

MIDDLESEX COMMUNITY COLLEGE

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Strategies for Success COURSE GUIDE

Introduction to Psychology



achievement ★ persistence ★ retention ★ engagement

Title III Strengthening Institutions Project

Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement

The Strategies for Success Title III initiative is a major, five-year project (2009-2013) funded by a two million dollar grant from the U.S. Department of Education. This initiative is intended to transform Middlesex Community College by improving the academic achievement, persistence, retention, and engagement of its students.

The project focuses on reformed curricula and comprehensive advising. *Reformed Curriculum* involves the design of developmental and college Gateway courses and learning communities embedded with Core Student Success Skills related to critical thinking, communication, collaboration, organization, and self-assessment. Overall, 45 courses will be impacted over the five years of the project. *Comprehensive Advising* involves the design of integrated advising services to include identification of academic and career goals, creation of realistic educational plans, and continuous tracking and intervention with an emphasis on the Core Student Success Skills. Comprehensive Advising Services will be specifically tailored to each program of study. Cross-division curriculum and advising design teams composed of faculty and staff are designing, piloting, and assessing the curriculum and advising initiatives.

The Title III grant provides resources to support faculty professional development related to designing and piloting new curriculum and advising students. The grant also supports the purchase of advising software programs and the hiring of a Pedagogical Instructional Designer, Learning Engagement Specialist, Advising Coordinator, and two academic advisors. The resources provided by the grant offer an exciting opportunity for the college community to work together to develop the strong programs and services that will increase student success.

Introduction to Psychology Title III Guide

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<p style="text-align: center;">PSY 101: Introduction to Psychology Resource Guide for Infusing College Student Success Skills</p>
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Putting Psychology Concepts into Action

The course content of Introduction to Psychology is ideally suited to align with skills that are central to success for college students. Standard chapter topics such as memory, learning, motivation, and thinking provide a way for students to understand their own mental processes and then apply this understanding to daily activities. Topics such as development, social psychology, stress and psychological disorders give students an appreciation for the complexity of human relationships and provide them with new strategies for interacting with others. Professors teaching an introductory psychology course often make connections to student success skills in informal ways throughout a course. The Title III grant, *Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement* gives professors an opportunity to think more explicitly about college student success skills, to apply them to course concepts and then to demonstrate whether students have improved in these skills by the end of the semester.

What are Key Student Success Skills?

Numerous research studies suggest that the skills of **Critical Thinking, Communication, Collaboration, Organization, Self-Assessment** are important to student success in college classrooms. The concept of the grant is to lead students to apply these skills as they learn the course content. The expectation is that by practicing these skills in a course, they will develop into more successful college students over all.

As psychology professors we began the task of integrating the five student success skills by first coming to a consensus about our own definitions for the skills. After much discussion we agreed on the following operational definitions for each skill:

CRITICAL THINKING

Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its “Developing” Level (Application) it requires that students identify and use relevant information and to reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

COMMUNICATION

Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.

COLLABORATION

Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.

ORGANIZATION

Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.

SELF-ASSESSMENT

Self-Assessment encompasses several student abilities. First, it is the ability to apply psychological course concepts experientially to better understand themselves and others. Second, it is the ability to examine how relevant theories apply to real life. Finally, it involves the ability to assess oneself to gain insight into how one learns, plans, makes decisions, and studies.

We next agreed to alert students to these skills in a uniform way by including the same joint syllabus page in all of our syllabi and by using pre- and post-tests to assess student's knowledge of these skills. The joint syllabus page and pre- and post-tests are included in this Appendix of this Resource Guide.

How do Skills Connect to Course Content?

We designed a number of activities to help students link the content to different student success skills. In this process we realized that some of the learning activities created were content-specific to a particular curriculum topic (e.g., Using organization to improve memory), while other activities reflected the use of a process (e.g. Team-based learning) that could be utilized across multiple curriculum topics. We have identified content-specific activities with a "C" and process-based activities with a "P."

We organized activities using a matrix to show how content topics connected to the five student success skills. Some topics have multiple connections while others are more limited. The Resource Guide is a dynamic document that we hope will expand as all faculty teaching psychology courses at Middlesex Community College contribute new activities and ideas. Please share approaches that have been effective in your classes.

Putting This Guide into Action

This Resource Guide includes a range of possibilities. Take a look at the Table of Contents and Matrix for an overview of connections for specific course topics. Try out

an activity or adapt it to fit with your own style. Please let us know results as you implement different approaches and make adjustments. Together we can meet the goal of creating optimum learning environments for student success in every classroom at Middlesex Community College.

