could take to prepare for their occupational future: attaining skill awareness, working with academic advisors to acquire these skills, and learning how to market the skills to employers. Additionally, the Skillful Psychology Student Working Group offered a list of methods that psychology instructors could use to enhance students’ exposure to skills, implement the skills, and connect the skills to the workforce (Naufel et al., 2019). These strategies included providing context specifically related to specific skills, create opportunities for application of the skills in courses, overtly connect class content and skills to the workforce (or graduate school)—for example, including explicit skill identification in the syllabus (Naufel et al., 2019). Appleby (2021) expanded on the workgroup’s suggestions in his document called “Your skillabus: An academic roadmap that identifies five stages of your undergraduate journey during which you can identify, develop, market, and apply the skills you will need to prepare for, enter and succeed in the 21st century workplace” (referred to here as skillabus). Prepared specifically for students, the skillabus identified five sequential stages in a students’ development from entering college to successfully entering the workforce. Directly related to the skillful psychology student resource and suggestions from Naufel et al. (2019), Stage 1 of this process emphasizes developing an understanding of the transferable career skills as a psychology major, Stage 3 highlights how students can use their education to develop career skills, and Stage 5

provides guidance on how to communicate and market these skills when transitioning to the workforce.

Similar to Appleby's skillabus, Waggoner Denton (2021) developed a set of resources tailored for student use that can aid in skill identification and tracking skill development through psychology course progression. For example, an editable worksheet guides the students to complete a thorough review of their course syllabi to identify skills for each course and highlight behaviors that show evidence of each skill developed. The document also encourages students to put in their own words how they could communicate these skills to future employers, which is critical in the context of a resume or an interview. This resource also includes an instructors' manual with suggested strategies to guide students' use of the worksheet. Preliminary feedback on the worksheet suggests that this resource was received favorably by students (Waggoner Denton, 2021).

For faculty, Naufel et al. (2019) as well as Appleby, Appleby, et al. (2019) outlined the importance of communicating with students about the skills developed by intentionally highlighting them within the course syllabus. Specifically, the authors noted that a syllabus should outline the assignments in the course that are related to specific skills and identify career planning resources available on campus. Appleby, Appleby, et al. (2019) also provided guidelines on how to individualize one's syllabus for maximum impact including suggestions for increasing students' skill awareness and purpose of the class, increasing student success, and suggestions for enhancing faculty engagement with assessment. More recently, Wickline et al. (2021) discussed how the focus on transferrable skills, both orally and in writing, at the beginning, end, and throughout the semester can have a positive impact on students' professional development, educational engagement, and opportunities on postgraduation within a statistics course. Thus, it appears that a vital tool as part of any program implementing the APA skills is the course syllabus.

Recently, Vespia (2020) discussed the importance of infusing career and workforce readiness across the curriculum to build student's career readiness. Specifically, it was suggested that psychology programs could improve career enhancement and workforce preparation throughout the curriculum by being more intentional and explicit about how content and course skills translate to a

range of careers. Several benefits of infusing career and workforce readiness across the curriculum were emphasized including (a) multiple faculty and courses are included to address career readiness, (b) enhanced student understanding of career relevant information in addition to class content, (c) systematically combating the issue of limited career information covered in the psychology curriculum, and (d) developmental appropriateness of career preparedness throughout the curriculum versus at a single point in the curriculum. In addition to outlining self-knowledge and knowledge of career options, Vespia (2020) further indicated that students need to develop an understanding of the marketable skills they develop as a psychology major, stating that instructors could directly list the skill from the skillful psychology student resource that are related to their class and to specific course assignments. Thus, by increasing transparency within individual classes and across the curriculum, and in the case of our initiative, connecting assignments and other class activities to the skillful psychology student resource, students are repeatedly exposed to career readiness while also communicating its importance. However, to our knowledge, there has been no description of a systematic process for communicating skills acquired across a psychology curriculum toward the goal of enhancing career and workforce readiness among psychology students.

