Syllabus:

**PSYCHOLOGY (GE375)**

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Class hours: Friday, 9:00 AM to 12:30 PM Email: kstrunk@itt-tech.edu

**COURSE DESCRIPTION:**

This course introduces psychological theories from behavioristic, humanistic and biological viewpoints. Primary focus is on exploring how selected principles of psychology apply to students’ personal lives and social behavior. Students apply the skills of critical thinking, observation, and information gathering and analysis as they practice social science and scientific methodology.

**MAJOR INSTRUCTIONAL AREAS:**

1. Social science and scientific methodology
2. Perception and cognition
3. Lifespan human development
4. Theories of personality
5. Motivational theories and success strategies
6. Learning theory and behavior modification
7. Abnormal behavior, evaluation, and treatment

**COURSE OBJECTIVES:**

1. Define selected terms in the field of psychology.
2. Summarize both the historical and current topics in the field of psychology.
3. Examine the principles that apply to scientific research in psychology.
4. Describe the biological basis of neuropsychology.
5. Illustrate how sensation and perception affect human experiences.
6. Demonstrate the various theories of learning and memory.
7. Describe the relationship between cognition and mental abilities.
8. Analyze the effects of motivation and emotion on perception, cognition, and behavior.
9. Compare and contrast human development characteristics that occur across different stages of the human lifespan.
10. Compare and contrast the selected four theories of personality (psychodynamic, humanistic, trait, and cognitive-social).
11. Analyze the causes of stress in order to recommend the cognitive strategies that can be used to deal with stress and promote health.
12. Categorize the major psychological disorders giving the biological, psychological and social factors of each.
13. Examine the various methodologies used to treat psychological disorders.
14. Analyze the common errors humans commit when they make attributions about the causes of their own and others’ actions.
15. Apply selected principles of psychology to students’ personal lives and social behavior.
16. Using the ITT Tech Virtual Library research selected topics in psychology distinguishing between scientific evidence and opinion.

Related SCANS Objectives:

SCANS is an acronym for Secretary’s Commission on Achieving Necessary Skills. The committee, created by the National Secretary of Labor in the early 1990s, created a list of skills and competencies that the committee believes are necessary for employees to function in a high-tech job market.

1. Compare and contrast theories or alternatives to arrive at the best solution.
2. Apply theories to decision-making and personal choices.
3. Demonstrate the ability to use authentic resources, including the Internet and knowledge libraries.
4. Select and analyze information and communicate results to others by using oral, written, graphic, or other appropriate methods.
5. Evaluate alternatives and choose the best for a situation.
6. Use a systematic problem-solving process to analyze and solve a problem.
7. Formulate and adapt learning tools and techniques to develop new and successful processes.
8. Participate in group activities
9. Recognize behaviors that result in success in learning and collaborating with others.
10. Examine personal systems and make necessary adaptations for increased success.

**TEACHING STRATEGIES:**

Psychology is a broad field ranging from research methods to theories of learning, to psychological disorders, to how groups influence the behavior of individuals. In this course you will be given the opportunity to learn what scientists have uncovered about these topics and many others and how this information applies to you and your own life.

You will be evaluated through exams and assignments that will assess your understanding of the application of the various psychological perspectives studied in this class. Additionally, you will be randomly assigned to study cohorts (groups). These cohorts will research an assigned topic to be presented to the class (the course project) as per the course syllabus.

This course is designed to promote critical thinking through small group discussions, assignments, and class discussions. You are expected to complete your own work on all assignments. Presenting work that is not your own without proper citation is plagiarism. All citations must follow the APA formatting style.

**COURSE RESOURCES:**

Student Textbook Package:

Carpenter, S., & Huffman, K. (2010). *Visualizing Psychology* (2nd ed.). Hoboken, NJ: Wiley.

References and Resources:

 ITT Tech Virtual Library:

 Login to the ITT Tech Virtual Library (<http://www.library.itt-tech.edu/>) to access online books, journals, and other reference resources selected to support ITT Tech curricula.