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Title III Strategies for Success Psychology Matrix

	Organization	Self-Assessment Behavioral Science Outcome	Collaboration	Communication Behavioral Science Outcome	Critical Thinking Behavioral Science Outcome
Research methods		Case study in learning (C)	Case study in learning (C)		Case study in learning (C)
Brain and nervous system	Team-based learning (P)	Team-based learning (P)	Team-based learning (P)		
Stress and coping	Outline stress and coping (C) Personal stress exercise (C)	Analyzing explanatory styles and stress management (C) Assessing stress (C)	Assessing stress (C)	Assessing stress (C)	Personal stress exercise (C)
Memory	Using organization to improve memory (C)				Using organization to improve memory (C)
Learning					Conditioning and learning (C)
Thinking and language	Constructing a creative thinker (C)		Constructing a creative thinker (C) Case study in learning (C) Word origins (C)	Word origins (C)	Constructing a creative thinker (C) Case study in learning (C)
Development		Using development/ Understanding typologies (C/P)	Using development/ Understanding typologies (C/P)	Using development/ Understanding typologies (C/P)	Using development/ Understanding typologies (C/P)
Consciousness and sleep		Insomnia (C) Addiction debates (P)	Addiction debates (P)	Addiction debates (P)	Addiction debates (P) Insomnia (C)

Social psychology		Stereotypes, prejudice, & discrimination (P)	Attribution theory (C)		Attribution theory (C) Stereotypes, prejudice, & discrimination (P)
Mental disorders		PTSD and therapy (C/P)	Addressing stigma of mental illness together (C)	Understanding mental disorders/Using newspaper articles (C/P) PTSD and therapy (C/P)	Understanding mental disorders/Using newspaper articles (C/P) Addressing stigma of mental illness together (C)
Motivation and emotion	Applying motivational theories (C)		Applying motivational theories (C)		Applying motivational theories (C)
Personality	Case study on personality (C)		Case study on personality (C)		Case study on personality (C)

Case study in learning (C)

Skills: Critical Thinking, Collaboration, and Self-Assessment

Topic Links: Thinking, case study as research method

Activities/Applications:

I created this case study a few years ago based on an actual experience in class. Yet, I think it is realistic and may help students reflect on how they prepare for exams and help them to consider what types of assessment situations might be most effective for measuring their learning.

Exams seem to be a stumbling block for many of our students. What are ways we can decrease the stumbling and support learning new strategies for study?

Students read the case study and then share ideas with another student.

Case Study in Learning

You are a professor teaching psychology at Middlesex Community College and want to create an optimum environment to maximize student learning. You design an exam question that allows students to select an item that is interesting to them and supports making more connections to broader issues in society. Based on results of several research studies, you know that providing choices helps to support more motivation and that increasing associations will help to improve memory for information.

But, now you have a dilemma. A student asks if he can write the answer to the question at home and bring in the answer on exam day. Another student suggests allowing students to bring notes on the question into class. Still another student says she would prefer to simply respond to the question on exam day as originally planned. What to do?

Which approach leads to better learning for students? Why? First respond to the pro/con matrix on the next page and then discuss results with a partner. We will use findings to make a decision about student choices for responding to one of the questions in an upcoming exam.

	PRO	CON
Bringing response to class		
Bringing notes to class		
Responding in class		

Assessment/Reflection:

It would be valuable to then use findings from the class and apply them to a question in an upcoming exam. So, for one question students would bring responses, notes or write responses in class.

Students could then reflect on how the approach influenced their learning. What was gained or lost with each strategy? How can they structure their exam preparations in the best way to insure success in the future? Can they adapt ideas for other courses?

Team-based learning (P)

Skills: Collaboration, Organization, and Self-Assessment

Topic Links: Team-based learning instructional methodology will work with any unit material.

This methodology may be used with any unit and should encourage more active learning and comprehensive note taking on the part of the student. I am planning on piloting in this semester with the first half of the chapter on the Brain and Nervous System. I have chosen this unit in particular because it is a unit that I want to encourage students to read ahead of time as it lends itself to outline format notes. If this is successful, it would also serve as a confidence builder given the complexity of the topic.

Step One: Students are assigned to read the chapter before the next class. They are told they should take comprehensive notes, as they will be allowed to use them for a quiz on the material the following class.

Step Two: Students take the quiz individually and then pass it in to be graded by the instructor as they work on step three.

Step Three: Students are assigned to a group and are told to take the same quiz as a group for a group score. They are again allowed to use their notes and openly discuss each question, but they must come to a consensus on a team answer. Only then can they scratch off the lottery ticket quiz answer card*. They are also told that they will be filling out an evaluation of their teamwork for their peers in the group. The goal is active engagement for every student.