Since the inception of the skillful psychology student resource, there have been several important developments and resources to guide students in developing awareness about and keeping track of the skills developed in class and during their time as psychology majors. Further, there has been some guidance for how psychology instructors can facilitate students' understanding of the skills they are developing. At the same time, a better understanding of how undergraduate psychology programs are systematically helping students to develop awareness of, track, and better communicate their career readiness skills is needed. Through the development and implementation of a systematic initiative across the psychology curriculum, faculty and programs can help ensure that students are gaining accurate information about skills within and across the curriculum, precisely tracking skill exposure and development, and correctly communicating information about these skills when applying for jobs or for admission to graduate programs. The purpose of

the present study is to describe the development and implementation of an initiative, based on the skillful psychology student resource, across our baccalaureate psychology program. Specifically, we (used to refer to the authors who are members of our departmental undergraduate committee) describe and discuss the development, implementation, and outcome of a curriculum-wide evaluation of student exposure to the skills through a systematic review of course syllabi by program faculty. We also review the development of tools for faculty to infuse information about the specific skills addressed in their classes and provide preliminary outcome data from a survey of majors.

## Method

### Participants

Twenty-three faculty members and instructors who teach undergraduate psychology classes (77%) participated in review of syllabi out of a total of 35 full-time faculty. Our department is part of a university located in the Southeastern United States and holds a Carnegie classification: R1 Doctoral University “Very High Research Activity” classification. In addition to our large undergraduate major, the department includes a terminal master’s degree program in counseling psychology; one general experimental PhD program; and three APA-accredited PhD programs in clinical, counseling, and school psychology. Most faculty identified as male (56.5%) and White (78.3%) with 17.4% identifying as Asian and 4.3% identifying as Latino/Latina. The average age was 38.32 ( $SD = 7.40$ ) years old. On average, faculty had 8.89 ( $SD = 7.10$ ) years of teaching experience and 7.30 ( $SD = 6.40$ ) years of teaching at our university. Participating faculty consisted of 11 assistant professors, eight associate professors, two professors, and two adjunct instructors. Most faculty were tenure track ( $n = 19$ ; 10 already tenured) with two teaching/clinical track and two adjunct instructors. Six of the faculty have participated in prior Association of College and University Educators (ACUE) pedagogical trainings and five faculty were ACUE-certified educators. As faculty typically teach more than one course, some reviewed syllabi for multiple undergraduate courses they taught and multiple sections of the same class (e.g., research methods) were reviewed and included.

A total of 130 students out of 605 psychology majors provided responses about our transferable skills initiative as part of our annual psychology major survey representing a 21% response rate. Mean student age was 22.55 ( $SD = 6.21$ ; range = 18–51) years and most participants identified as female (78%), followed by male (14.6%), nonbinary (5.8%), transgender (0.9%), and unsure (0.7%). Consistent with university demographics for undergraduates, most participants identified as White/European American (61%), with 32% identified as Black/African American, 3% as Asian/Asian American, 2% as Latino/Latina, 2% with mixed ethnicity (e.g., Black and White, European/Latin American), and 3% identified as international students (e.g., Germany, Nepal). Just under half of participants (49%) reported attending our university immediately after graduating from high school, while 10% transferred from another university and 41% transferred from a junior college. Most students identified as juniors (42%) or seniors (32%) with the remaining identifying as sophomores (16%) and freshman (10%). The average self-reported university grade point average was 3.26 ( $SD = 0.69$ ; range = 1.50–4.00), and the average psychology grade point average was 3.48 ( $SD = 0.47$ ; range = 2.20–4.00).