 Books:

Davidson, Janet E. and Robert J. Sternberg. The Psychology of Problem Solving. Cambridge, UK: Cambridge University Press, 2003.

Bennet, Paul. Abnormal and Clinical Psychology: An Introductory Textbook. 2nd Ed. Maidenhead, Berkshire, UK: Open University Press, 2006.

Brooke, Roger, ed. Pathways into the Jungian World: Phenomenology and Analytical Psychology. London: Routledge, 1999.

Coriat, Isador H. Abnormal Psychology. New York: Routledge, 1999.

Csikszentmihalyi, Mihaly and Isabella Selega Csikszentmihalyi, eds. Life Worth Living: Contributions to Positive Psychology. Oxford, UK: Oxford University Press, 2006.

Ferguson, Jeffrey. Psychology of Science and the Origins of the Scientific Mind. New Haven, CT: Yale University Press, 2006.

Lewin, Cathy and Bridget Somekh, eds. Research Methods in the Social Sciences. Thousand Oaks, CA: Sage Publications, 2004.

Mantovani, Giuseppe. Exploring Borders: Understanding Culture and Psychology. London: Routledge, 2000.

Matsumoto, David, ed. Handbook of Culture and Psychology. Oxford, UK: Oxford University Press, 2001.

Pitts, Marian and Keith Phillips. Psychology of Health: An Introduction. New York: Routledge, 1998.

Plante, Thomas G. Contemporary Clinical Psychology, 2E. Hoboken, NJ: John Wiley & Sons, 2005.

Roeckelein, Jon E. Dictionary of Theories, Laws and Concepts in Psychology. Westport, CT: Greenwood Publishing Group, Inc. 1998.

Rose, Hilary and Steven Rose, eds. Alas, Poor Darwin: Arguments Against Evolutionary Psychology. New York: Harmony Books, 2000.

Statt, David A. Concise Dictionary of Psychology. New York: Routledge, 1998.

Workman, Lance and Will Reader. Evolutionary Psychology: An Introduction. Cambridge, UK: Cambridge University Press, 2004.

Periodicals:

The ITT Tech Virtual Library includes more than 400 publications that cover psychology. Listed below are a few that may be helpful in your studies:

* American Journal of Psychology
	+ “Reports of original experimental research, theoretical presentations, combined theoretical and experimental analyses, historical commentaries, shorter notes and discussions and reviews of books in the area of general experimental psychology”
* American Journal of Public Health
	+ “Articles of original research, research methods, program evaluations, analytic reviews, including health policy analysis and reports on health policy”
* Annual Review of Psychology
	+ “Critical review articles on significant developments in all aspects of psychology”
* Current Psychology
	+ “Peer-reviewed coverage of empirical research from major areas of psychology, including social psychology; small groups & personality; human development; sensation; perception & cognition; clinical & abnormal psychology; & methodology & field research”
* Developmental Psychology
	+ “Articles that advance knowledge and theory about human development across the lifespan, significant contributions to the study of growth and development, scholarly reviews, theoretical articles and social policy papers”
* Educational Psychology Review
	+ “Peer-reviewed integrative papers in the field of general educational psychology; learning, cognition, measurement, motivation, individual differences, school- related counseling and development, the history of educational psychology and thematic issues”
* Journal of Abnormal Psychology
	+ “Articles on basic research and theory in the broad field of abnormal behavior, its determinants and its correlates. Each article represents an addition to knowledge and understanding of abnormal behavior either in etiology, description or change.”
* Journal of Aging & Health
	+ “An interdisciplinary forum for the presentation of research findings and scholarly exchange in the area of aging and health”
* Journal of Community Health Nursing
	+ “Focuses on healthcare issues relevant to all aspects of community practice”
* Journal of Community Psychology
	+ “Devoted to research, evaluation, assessment & intervention & review articles that deal with human behavior in community settings”
* Journal of General Psychology
	+ “Articles on experimental, physiological and comparative psychology, including human and animal studies and mathematical and other theoretical investigations”
* Journal of Genetic Psychology
	+ “Articles on research and theory in developmental and clinical psychology; biological, behavioral and social aspects of these fields; empirical research and exposition and criticism of theory”
* Journal of Humanistic Psychology
	+ “The journal of the Association for Humanistic Psychology. Publishes experiential reports, theoretical papers, essays, and research studies in all aspects of humanistic psychology”
* Journal of Psychology
	+ “Research and theoretical articles in the field of psychology with an emphasis on integrating divergent data and theories, new avenues of thinking and outrageous criticisms of the present status of the behavioral disciplines”
* Journal of Sport & Exercise Psychology
	+ “Original research reports, theoretical papers and comprehensive reviews in all areas of sport and exercise psychology, motor control processes, studies of sport as a social institution or broader social issues”
* Professional Psychology: Research & Practice
	+ “Publishes articles on the application of psychology, including the scientific underpinnings of the professional of psychology”
* Psychology & Aging
	+ “Publishes original articles on adult development and aging which include reports of research that may be applied, biobehavioral, clinical, educational, experimental (laboratory, field, or naturalistic studies), methodological, or psychosocial”
* Psychology, Health & Medicine
	+ “Provides a forum to report on issues of psychology and health in practice”
* Psychological Review
	+ “Articles that make important theoretical contributions in any area of scientific psychology, papers that advance theory and statements that are specifically theoretical for members of the American Psychological Association”
* Psychology Today
	+ “Presents scientifically accurate psychological information for the layperson; includes book reviews and editorials”