*Note: These lottery ticket answer cards are called Immediate Feedback Assessment Technique cards and are available from Phyllis Gleason or Elise Martin.

Step Four: Grade quizzes and evaluation forms are collected.

Step Five: The remaining class time is used to go over content areas where further clarification is needed.

Assessment/Reflection:

Students will be assessed based on their quiz grades (individual and group) and peer evaluation. These three scores will be added together to give them their total score. It is my hope to also provide each student with feedback about their peer evaluation so that they may better understand how their contributions are viewed by others.

Additional readings and resources about team-based learning are available at:

<http://teambasedlearning.apsc.ubc.ca/>

Outline Stress and Coping (C)

Skill: Organization

Topic Links: Health Psychology: Stressors, and Coping

Activities/Applications:

The following is a multipart activity that helps students identify stressors in their lives and to explore effective coping techniques—stress management—in an organized manner. The end result will be a 2-3 page paper (to be graded) which includes a set of outlines and examples of the course concepts.

1. Based on the text, students are first asked to list and describe the categories of stressors (sources of stress). For each type of stressor, students are asked to reflect upon and provide a personal meaningful example.
2. Second, students are asked to outline the stages in Selye's General Adaptation to Stress (GAS) model. For each step, students should identify important physical and psychological reactions found in each stage.
3. Third, based on the text, students are asked to identify physical, psychological, cognitive, and social responses (coping) that research shows help us to effectively manage stress.
4. Students are asked to choose 2 of these recommended approaches, consciously use them, and write a paragraph on what that was like.

Assessment/Reflection:

Assessment can be done in several ways. This assignment can be used to generate class discussion in small groups and as a whole class about what stress is and how to best manage it. More formally, the instructor will grade each paper in terms of how well the students answered each part of the assignment.

Personal Stress Exercise (C)**Skills:** Organization and Self-Assessment**Topic Links:** Stress and coping**Activities/Applications:**

This accompanying worksheet actually contains Three Tasks that involve both Organization and Self-reflection. The first task is to identify how one organizes time. The next two tasks ask that students reflect on how they use time at present and how they will change their time management; and also to reflect on study habits and how to make improvements in them.

Assessment/Reflection:

The assessment is done via a rubric also found on the Worksheet. It involves both a numerical system to grade this assignment and an opportunity for the instructor to make comments and suggestions to the student.

Task #1

The classic rule of thumb for studying and managing time effectively calls for students to plan on using twice the study time as time spent in the classroom. To accurately assess how much time there is left in your day please complete the inventory below. Some of these tasks are done more than once weekly, so multiply the hours you spend daily by the number of times per week that you engage in them. When you are done we will have a small group discussion and then a class discussion about the results.

	Hours/Day	Days/Week	Total
What is your average sleep total for a 24 hour period (include regular nap time)?		7	
How many hours/day are spent grooming?		7	
How many hours/day are spent on meals? (Include preparation & clean-up)		7	
How much time is spent on commuting to and from campus? (Include time to find parking and walking from there to class)		7	

How many hours/day are spent on errands?		7	
How many hours per week are spent in extracurricular activities? (Student orgs, workouts, church)		7	
Hours working on a job(s)?		7	
Hours per week in classroom?		7	
Hours of activities with friends? (Going out, watching TV, parties)		7	
Total Used Time Is:			

One week=168 hours

Subtract total used from 168=Time you have left to study=___Is It Enough?

Task #2 (Note: a paragraph is a minimum of 4 to 5 complete sentences).

After reading Myers, xxvii-xxxiii, paying special attention to Table 2 “Sample Time Diary” take some time to study Myers suggestions for “effective scheduling” and “using time more effectively” Now write a paragraph below the describes the shortcomings of your present “system” and a second paragraph that describes the basic steps that you are willing to employ to improve that system. **Note: this must be in your own words and not verbatim or rehashed from Myers work.**

Task #3 (Note: a paragraph is 4 to 5 complete sentences).

After reading Myers, Chapter 7 and attending the in class lecture on September 11, paying specific attention to how memory works, and how this relates to effective studying:

- (1) Write a paragraph below that describes your present methods for studying.
- (2) Write a paragraph that describes what changes you need to make to improve study habits, and also how these changes relate to the principles of how to study more effectively by improving memory as a user-friendly studying tool.
- (3) Write a short paragraph that explains how you will know if the changes you make are successful ones.