### Implementation and Evaluation of Our APA Transferable Skills Initiative

#### *Development of the Initiative*

In the Fall semester of 2020, our department faculty participated in the first of two university-sponsored ACUE workshops focused on connecting undergraduate curriculum in the major to the workforce skills called “connect the dots.” This program facilitated thinking about how to integrate workforce readiness into our undergraduate psychology curriculum. Simultaneously, our undergraduate committee found the skillful psychology student resource and determined that this resource provided an excellent overlap with our goal. In preparing for the second ACUE workshop (held in January 2021), our committee focused on generating a plan to identify and implement career readiness skills in our curriculum and designed small group discussions and group syllabus review of our required psychology courses in the context of the skillful psychology student resource to facilitate discussion. Specifically, small groups were formed and tasked with identifying the transferrable skills

(Table 1) addressed in a particular psychology course. Additional brainstorming about how to communicate skill exposure and acquisition to students also was discussed. The main points that emerged from these discussions included (a) a method for making skill identification and communication explicit in each class was needed, (b) deliberately linking course objectives/assignments to specific skills, (c) developing a system so that students could track the skills they developed across courses will be needed, and (d) determining tools needed to aid faculty in our transferable skills initiative. After this meeting, the undergraduate committee began Phase 1 of the implementation plan—facilitate faculty review of their syllabi (to target Points a and b above) and develop basic resources for faculty (to target Point d above).

### ***Faculty Review of Syllabi***

Our undergraduate committee developed a syllabus review process for faculty with two goals. The first goal was to assist faculty in identifying the skills students were exposed to in each of their individual undergraduate classes. The second goal was to assess student exposure to the skills across the undergraduate psychology curriculum. To accomplish these goals, we developed a syllabus review rubric that consisted of guidelines for conducting the review. In discussions with all faculty, we recognized that many of our psychology courses provided at least some exposure to many of the transferrable skills. Yet, we were cognizant that some courses included one or more assignments that more readily provided evidence of skill development. As a result, we identified a need to discern the threshold level of skill development within a course. We therefore created a 5-point rating scale with explicit descriptions of each rating as outlined below. Next, faculty were presented with the name and description of each transferrable skill and were asked to rate the level of exposure to each skill in their class using the rating scale (see Appendix A). Faculty reviewed the syllabi for undergraduate classes that they taught within the past 2 years (August 2020–May 2022). After reviewing the syllabi for each of their classes, faculty read an institutional review board-approved informed consent and electronically consented to the use of their reviews for our study and provided demographic information. We examined all faculty syllabi reviews to provide them feedback on the skills students were

exposed to in their classes deciding a priori that any skill ranked as three or higher should be included as a skill students were exposed to in that particular class. Each faculty member was provided with the results of their syllabi review in a format that they could use as a syllabus resource for each class (see Appendix B, for an example).

### ***Resource Development for Faculty***

The first resource available to faculty was a transferable skills template they could integrate into their class syllabi (see Appendix B). The template began with an introduction to the initiative in our psychology program that included a link to the APA skillful psychology student resource (<https://www.apa.org/ed/precollege/psn/2019/02/skillful-student>). Next, we included a table with the skill name and description of each skill covered in the class. To make this information on skills more easily identifiable and individualized to our department, we used the free online graphic design tool Canva (2020) to create a set of icons, similar to those included in the original document (Naufel et al., 2018), to correspond with each skill area and paired them with the skills description in the document. Our goal with developing these individualized templates was to make the information simple for faculty to integrate into their syllabi.

After all faculty received feedback on their syllabi reviews, we developed a set of PowerPoint slides that faculty could individualize and use in lectures at the beginning and end of the semester to describe our skills initiative and its importance to students in their courses. The beginning of the semester slides provided background on our transferable skills initiative, introduced the specific skills, highlighted specific skills addressed in a particular class, and provided guidance on what students can do to build particular skills in the class. In addition to reacquainting students with our transferable skills initiative, the end-of-semester PowerPoint slides reminded students why this information is important for them; identified the skills addressed in the class; and provided information of on how to identify, market, and apply these skills as suggested by Naufel et al. (2019) and outlined in Appleby's (2021) syllabus. More recently, we developed a template faculty could use that would allow them to connect a course objective with the related skills and faculty suggestions for what students can do to

build the skill in class as part of specific assignments (see Appendix C).

