<div align="center">**PROFESSIONAL DEVELOPMENT EXPERIENCES CHECKLIST**</div>

Overview
The Professional Development Experiences Checklist is an unpublished assessment tool consisting of 60 self-report items. Experiences listed on the checklist cluster around development of the following skills: writing ability, oral communication, accessing and using professional literature, conducting research ethically, working effectively in groups, analyzing and interpreting data, and documenting professional development. All items are keyed to APA's Guidelines. The tool is an adaptation from Perry, Foust, & Elicker, (2013), but shortened and somewhat modified to include students engaged lower division coursework in psychology.

The instrument can be administered at different points along students' academic pathways as a formative assessment and to encourage students to be proactive in their preparation for employment or graduate school.

Instructions
Please respond to the following experiences and skills you may have gained during your lower division (freshman and sophomore) college coursework. Please check any experiences you've had.

_____

Developing Writing Ability
_____1.   I have written a literature review.
_____2.   I have written up, following APA publication style, a psychological study (Introduction, Method, Results, Discussion, and References) for a course paper.
_____3.   I have written at least 2 lengthy (7+ pages) papers using APA style.
_____4.   I seek feedback from various sources (e.g., peers, faculty, writing center) to improve my writing.

Oral Communication Experience & Communicating Psychological Information
_____5.   I have made at least 2 oral presentations in my class (classes).
_____6.   I have given a speech/presentation to a large audience (25+ people).
_____7.   I regularly contribute meaningfully in class discussions.
_____8.   I regularly contribute meaningfully in small group class discussions.
_____9.   I have presented the results of a psychological study.
_____10.   I have created (or co-created) and presented (or co-presented) a poster detailing the results of a psychological study at a local or national psychology conference.

Finding, Reading, & Evaluating Professional Literature

_____ 11. I have used library databases to search for information.

_____ 12. I have utilized the campus library's reference materials to gather/search for information (electronically and/or in person).

_____ 13. I have read at least 5 articles from professional journals.

_____ 14. I know how to tell whether an article has been peer reviewed.

_____ 15. I know how to tell whether a source is primary, secondary, or other.

_____ 16. I understand the difference between an empirical article and non-empirical article (e.g., a review or theoretical article).

_____ 17. I can determine whether an article is of high quality.

_____ 18. I can read and accurately summarize relevant articles for a research project.

_____ 19. I have identified problems with psychological research reported in the popular media (TV, radio, etc.).

_____ 20. I have critiqued a published research study (as a class project, or prior to using the published study as a source).

Abiding by Ethical Standards: Information Use & Research Participants

_____ 21. In papers I write, I know how to cite sources correctly following APA writing style.

_____ 22. In papers I write, I know how to quote and paraphrase correctly.

_____ 23. I understand the definition of plagiarism.

_____ 24. I know how to avoid plagiarism.

_____ 25. I am familiar with the ethical guidelines (e.g., confidentiality, informed consent, use of deception) of a major scientific organization, such as APA.

_____ 26. I am aware that there are ethical standards for psychological research (e.g., informed consent, Institutional Review Boards).

_____ 27. I know where to locate the ethical guidelines of a major scientific organization, such as APA.

_____ 28. When conducting research, I know there are special ethical concerns for children and those who are unable to decide for themselves whether they will participate in a study.

_____ 29. I have critically evaluated the ethics involved in research projects such as Milgram's Obedience Study and Zimbardo's Stanford Prison Experiment.

_____ 30. I have designed a research project while attempting to minimize the risk to participants and maximize benefits.

_____ 31. I have discussed whether a research project was ethical or unethical.

_____ 32. I understand that all research must be approved by the appropriate institutional committee.

_____ 33. I have completed on an online Research Ethics Training lesson such as the Collaborative IRB Training Initiative (CITI) or OHRP's site at https://ohrp-ed.od.nih.gov/CBTs/Assurance/login.asp

Working Effectively in Groups to Achieve Common Goals

_____34. I have worked on a research team.

_____35. I have worked in a group for a class project or paper.

_____36. I have worked on a team for a project in a student organization.

_____37. I have actively participated in one or more extracurricular organizations at the college.

_____38. I have held office in a club or other member-driven organization.

_____39. I have done volunteer work for an agency or other group associated with the social sciences.

_____40. I have been an active member of at least one community organization.

Understanding and Engaging in the Research Process

_____41. I understand the different research methods that answer different types of research questions (e.g., case study vs. true experiment).

_____42. I understand the strengths and weaknesses of various research designs.

_____43. I understand which research designs allow for causal inferences.

_____44. I understand that there is an ethics code to follow in the treatment of human participants and animal subjects.

_____45. I have designed and conducted a psychological research project, utilizing operational definitions of variables.

_____46. I have learned about psychometrically sound (reliable and valid) measures to test hypotheses.

_____47. I have learned about internal and external validity.

_____48. I have conducted a formal research study using an online survey tool.

_____49. I have been a member of a research team.

_____50. I have helped conduct a formal survey project.

_____51. I have successfully used a survey creation program (e.g., Survey Monkey or Google Forms).

Analyzing and   Interpreting Quantitative Data

_____52. I have entered data into a statistical software program (e.g., SPSS or SAS).

_____53. I have used basic spreadsheet programs.

_____54. I have chosen appropriate statistical methods to test a hypothesis.

_____55. I have used statistical software programs (e.g., SPSS or SAS) to analyze data using descriptive techniques, such as mean, median, or standard deviation.

_____56. I have used statistical software programs (e.g., SPSS or SAS) to carry out inferential analyses such as correlation, regression, ANOVA, or multivariate analyses.

_____57. I have interpreted the results of research studies by translating quantitative statistical output into meaningful summary descriptions.

Documenting Professional Development

_____58.   I have created my own curriculum vita.

_____59.   I regularly update my curriculum vita.

_____60.   I have had my curriculum vita evaluated by a professor, advisor, or career counselor.

Scoring Rubric

Experience Cluster	Below Average	Average	Above Average
Developing Writing Ability	0 - 1	2 - 3	4
Oral Communication Experience & Communicating Psychological Information	0 - 2	3 - 4	5 - 6
Finding, Reading, & Evaluating Professional Literature	0 – 3	4 – 7	8 - 10
Abiding by Ethical Standards: Information Use & Research Participants	0 – 4	4 – 9	10 - 13
Working Effectively in Groups to Achieve Common Goals	0 - 3	4 - 5	6 - 7
Understanding and Engaging in the Research Process	0 - 3	4 - 7	8 - 11
Analyzing and Interpreting Qualitative Data	0 - 2	3 – 4	5 - 6
Documenting Professional Development	0	1 – 2	3
Professional Development Experience Ranges	_0 – 18_	_25 - 41_	_49 - 60_