 \*Note: All descriptions are taken from Ebsco Host database.

Reference Resources:

ITT Tech Virtual Library > Main Menu > Reference Resources > Grammar, Writing and Style

* APA Style
	+ Style information from the American Psychological Association
* Plagiarism: What It Is and How to Recognize and Avoid It
	+ An article by the Writing Tutorial Services, Indiana University, Bloomington, IN
* Writing Guides
	+ Writing information from the Writing Center at Colorado State University

Other Resources:

The following web sites may be found outside of the ITT Tech Virtual Library.

Web sites

* American Psychological Association
	+ http://www.apa.org
	+ Home page for the American Psychological Association
* Association for Psychological Science
	+ http://www.psychologicalscience.org
	+ Professional organization for the advancement of scientifically oriented psychology
* American Psychiatric Association
	+ http://www.psych.org
	+ Professional organization for psychiatrists; this site has news accessible to non-members
* Encyclopedia of Psychology
	+ http://www.psychology.org
	+ Collection of psychology-related content and links
* AllPsych Online: The Virtual Psychology Classroom
	+ http://www.allpsych.com
	+ Psychology-related resources including online texts, tests, career information, games, and information about disorders
* DSM-IV TR
	+ http://www.dsmivtr.org
	+ Diagnostic and Statistical Manual of Mental Disorders, 4/E TR
* Prentice Hall’s Live!Psych Media Library
	+ http://www.prenhall.com/livepsych
	+ Animations and video resources used during class presentations

All links to Web references outside of the ITT Tech Virtual Library are always subject to change without prior notice.

**EVALUATION AND GRADING**

**Evaluation Criteria Table**

The final grade will be based on the following weighted categories:

|  |  |
| --- | --- |
| **Categories** | **Weights (%)** |
| Assignments *(P&Q Papers)* | 28% |
| Exercises *(Research Process Products)* | 40% |
| Project *(Final Paper)* | 16% |
| Quiz *(Mid-term Exam)* | 6% |
| Final Exam *(Final Exam)* | 10% |
| **Total** | **100%** |

**Grade Conversion Table**

Final grades will be calculated from the percentages earned in class as follows:

|  |  |  |
| --- | --- | --- |
| **Grade** | **Percentage** | **Credit** |
| A | 90-100% | 4.0 |
| B+ | 85-89% | 3.5 |
| B | 80-84% | 3.0 |
| C+ | 75-79% | 2.5 |
| C | 70-74% | 2.0 |
| D+ | 65-69% | 1.5 |
| D | 60-64% | 1.0 |
| F | <60% | 0.0 |

**Late Work Policy**

Assignments turned in at or before the beginning of the next class period after the assignment is due will be worth 75% of the credit they would have received if turned in on time. Assignments turned in at or before the beginning of the second class after the assignment is due will be worth 50% of the credit they would have received if turned in on time. Assignments not turned in at or before the beginning of the second class after the assignment is due will automatically receive zero credit.