### Student Evaluation of Our Initiative

As part of a recently initiated annual survey about the psychology major, we included questions to assess students' evaluation of our transferable skills initiative. Students indicated the degree to which they agreed to seven statements about the initiative such as "my psychology instructors discussed the career/grad school skills I can develop in their classes" and "I regularly keep track of the skills I learn in my psychology classes" using responses that ranged from 1 = *strongly disagree* to 4 = *strongly agree*.

## Results

### Syllabus Review

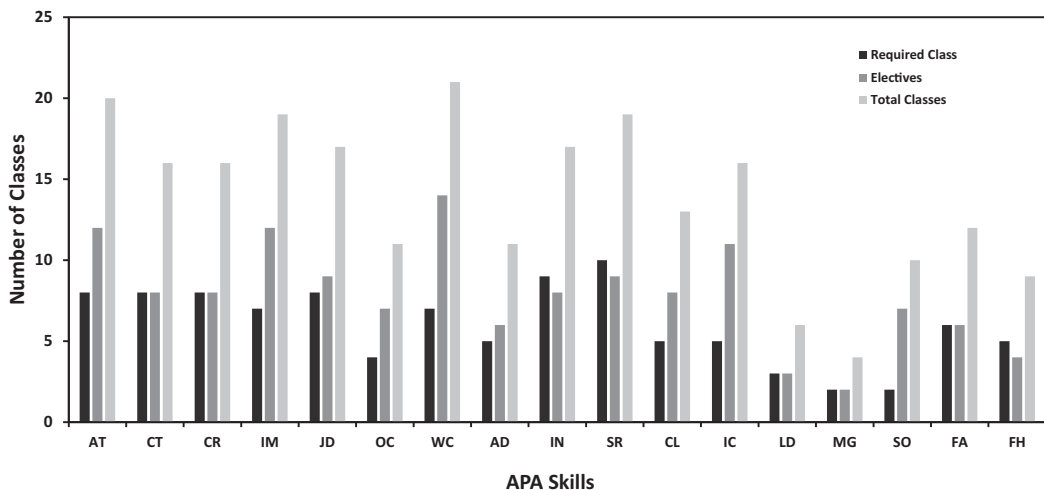
Twenty-one out of 30 different classes taught from Fall 2020 to Spring 2022 were reviewed, and some classes were reviewed by multiple faculty. As seen in Figure 1, the courses reviewed provided overall exposure to all 17 APA skills, both among our required classes and among our elective classes. All of our 10 required classes address self-regulation; 90% cover integrity; 80%

address analytical thinking, critical thinking, creativity, and judgment and decision-making; 70% involve information management and written communication; 60% address flexibility/adaptability to new systems; and 50% of required classes expose students to adaptability, collaboration, inclusivity, and familiarity with hardware and software. Oral communication, leadership, management, and service orientation were covered in fewer than half of the required classes. However, combined with elective classes, the coverage of the skills is relatively strong across the curriculum with some exceptions. Leadership and management skills are the skills with the lowest representation; management skills are addressed in fewer than five classes total. Overall, the top skills integrated across all courses were written communication, analytical thinking, information management, and self-regulation.

### Student Evaluation

As seen in Table 2, student evaluations of the initial implementation phase of our initiative were relatively positive. As could be expected, higher student ratings were mostly related to knowledge about the skills addressed in their classes such as developing awareness of how the skills will be

**Figure 1**  
APA Skills Covered in Required and Elective Classes Reviewed



*Note.* APA = American Psychological Association; AT = analytical thinking; CT = critical thinking; CR = creativity; IM = information management; JD = judgment decision-making; OC = oral communication; WC = written communication; AD = adaptability; IN = integrity; SR = self-regulation; CL = collaboration; IC = inclusivity; LD = leadership; MG = management; SO = service orientation; FA = flexibility/adaptability to new systems; FH = familiarity with hardware and software. For reference, our curriculum has 10 required classes.