Rubric for Grading Worksheet

<u>Task</u>	<u>Measure</u>	<u>Possible</u>	<u>Earned</u>
#1	Completed Time Inventory (in class)	5	
#2	Described pitfalls of present system & Improvement steps	5	
	<ul style="list-style-type: none"> • Steps are rationale & clear 		
	<ul style="list-style-type: none"> • Steps are only perfunctory 		
	<ul style="list-style-type: none"> • Steps are NOT clear or rationale 		
	Presentation Style	5	
	<ul style="list-style-type: none"> • Writing is grammatically correct 		
	<ul style="list-style-type: none"> • Writing has basic errors in 		
	<ul style="list-style-type: none"> • spelling, agreement, syntax 		
	<ul style="list-style-type: none"> • Writing is below acceptable level 		
#3	Describes present study methods clearly	1	
	Describes logical/effective changes	1	
	Describes how changes relate to both study and memory improvement principles	2	
	Describes how to recognize or measure a successful outcome for change	1	
Points achieved _____ of a possible 20.			

Instructor notes/comments/suggestions:

Analyzing explanatory styles and stress management (C)

Topic Links: Analyzing Explanatory Styles with relation to Stress Management

Skill: Self-Assessment

Activities/Applications:

The relationship between explanatory style of life events and one's reaction to stress is an important one to address. To further convince students of this point, data like that published in *Mayo Clinic Proceedings* (2002) which found in a 30 year longitudinal study that pessimists had a much higher death rate than optimists is shared and discussed.

After explanation of the characteristics of each style, students are given the Explanatory Styles Scale. Students are then instructed to score their own sheets by giving themselves a single point for each A and zero points for each B. The class is then invited to talk about their scores and project possible connections between health and one's explanatory style.

Ways that Optimism may increase one's lifespan are discussed; e.g. Optimists are less likely to develop learned helplessness than pessimists, optimists are more likely to take preventative health care measures, and optimists are less likely to become depressed.

A brief reflective essay (small extra credit given for this homework assignment) can then follow for students who wish to explore ways to become a more optimistic thinker. Challenging faulty thought patterns such as internalization of negativity, and replacing them with more positive statements is the goal. The following statements are possible essay guidelines:

1. In thinking about the thoughts you have had in the last few hours, how many of them were negative? How can you change those thoughts to be more positive?
2. When thinking about people who make a lot of negative self-statements or who minimize their efforts or put themselves down, how does their behavior make you feel? How do you think their behavior makes them feel?
3. In what way has thinking about and writing this essay helped shift your thinking in a more positive direction?

Assessment/Reflection:

This activity can be evaluated by both the instructor and the student. The student is encouraged to see the direct application of psychological principles in his/her own life through the handout and the essay assignment. The instructor is able to evaluate the ability of the students to apply the course concepts accurately to their own personal experiences through grading the essay.

Explanatory Styles Scale

Instructions: Read each hypothetical situation, and mark the explanation you'd be most likely to give. When you're done, your instructor will tell you which responses count as one point. Add up your points to find out whether a pessimistic view of life might be putting your health at risk.

1. You forgot your partner's birthday.
 - a. I'm not good at remembering birthdays
 - b. I was preoccupied by other things
2. You owe the library ten dollars for an overdue book.
 - a. When I am really involved in a book, I often forget when it's due.
 - b. I was so involved in writing a report on the book that I forgot to return it.
3. You lose your temper with a friend.
 - a. She is always nagging me.
 - b. She was in a hostile mood.
4. You are penalized for not returning your income tax forms on time.
 - a. I always put off doing my taxes.
 - b. I was lazy about doing my taxes this year.
5. You've been feeling run-down lately.
 - a. I never get a chance to relax
 - b. I was exceptionally busy this week.
6. A friend says something that hurts your feelings.
 - a. She always blurts things out without thinking of others.
 - b. She was in a bad mood and took it out on me.
7. You fall down a great deal while skiing.
 - a. Skiing is difficult.
 - b. The trails were icy.
8. You gain weight over the holidays and can't lose it.
 - a. Weight-loss plans don't work in the long run.
 - b. The strategy I tried didn't work.

If you scored 0 or 1, you are very optimistic. Research suggests you may have feistier immune defenses than a pessimist. Two to four is a fairly optimistic score. Anything over four is quite pessimistic. To safeguard your health, try nudging your thoughts in a more upbeat direction.

Source: Staff. (1997). Is negative thinking harming your health? *Health*, 1(3), 105.

Assessing Stress (C)

Skill: Communication, Collaboration, and Self-Assessment

Topic Links: Stress and Coping

Activities/Applications:

This is a multi-faceted assignment that asks students to be organized, self reflective, investigative, collaborative, communicative and to think critically. It is best done if the student first responds in a short one minute paper to describe one's subjective ideas about handling personal stress, and this is done prior to a mini-lecture on stress and stress management. The student is then asked to reassess and come to some sort of comparative conclusion between subjective and objective viewpoints. It may also be a idea to have students ask their family members to rate how well they do as another way to be more aware and to realize they have more resources and ideas than they might think.