**Professionalism and Ethics Policy**

The following expectations will be enforced in this class with regards to professional and ethical behavior: Students will understand and respect their boundaries with regards to the diagnosis, assessment, and treatment of psychological and neuropsychological disorders; Students will understand and respect boundaries with regards to appropriate self-disclosure in the professional environment; Students will understand and respect the appropriate boundaries between personal and professional life. All of these are important not only because of the ethical and legal implications in the workplace, but also because of the implications for creating a positive and professional image with employers and fellow employees. It is important to learn and practice these skills in the academic environment to carry them forward to the professional environment.

First, a goal of this course is to provide more than a simple academic knowledge of the field of psychology, but how it applies to the workplace. As a result, the instructor for this course has designed activities that include demonstrations of psychological assessment techniques, discussions of mental health diagnoses, neuropsychological disorders, and other conditions within the field of psychology. It is vital that the student be aware these are being offered for the purpose of understanding and familiarity only. It is likely that students will come into contact with these things in the workplace, so being familiar with them and having some understanding will be beneficial. However, in no way is anyone completing this course qualified to diagnose, treat, assess, or offer advice related to any mental health condition, psychological or psychiatric disorder, or neuropsychological diagnosis. The diagnosis, assessment, and treatment of these conditions is reserved, by law, to those licensed to work with these conditions such as licensed professional counselors, licensed clinical social workers, licensed psychologists, and psychiatrists.

It is also vital to recognize the boundaries and limits of appropriate self-disclosure. Some find themselves sharing too much of themselves in a course that covers things like the lifespan of human development, social psychology, abnormal psychology, personality development, and other issues. This is a natural tendency for some people. However, it is important to recognize the boundary between sharing a personal example that illuminates the concept being discussed in class and over-sharing so that the class is off topic, confidences are being violated, or the class is being used as a sounding board or therapy group. This is an important professional skill, because many employers look for the ability to hold appropriate boundaries in their employees.

Finally, another skill for this course is that of the boundary between personal and professional. For example, the instructor for this course cannot offer diagnostic advice or treatment/counseling for any condition or mental health disorder to any student, for multiple reasons. That is not to say that if you are in distress and wish to seek advice from the instructor you may not do so. The instructor can listen and provide limited expertise in some situations and in others can help find appropriate services for your need (Your instructor is not a licensed counselor or psychologist). However, ethical guidelines are clear on the establishment of multiple relationships. That is, a person cannot be instructor/counselor, or instructor/diagnostician to one person. There are many reasons for this, including the creation of conflicts between roles, the potential for manipulation, the creation of power differentials, and the fact that people are more likely to violate professional and ethical standards for those they are in multiple relationships with (such as nurse/friend).

All of these are professional and ethical standards that are highly applicable to this course, and will be practiced throughout the quarter to help you develop these skills for your future career. This will not only help keep conflicts and issues from arising in the class, but will also help you in your professional life to maintain appropriate boundaries.

**Academic Integrity Policy**

ITT Technical Institute defines academic dishonesty as the “submission of work completed by another person as your own.” All ideas, words, or work from others that are included in a student’s submitted work must be identified and cited. Failure to appropriately identify the ideas, words or work of others included in a student’s work is considered academic dishonesty and violates the conduct section of the School’s Catalog. Academic dishonesty may result in a zero on the graded activity, suspension and/or termination from one or more of the courses the student is taking or the student’s entire program of study at the school.

Ideas, words or work that require citation include, but are not limited to, hard copies or electronic publications, whether copyrighted or not, and visual and verbal communication that clearly originates from an identifiable source. This policy applies to all courses whether taught in residence or online and all source whether electronic or hardcopy.