**Table 2**  
*Student Evaluation of APA Skills Initiative Implementation*

Statement	<i>M (SD)</i>	<i>N</i>
My psychology instructors discussed the career/grad school skills I can develop in their classes.	3.31 (.70)	130
My psychology instructors regularly discussed how I can communicate about the skills I developed when seeking a job or applying to graduate/law/medical school.	3.06 (.86)	129
I regularly keep track of the skills I learn in my psychology classes.	3.01 (.76)	130
I am learning how to discuss the skills I am developing when applying for jobs or graduate/law/medical school.	3.10 (.81)	129
I am aware of how the skills I develop as a psychology major are valuable when seeking a job.	3.33 (.76)	130
I feel confident I am learning skills as a psychology major to help me get a job/get into graduate/law/medical school.	3.33 (.71)	130
I am learning about the campus resources available to help me apply for jobs or for graduate/law/medical school.	3.06 (.78)	130

*Note.* APA = American Psychological Association. Responses range from 1 = *strongly disagree* to 4 = *strongly agree*.

valuable when seeking a job, that instructors discussed the skills in class, and having confidence they are developing job-related skills. On the other hand, lower scores related to tracking the skills, awareness of campus resources, and instructors discussing how to communicate about the skills. Thus, these data suggest that while students were aware of these skills and their connection to their future careers, they were less likely to be tracking their own development or translate these skills to bolster job/graduate school applications. Lower ratings on skill tracking and skill translation were unsurprising given our implementation plan emphasized skill awareness while tracking was not a focal part of the first part of our plan. However, in general, these student ratings provide support the effectiveness for our first phase of implementation from a student's perspective.

### Discussion

To our knowledge, this was the first attempt to discuss the development and implementation of a program-wide initiative to infuse the skillful psychology student resource across the curriculum in a psychology department. Much of the literature has focused on what students can do to estimate the skills they are developing in classes with some resources for faculty. However, Vespia (2020) emphasized the importance of departmental-level infusion initiatives and the need for coordination across the department as we described above. Thus, our initial focus was on faculty assessment of what occurred in the classes they taught. Faculty engagement and student feedback

suggest the first phase of our initiative appears to be relatively successful. The majority of faculty who teach undergraduate classes completed reviews that indicated generally good coverage of the transferable skills across our curriculum. Additionally, student feedback suggested that faculty are explicitly talking about the skills initiative and the specific skills in their classes.

Importantly, our review of the first implementation phase identified several areas for improvement in undergraduate courses. Regarding skill coverage, it appears that our curriculum would benefit from additional opportunities for students to engage in activities related to the development of leadership and management skills. In part, limited exposure to these skills may be due to relatively large class enrollments that may decrease opportunities to develop these skills. However, as we move forward in the next phase of our initiative, a clear next step is to review exposure to these skills in other psychology-focused experiences outside the classroom. Stoloff et al. (2015) highlighted the importance of student engagement in extracurricular activities such as research labs and engagement in psychology-related student organizations to student success. Thus, we need to estimate to what degree students could be exposed to these skills through involvement in psychology-specific undergraduate student groups such as our chapter of Psi Chi and Psychology Club, participation in research labs as a research assistant or when conducting their own research, or participation in other department leadership opportunities.

Moreover, review of our courses allows for more informed discussion on what skills to



emphasize throughout our curriculum and can guide curriculum development. For instance, our review identified variability within different sections of classes (e.g., research methods) which can potentially impact students' exposure to skills attributed to this class. It might be valuable to facilitate discussions among faculty who regularly teach these classes to come to a consensus on "core" skills covered in the class, to provide consistency across sections. Furthermore, we can use information on the skills covered to revise or add courses to build skills areas consistent with our undergraduate program aims.