Assessment/Reflection:

This is scored by a simple rubric that assesses one's input to the issues, and can also be adapted to include input from group members.

Personal Stress Part 1

Please write a short paragraph about how well you handle stress in your life.

What resources do you have to help you handle stress?

What personal aspects or traits do you have that help you handle stress?

Personal Stress Part 2

Now that the Mini-Lecture on Factors of Stress has taken place let's reconsider your Part 1 piece of this exercise.

-1-How do you rate your hardiness factor? 0 to 5 with 5 being VERY HIGH

-2-Is your locus of control more external or internal? Why have you answered this way?

-3-Do you consider yourself an optimist or a pessimist? Where did you develop this?

-4-What kind of social support do you enjoy?

-5-What strategies do you use to feel less stressed?

20 Point Graded Exercise:

Student showed excellent insight and application to lecture	18-20
Student showed good insight and but did not apply effectively	16-17
Student showed fair insights and some ability to apply effectively	14-15
Student did not give a good effort to the assignment	12-13
Student failed to participate or did not complete all pieces	Below 12

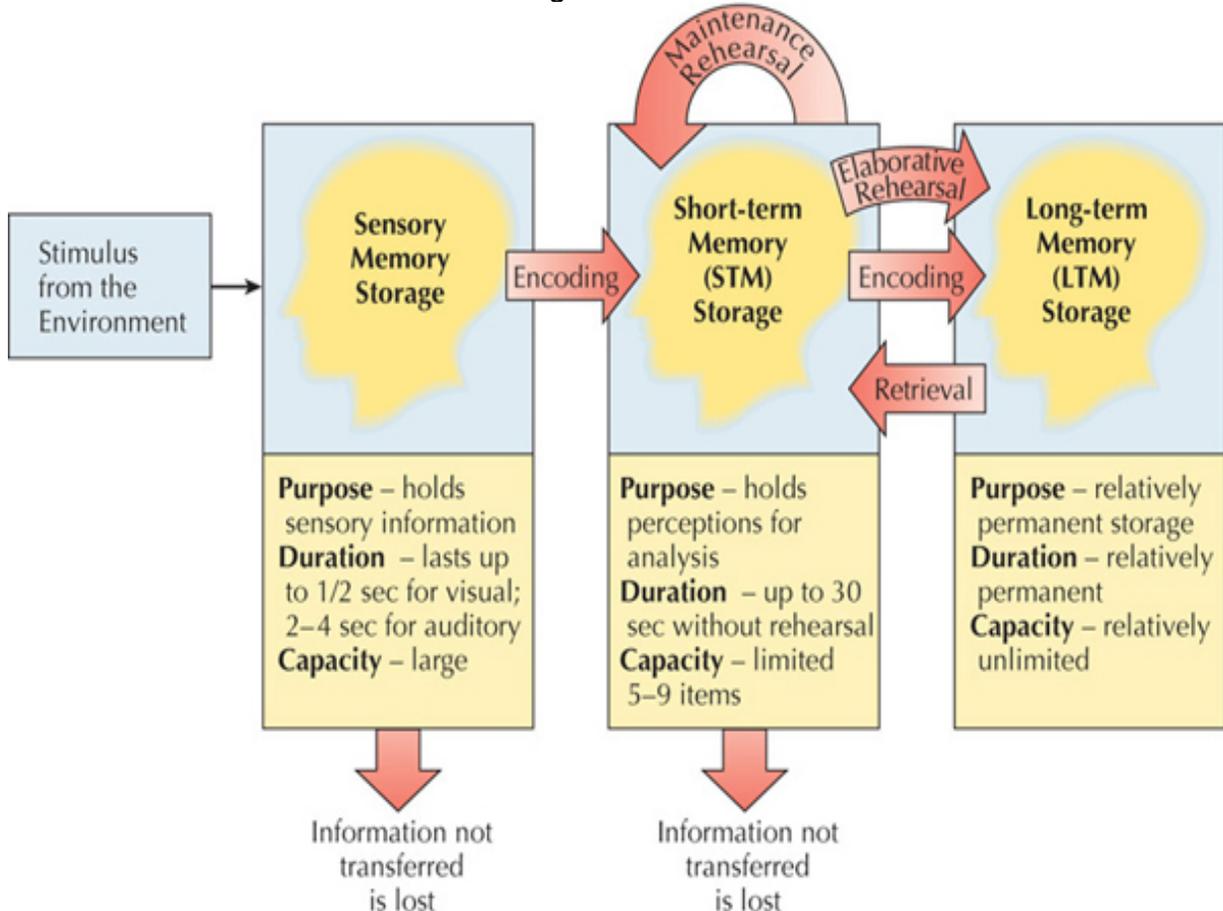
Using organization to improve memory (C)

Skill: Critical thinking and Organization

Topics: Memory stages and elaborative rehearsal

Activity:

Use this as homework for the memory chapter to be completed before class, as a free write during class as review, or as a group project for students to complete together. Look carefully at the model of memory below. A key factor in getting information into your long-term memory storage involves organizing material for easy coding and the use of **elaborative rehearsal** for stronger consolidation.