It is academically unethical and unacceptable to:

* submit work completed in whole or in part by another person as if it were your own;
* restate or paraphrase another writer’s work without acknowledging the source;
* copy another student’s homework and submit the work as if it were the product of your own labor.
* attempt to gain an advantage through the use of crib sheets, hidden notes, viewing another student’s paper, revealing the questions or answers on exams or quizzes to other students or viewing quiz or exam questions obtained by another student; and
* store or communicate information not distributed to students through the use of electronic devices, recording devices, cellular telephones, headsets or portable computers.

**Course Assignments:**

1. **Paragraph & Question (P&Q) Papers:** Each week for weeks 2 through 9, students will write a Paragraph and Question paper. These papers summarize the main points of the readings for that week in one paragraph, reflect on how the readings connect to personal experience and how they might connect to career in a second paragraph. Additional paragraphs may be included. Then, students will include at least one thoughtful discussion question they would like to discuss in class. These can be questions they would like the class to consider about connecting ideas, how different concepts relate to one another, how concepts relate to life application, career, or simply clarifying ideas, but should be thoughtful and appropriate questions. These Paragraph and Question papers will be brought to class each week and students will bring their discussion questions up during class discussions, and the papers turned in at the end of class.
2. **Research Process Products:** As a part of producing a final paper for this course, students will produce a series of research process products (as described in the attached document). These products serve two purposes: 1) They serve to structure the student’s research process and provide guidance for how to create a quality final product. 2) They allow opportunities for interaction regarding the process and feedback to help improve the quality of the final product to help produce the most successful possible experience.
3. **Final Research Paper:** Students will write a final research paper. Although there is no formal length requirement, there are requirements for content, as described in the Final Paper rubric, which include appropriate use of sources, appropriate analysis, synthesis, connection to theory and course content, and appropriate discussion and conclusions. Topic choice is entirely up to the student, but should be a topic that is of interest to the student, and the topic must be related to the course content.
4. **Midterm Exam:** Students will complete a short-answer mid-term exam.
5. **Final Exam:** Students will complete a comprehensive short-answer final exam.**COURSE OUTLINE**

|  |  |  |
| --- | --- | --- |
| **Unit # / Date** | **Content Covered/Reading** | **Assignments** |
| Unit 1 / December 9th | **Course Introduction and Overview**Ch 1. Introduction and Research Methods |  |
| Unit 2 / December 16th | **Biological Basis of Behavior**Ch 2. Neuroscience and Biological Foundations; Ch 3. Stress and Health; Ch 4. Sensation and Perception | P&Q Due |
| Unit 3 / January 6th  | **Learning & Memory**Ch 6. Learning; Ch 7. Memory | P&Q Due**Research Paper Proposal with Sources Due** |
| Unit 4 / January 13th  | **Cognition and Related Processes**Ch 8. Thinking, Language, and Intelligence | P&Q Due |
| Unit 5 / January 20th | **Psychology Across the Lifespan**Chs 9 & 10. Life Span Development | P&Q Due**Research Paper Outline with Sources Due****Midterm Exam Due** |
| Unit 6 / January 27th  | **Individual Differences: Motivation, Emotions, and Personality**Ch 11. Motivation and Emotion; Ch 12. Personality | P&Q Due |
| Unit 7 / February 3rd  | **Individual Differences: Abnormal Psychology and Treatment**Ch 13. Psychological Disorders; Ch 14. Therapy | P&Q Due**First Draft Due** |
| Unit 8 / February 10th  | **Transpersonal Psychology**Ch 5. States of Consciousness | P&Q Due |
| Unit 9 / February 17th  | **Social Psychology**Ch 15. Social Psychology | P&Q Due**Final Paper Due****Final Exam Due** |
| Unit 10 / February 24th  | TBA | TBA |
| Unit 11 / March 2nd | TBA | TBA |
| Unit 12 / March 9th  | TBA | TBA |

**Possible Changes to the Syllabus:**

This syllabus is your contract for production in the course. If changes are made to it they will be distributed in class. No changes increasing requirements will be made as they might adversely affect your grade.