Our review and student evaluation informed the next phase of implementation that will involve adding resources to further educate students about the initiative, assist them in tracking their exposure to skills across the curriculum, and helping them to learn how to communicate about the skills when applying for jobs or for admission to graduate school. As we move into the next phase of our implementation, our short-term plans include more intentional use of Appleby's "skillabus" as well as Waggoner Denton's resources for student tracking. Longer term goals include developing an interactive student "skills calculator," an interactive user interface that will help students track their skills and provide feedback on how and in which classes to develop other skills. Additionally, we hope to develop a transferable skills student handbook with specific information related to our program to use for orientation to our major and to market and recruit new students. These resources can be introduced to students within our orientation to the psychology major class and revisited in our careers in psychology class and senior capstone class providing curriculum-targeted exposure and reinforce use of these resources. Additionally, the results of this evaluation also suggested that to enhance infusion, we need to be more intentional in regard to how we are evaluating students' understanding and acquisition of these skills. Spencer (2019) suggested that three 1-credit career courses developmentally sequenced would enhance student exposure to career readiness. Building on this idea, the three-course sequence could integrate "check-in" on the understanding and acquisition of skills. Alternatively, we could build in natural check points within required classes in the current curriculum (e.g., orientation to the psychology major, careers in psychology, research methods, and senior seminar).

In conclusion, we discussed the development, implementation, and evaluation of our program-wide APA transferable skills initiative. Initial results from faculty syllabi review and student evaluation suggest that we have strong coverage of the skills across our curriculum and our initial implementation was positively received by students. Moving forward, it will be important for periodic review of additional, new, or revised classes as faculty develop as instructors or new members join our faculty. Further, it will be important to develop and revise faculty and student resources. Finally, assessing student experiences and evaluation of this initiative over time to inform modifications will be needed. Unfortunately, we do not have baseline evaluation data before we implemented the initiative to compare any changes in students' perceptions in their awareness and acquisition of transferrable skills, thus caution needs to be taken when interpreting these results. In advancing student career readiness using the skillful psychology student resource nationally, psychology programs might benefit from conducting a program review similar to the one described here to assess students' exposure to the skills across their curriculum and to better communicate about these skills with their students as one way to address calls to increase transparency about workforce readiness among the psychology major (Appleby, Appleby, et al., 2019; Naufel et al., 2019; Vespia, 2020). Increasing these initiatives can help psychology departments to improve the value of an undergraduate psychology degree by facilitating the insertion of students into the workforce and their professional development in any field after graduation.

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## Appendix A

### Syllabus Review Rubric

#### Guidelines for Review of Transferrable Skills in Your Undergrad Class

Please use these guidelines as you review your class for inclusion of the American Psychological Association (APA) transferable skills.

- We are focusing on transferrable skills *NOT* competencies. This is important as the applied folks live in the competency world for our grad programs.
- You are rating level of exposure to the skill not development of the skill. This is

an important point. It is our belief that students will likely be exposed to the same skills over multiple classes and that is fine.

- Exposure to a skill can take many different forms: class objectives, lecture(s), targeted assignment(s), or an overall exposure through the Gestalt of the class.
  - This does not necessarily have to be a 1–1 skill to assignment correlation.
- It is unlikely that you will cover every skill listed in one class and that is fine. No need to “stretch your thinking” to identify how your

(Appendices continue)

class addresses a particular skill. One, two, or even three skills is more than fine. Some classes will have more some fewer and that is okay.

- Please use this rating scale to assess the degree to which your class exposes students to a particular skill.

0 = no exposure to this skill (e.g., no identifiable assignment, lecture, activity, or content addresses this skill).

1 = limited exposure to this skill (e.g., one lecture, not articulated part of an assignment).

2 = occasional exposure (e.g., multiple lectures, not articulated part of an assignment).

3 = moderate exposure to this skill (e.g., multiple lectures, explicitly articulated part of an assignment).

4 = full exposure to the skill (e.g., an objective of the class, regular class topic/theme throughout class, explicit full assignment focused on the skill).