Define Elaborative Rehearsal:

What are ways to organize ideas so they will be easier to remember?

APPLY these to your life. Use information from one of your courses and provide a concrete example of how you would use elaborative rehearsal and organization to remember the information more effectively.

Keep track of how this strategy worked. Did it lead to a higher grade on a quiz or test? Did it make it easier to retrieve ideas?

Assessment/Reflection: Students have a chance to apply organization and elaborative rehearsal techniques. Both are associated with effective processing of information. Student self reports of application could serve as a form of assessment.

Conditioning and Learning (C)

Skill: Critical Thinking

Topic Links: Conditioning and Learning

Activities/Applications:

1. As students enter class, play relevant music to engage them in topic e.g. Human by the Killers (other music, lyrics, literature may be substituted here)
2. Critical Thinking box in text; Is Human Freedom an Illusion? This writing assignment guides students to first demonstrate an understanding of the basic premise of Skinnerian conditioning, and how reinforcement is used to influence behavior. The text article directs students to understand Skinner's view by comparing the world to a massive Skinner box. Students are then asked to apply this theory to life by using practical examples to demonstrate these principles. Finally students should discuss (and support) their own thoughts on this topic; would they go as far as to say that all human behavior is already controlled by various authorities? Is human freedom and self-determination just an illusion that we want to believe?
3. Students prepare for the unit by bringing in examples of Advertisements to demonstrate the influence of conditioning on thought processes and emotions.

Assessment/Reflection:

1. Proficient level would be attained if the student is able to accurately dissect components of Skinnerian conditioning, support the analogy of society as compared to a massive Skinner box, and demonstrate the application of this theory to life experience.
2. Advanced level would be attained if the student is able to evaluate the strength of the theory and generate one's own opinion with well supported logical, consistent evidence.

Is Human Freedom Just an Illusion?

Skinner's most famous invention was the *operant chamber*, more popularly known as a *Skinner box*, in which rats or pigeons were conditioned to perform simple behaviors, such as pressing a lever or pecking at a disk, to receive a food reward. Had Skinner been content to confine his observations to the behavior of rats or pigeons in a Skinner box, his career might have been relatively uncontroversial. But Skinner was intensely interested in human behavior and social problems (Bjork, 1997a). He believed that operant conditioning principles could, and *should*, be applied on a broad scale to help solve society's problems.

Skinner's most radical—and controversial—belief was that such ideas as free will, self-determination, and individual choice are just an illusion. Skinner (1971) argued that behavior is not simply influenced by the environment but is *determined* by it. Control the environment, he said, and you will control human behavior. As he bluntly asserted in his controversial best-seller, *Beyond Freedom and Dignity* (1971), “A person does not act upon the world, the world acts upon him.”

Such views did not sit well with the American public. Following the publication of *Beyond Freedom and Dignity*, one member of Congress denounced Skinner for “advancing ideas which threaten the future of our system of government by denigrating the American tradition of individualism, human dignity, and self-reliance” (quoted in Rutherford, 2000). Why the uproar?

Skinner's ideas clashed with the traditional American ideals of personal responsibility, individual freedom, and self-determination. Such ideals are based on the assumption that behavior arises from causes that are *within* the individual. All individuals are held responsible for their conduct and given credit for their achievements. Skinner labeled such notions the “traditional prescientific view” of human behavior.

According to Skinner, “A scientific analysis [of behavior] shifts both the responsibility and the achievement to the environment.” Applying his ideas to social problems, such as alcoholism and crime, Skinner (1971) wrote, “It is the environment which is ‘responsible’ for objectionable behavior, and it is the environment, not some attribute of the individual, which must be changed.”

To understand Skinner's point of view, it helps to think of society as a massive, sophisticated Skinner box. From the moment of birth, the environment shapes and determines your behavior through reinforcing or punishing consequences. Taking this view, you are no more personally responsible for your behavior than is a rat in a Skinner box pressing a lever to obtain a food pellet. Just like the rat's behavior, your behavior is simply a response to the unique patterns of environmental consequences to which you have been exposed.