**EXTRA CREDIT POLICY:**

There are two ways to earn extra credit in this course:

1. **Guest Reflections:** There are several occasions throughout the semester when guest experts will visit our class. Students may write a short reflection following their visit (two paragraphs or so) about what they gained from interacting with the guest expert. **Each guest reflection is worth 10 points of extra credit. Students are STRONGLY encouraged to write guest reflections.**
2. **Perfect Attendance**: Students may earn extra credit for perfect attendance. This is an incentive because the majority of learning in this class will be a result of in-class discussions and interaction. So, being in class is the most important part of the class experience. Students missing zero days of class will be eligible for 20 points of extra credit. Students missing one day of class will be eligible for 10 points of extra credit.
3. **Special Note**: **Students missing 4 or more days of class (37% of the total course) will not be eligible for any extra credit in the course.**

**Research Process Products**

1. **Research Paper Proposal with Sources:** For this product, you will turn in a detailed proposal of what kind of paper you plan to write. Specifically, address what topic you wish to research, what questions you hope to answers through your research, and how you believe your sources will contribute. All sources must be peer reviewed journal articles and you must have a minimum of five sources. You may use more than five sources, which will allow you to have greater flexibility in your writing, and to research your topic in greater detail. In addition, you are *strongly encouraged* to meet with your course instructor regarding your topic prior to writing your proposal.
2. **Research Paper Outline with Sources:** For this product, you will turn in a detailed outline of the research paper. You will outline the entire paper, specifying the structure you will use, how you will structure each section, including the introduction, thesis statement, body sections, and conclusion. Be sure to clearly include the analysis and synthesis of your sources in this outline, as well as an APA style reference page, and APA style citations in the outline.
3. **First Draft:** This will be a first draft (not to be confused with a rough draft) of the final research paper. A rubric is attached. You will write a complete research paper integrating all elements of your argument, using all sources appropriately, utilizing APA style citations, and clearly answering your research questions while analyzing and synthesizing your peer-reviewed sources.

**First Draft Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CATEGORY | 20-25Above Standards | 15-20Meets Standards | 10-15Approaching Standards | 5-10Below Standards | 0-5No Credit |
| Peer-Reviewed Articles | Includes 4 or more peer-reviewed articles, plus the course textbook that are summarized and paraphrased appropriately. | Includes 3 or more peer-reviewed articles, plus the course textbook that are summarized and paraphrased appropriately. | Includes 2 or more peer-reviewed articles, plus the course textbook that are summarized and paraphrased appropriately. | Includes peer-reviewed articles, plus the course textbook but summarization and paraphrasing are not included appropriately, there is just mention of themes. | Only includes the course textbook and/or personal thoughts. |
| Synthesis | Includes a clear, concise, and appropriate section detailing how the articles converge and diverge to provide a picture of the topic of interest. | Comparison and contrast between the articles are offered with relevance to the topic of interest. | The comparison and contrast between the articles is somewhat unclear with relevance to the topic of the paper.  | Although comparisons are made between the articles, there is no clear relevance to the topic that emerges in this section. | No synthesis section is present, or it is only minimally present. |
| Analysis | Includes a clear, concise explanation of how the articles further knowledge of the topic of interest and makes an coherent argument. | The explanation is present, but there is some ambiguity or vagueness in analysis and application to the topic. | No analysis or argument is present, simple description of the articles. | The articles’ descriptions are unclear are unclear and the application and argument are missing. | Articles are neither described nor applied. |
| Writing Skills | A pleasure to read. Correct APA style, no grammatical errors, no spelling errors. | Only very few and minor errors in APA style or grammar. No spelling errors. | A few grammatical and APA style errors. No spelling errors. | Numerous errors in APA style or grammar; or contains spelling errors. | Pervasive errors in APA style, grammar, and spelling. |
| Reflection (Separate, clearly marked section, can use first person here only) | Personal examples and career application are clear, complete, and related to the articles reviewed. | Personal examples and career application are vague, or only loosely related to the articles reviewed. | Personal examples and career application are present, with no connection to the articles. | Personal examples and career application are vague and unclear, and are not connected to the articles. | No personal examples and career application are included. |