**Table A1**

*Transferable Skill Faculty Syllabus Review Rubric*

Transferable skill assessed	Rating scale
<b>Cognitive</b>	
Analytical thinking: Solve complex problems, attend to details, plan proactively, and display comfort with ambiguity.	0 1 2 3
Critical thinking: Display proficiency with statistics, program evaluation, and research design necessary for the study of social and technical systems.	0 1 2 3
Creativity: Use innovative and resourceful approaches to problem-solving and new tasks.	0 1 2 3
Information management: Be adept at locating, organizing, evaluating, and distributing information from multiple sources.	0 1 2 3
Judgment and decision-making: Engage in logical and systematic thinking and ethical decision-making when considering the possible outcomes of a particular action.	0 1 2 3
<b>Communication</b>	
Oral communication: Demonstrate strong active listening and conversational abilities in both informal and professional environments, as well as aptitude for public speaking and communicating scientific information to diverse audiences.	0 1 2 3
Written communication: Comprehend relevant reading materials to produce professional documents that are grammatically correct, such as technical or training materials and business correspondence.	0 1 2 3
<b>Personal</b>	
Adaptability: Adjust successfully to change by responding in a flexible, proactive, and civil manner when changes occur.	0 1 2 3
Integrity: Perform work in an honest, reliable, and accountable manner that reflects the ethical values and standards of an organization.	0 1 2 3
Self-regulation: Manage time and stress by completing assigned tasks with little or no supervision; display initiative and persistence by accepting and completing additional duties in a careful, thorough, and dependable manner.	0 1 2 3
<b>Social</b>	
Collaboration: Work effectively in a team by cooperating, sharing responsibilities, and listening and responding appropriately to the ideas of others.	0 1 2 3
Inclusivity: Demonstrate sensitivity to cultural and individual differences and similarities by working effectively with diverse people, respecting, and considering divergent opinions, and showing respect for others.	0 1 2 3
Leadership: Establish a vision for individuals and for the group, creating long-term plans and guiding and inspiring others to accomplish tasks in a successful manner.	0 1 2 3
Management: Manage individuals and/or teams, coordinate projects, and prioritize individual and team tasks.	0 1 2 3
Service orientation: Seek ways to help people by displaying empathy; maintaining a customer, patient, or client focus; and engaging in the community.	0 1 2 3
<b>Technological</b>	
Flexibility/adaptability to new systems: Be willing and able to learn and/or adapt to new computer platforms, operating systems, and software programs.	0 1 2 3
Familiarity with hardware and software: Demonstrate competency in using various operating systems, programs, and/or coding protocols; troubleshoot technical errors; and use software applications to build and maintain websites, create web-based applications, and perform statistical analyses.	0 1 2 3

*Note.* APA = American Psychological Association.

*(Appendices continue)*

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## Appendix B

### Example Syllabus Review Feedback Form Provided to Faculty

Faculty Name: XXXXXClass: Research Methods PSY 361

Resume builder: transferrable skills



The School of Psychology is dedicated to helping you identify how your education as a psychology major exposes you to a variety of skills that are valued by employers across many professions. Below is a chart with the specific skills, identified by the American Psychological Association, that are covered in this class by completing the assignments and obtaining a final grade of B or above. This are great skills to note on your resume. The skills you are exposed to are listed below.

#### Cognitive



**Analytical thinking:** Solve complex problems, attend to details, plan proactively, and display comfort with ambiguity.



**Critical thinking:** Display proficiency with statistics, program evaluation, and research design necessary for the study of social and technical systems.



**Creativity:** Use innovative and resourceful approaches to problem-solving and new tasks.



**Information management:** Be adept at locating, organizing, evaluating, and distributing information from multiple sources.



**Judgment and decision-making:** Engage in logical and systematic thinking and ethical decision-making when considering the possible outcomes of a particular action.

#### Communication



**Oral communication:** Demonstrate strong active listening and conversational abilities in both informal and professional environments, as well as aptitude for public speaking and communicating scientific information to diverse audiences.



**Written communication:** Comprehend relevant reading materials to produce professional documents that are grammatically correct, such as technical or training materials and business correspondence.

#### Personal



**Adaptability:** Adjust successfully to change by responding in a flexible, proactive, and civil manner when changes occur.



**Integrity:** Perform work in an honest, reliable, and accountable manner that reflects the ethical values and standards of an organization.