Skinner (1971) proposed that “a technology of behavior” be developed, one based on a scientific analysis of behavior. He believed that society could be redesigned using operant conditioning principles to produce more socially desired behaviors—and happier citizens. He described such an ideal, utopian society in *Walden Two*, a novel he published in 1948. Critics charged Skinner with advocating a totalitarian state. They asked who would determine which behaviors were shaped and maintained (Rutherford, 2000; Todd & Morris, 1992).

As Skinner pointed out, however, human behavior is *already* controlled by various authorities: parents, teachers, politicians, religious leaders, employers, and so forth. Such authorities regularly use reinforcing and punishing consequences to shape and control the behavior of others. Skinner insisted that it is better to control behavior in a rational, humane

fashion than to leave the control of behavior to the whims and often selfish aims of those in power. Skinner himself was adamantly opposed to the use of punishment and other aversive stimuli to control behavior. Instead, he repeatedly advocated the greater use of positive reinforcement (Dinsmoor, 1992).

On the one hand, it may seem convenient to blame your history of environmental consequences for your failures and misdeeds. On the other hand, that means you can't take any credit for your accomplishments and good deeds, either!

Critical Thinking Questions:

-If Skinner's vision of a socially engineered society using operant conditioning principles were implemented, would such changes be good or bad for society?

-Are human freedom and personal responsibility illusions? Or is human behavior fundamentally different from a rat's behavior in a Skinner box? If so, how?

-Is your behavior almost entirely the product of environmental conditioning? Think about your answer carefully. After all, exactly *why* are you reading this box?

Source: Hockenbury & Hockenbury, Fourth Edition 2007.

Constructing a Creative Thinker (C)

Skill: Critical Thinking, Collaboration and, Organization

Topic Links: Thinking and Language

Activities & Applications:

This exercise can be done individually or in groups. The method is explained in the exercise and asks students to apply the definition of creative thinking and intelligence to ordinary day to day activities or professions.

Assessment/Reflection:

This can be assessed on a rubric that involves how well each student or group explains and reasons how the components apply to the practical examples offered. The point here is to be innovative rather than just functional.

Evaluation			
Components	3 points	2 points	1 point
Expertise	Cites accumulation of learning to accomplish goals	Cites more than one method for accomplishing learning	Cites only one method of learning
Imaginative Thinking	Explores heuristic and innovative reasoning	Explores "some" new definition or novel learning	Fails to adequately explore and is stuck in functional fixedness
Personality	Describes someone Not satisfied with status quo answers here	Describes someone who is somewhat willing to take chances	Describes some who will not take chances or try new ideas
Motivation	Describes someone who searches for answers and goals just because they are possible	Describes someone who is goal oriented but who is only looking for the answer because it is necessary	Describes someone who is more extrinsically motivated
Environment	Describes a network of creative peers or mentors as resources	Describes some attempts to use resources	Describes someone who goes it alone

Use the 5 components of creativity: expertise, imaginative thinking skills, a venturesome personality, intrinsic motivation, and a creative environment, choose ONE of the following “professions” and explain how someone involved in that profession might gain these skills and use those components to do one’s daily work. NOTE: you need to use your own creative abilities to explain this appropriately.

Here are your choices: archeologist, soccer player, small appliance repairperson, college level teaching assistant, landscaper, short-order cook, stay-at-home parent with 2 year old twins.

Case study in learning (C)

Skills: Critical Thinking Collaboration, Self Assessment

Topic Links: Thinking, case study as research method

Activities/Applications:

I created this case study a few years ago based on an actual experience in class. Yet, I think it is realistic and may help students reflect on how they prepare for exams and help them to consider what types of assessment situations might be most effective for measuring their learning.

Exams seem to be a stumbling block for many of our students. What are ways we can decrease the stumbling and support learning new strategies for study?

Students read the case study and then share ideas with another student.

Case Study in Learning

You are a professor teaching psychology at Middlesex Community College and want to create an optimum environment to maximize student learning. You design an exam question that allows students to select an item that is interesting to them and supports making more connections to broader issues in society. Based on results of several research studies, you know that providing choices helps to support more motivation and that increasing associations will help to improve memory for information.

But, now you have a dilemma. A student asks if he can write the answer to the question at home and bring in the answer on exam day. Another student suggests allowing students to bring notes on the question into class. Still another student says she would prefer to simply respond to the question on exam day as originally planned. What to do?

Which approach leads to better learning for students? Why? First respond to the pro/con matrix on the next page and then discuss results with a partner. We will use findings to make a decision about student choices for responding to one of the questions in an upcoming exam.