**Self-regulation:** Manage time and stress by completing assigned tasks with little or no supervision; display initiative and persistence by accepting and completing additional duties in a careful, thorough, and dependable manner.

#### Social



**Collaboration:** Work effectively in a team by cooperating, sharing responsibilities, and listening and responding appropriately to the ideas of others.



**Inclusivity:** Demonstrate sensitivity to cultural and individual differences and similarities by working effectively with diverse people, respecting, and considering divergent opinions, and showing respect for others.



**Leadership:** Establish a vision for individuals and for the group, creating long-term plans and guiding and inspiring others to accomplish tasks in a successful manner.

(Appendices continue)

**Appendix B** (continued)

## Resume builder: transferrable skills



**Management:** Manage individuals and/or teams, coordinate projects, and prioritize individual and team tasks.



**Service orientation:** Seek ways to help people by displaying empathy; maintaining a customer, patient, or client focus; and engaging in the community.

## Technological



**Flexibility/adaptability to new systems:** Be willing and able to learn and/or adapt to new computer platforms, operating systems, and software programs.



**Familiarity with hardware and software:** Demonstrate competency in using various operating systems, programs, and/or coding protocols; troubleshoot technical errors; and use software applications to build and maintain websites, create web-based applications, and perform statistical analyses.

*Note.* Icons used in this table were acquired from the free online graphic design tool Canva (<https://www.canva.com/>). See the online article for the color version of this table.

**Appendix C****Template for Presenting Course Objectives, APA Skills**

This template was developed to help you present your course objectives, corresponding APA skills developed, and your suggestions for how to engage in class activities to develop these skills. ACUE concepts and Drew Appleby's My Skillabus were used in creating this template. Further thinking about your course objectives and activities as well as their connection to the APA skills identified for your class will be a valuable exercise in adopting this template in your class.

## Course objectives associated APA transferable skills and what you can do!

By the end of this course, students will be able to:	APA skill	What you can do in class to build skills
Add your class objectives. Based on ACUE suggestions these should be presented lowest to highest based on Blooms Taxonomy of cognitive levels (see resources in folder)	Add in APA transferable skills associated with objective	<ul style="list-style-type: none"> <li>Identify the class activities and your suggestions for how students should optimally participate in these activities</li> <li>Might be valuable to identify multiple strategies</li> </ul>
<b>Example</b>		
1. Recall professional ethics and diagnostic issues associated with addiction counseling.	Integrity; judgment/decision-making	<ul style="list-style-type: none"> <li>Use reading and lectures to pay attention to the ethical issues, concerns, and diagnostic decisions involved in addiction. Think through how you would address these situations.</li> </ul>
2. Identify and evaluate how addiction develops and is maintained using (a) biological models, (b) psychological models, (c) sociocultural models, and (d) biopsychosocial models.	Inclusivity; analytical thinking; written communication	<ul style="list-style-type: none"> <li>Use online discussions and the addiction experience to analyze how addiction develops, is maintained, and treated as well as how these models involve diversity. Attend to your writing in online discussions and papers.</li> </ul>
3. Demonstrate basic understanding and empathy for individuals battling addiction and the associated stigma.	Service orientation; critical thinking; written communication	<ul style="list-style-type: none"> <li>Use lecture reviews to think critically about how to apply the information and further develop your writing skills.</li> <li>Use the addiction experience to better understand addiction and empathize with those who have an addiction.</li> </ul>

(Appendices continue)

**Appendix C** (continued)

Course objectives associated APA transferable skills and what you can do!		
By the end of this course, students will be able to:	APA skill	What you can do in class to build skills
4. Compare various career options in addiction counseling at various levels of education.	Information management, written communication	<ul style="list-style-type: none"> <li>Use the addiction career webpage review to locate, evaluate, organize, and write about the processes involved in certification as a chemical dependency counseling in Mississippi.</li> </ul>

*Note.* APA = American Psychological Association; ACUE = Association of College and University Educators.

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