	PRO	CON
Bringing response to class		
Bringing notes to class		
Responding in class		

Assessment/Reflection:

It would be valuable to then use findings from the class and apply them to a question in an upcoming exam. So, for one question students would bring responses, notes or write responses in class.

Students could then reflect on how the approach influenced their learning. What was gained or lost with each strategy? How can they structure their exam preparations in the best way to insure success in the future? Can they adapt ideas for other courses?

Word origins (C)

Skills: Communication and Collaboration

Topic Links: Language

Activities/Applications: The following is an example of a Multicultural/Global Awareness Activity related to language (see attachment).

Students are asked to engage individually in two tasks: first, they are asked to use etymological resources to find and learn about the origins of 5 words that entered modern English from other languages. Second, they are asked to use dictionary sources to choose 5 words in English that they think the class won't know.

In class, students are then asked individually to provide examples of the words from other languages that they found, and other students are asked to think of words from those same languages that they might know in English. Students are then broken up into groups. The groups will then choose words that they don't think others will know. They will then play Fictionary in which offer a variety of definitions of the words and members of the other groups have to choose among them for the correct definition.

Assessment/Reflection:

1. This activity will be shared collaboratively in small groups using a prepared focus sheet for recording what students have written about. As time allows these small group discussions will then be shared collectively.
2. This activity will be assessed and graded by the instructor, quantitatively on appropriate length and number of examples and qualitatively on the kinds of words that students found.

WORD ORIGINS STUDENT ACTIVITY

This is an activity about languages, about how they incorporate words and how words are used. Follow the instructions below to explore the multicultural nature of the English language and the meanings of words. **You must do both parts of this activity.**

1. Use the dictionary/internet to find **five** English words that originally came **directly** from other languages (I don't mean derived from Latin or Greek in their origins. I mean words that are found in other languages that have become part of the English language through **direct** usage). Try to answer the following:
 - --when did the word enter the English language?
 - --under what circumstances--during a war, through economics or colonization, as a slang expression?
 - --is the word used today as it was originally used in its native language?
2. Look the dictionary to find **five words** that you don't know that you think class members won't know. Write the words and their definitions (and what part of speech they are--noun, verb, adjective, etc.) and bring them to class. We will use these words in class to play Fictionary. In this game, your group will choose words from among those submitted. One group member will have the actual definition, while other group members will make up definitions. The different definitions will be presented to the class. The class will "vote" for which definition

they think is the correct one. The group that gets the most incorrect votes from the class wins.

GROUP FOCUS SHEET FOR WORD ORIGINS

1. Record some of the interesting words from other countries
 - any unusual languages?
 - any information about how they entered English?
2. Choose **three** of your group's words for Fictionary. Have each person write down their made up definition.

Understanding Development/Using Typologies (C/P)

Skills: Critical Thinking, Communication, Collaboration, and Self-Assessment

Topic Links: Activities/Applications: Development

Activities/Applications: This exercise is best accomplished individually, students are asked to think about their own developmental stages and then write a sentence or two that describes one's Adaptive Ego Quality that illustrates depth of progress in each stage.

It can be done in small group but the danger is that some students may have difficult backgrounds that may make this too emotionally painful to share. If it is attempted in small group the instructor must be careful to continuously monitor and assess the participants in each group.

This is one example of how to use Typologies in developing exercises. For example this exercise may be adapted using:

- Parenting Skills
- Gender Role Development
- Moral Development

And any other typology per instructor.

Assessment/Reflection: This can be scored as a minute paper with the parameters revolving around the depth and accuracy of the student perceptions of how he or she fits into Erikson's ideas and asks for some reflection as to how the future will formulate in relation to these developmental categories.

Note: "Handout" mentioned in exercise is not included.

After reading Myers p. 86-88 and the class handout detailing the "Prime Adaptive Ego Quality" of each developmental stage, write a short sentence or two that explains how you view your progress for each stage.

“Prime Adaptive Ego Quality”
of each developmental stage

<u>Stage</u>	<u>Conflict</u>	<u>Adaptive Quality</u>	<u>Student Comment</u>
0-18 months	Trust vs Mistrust	Hope	
1.5-3 years	Autonomy vs. Shame & Doubt	Will	
3-5 years	Initiative vs. Guilt	Purpose	
6-11	Industry vs Inferiority	Competence	
12-18	Identity vs. Role Confusion	Fidelity	
19	Intimacy vs. Isolation	Love	
40-65	Generativity vs. Stagnation	XXXXXX	
Maturity	Ego Integrity vs. Despair	XXXXXX	

Insomnia (C)

Skills: Critical Thinking and Self-Assessment

Topic Link: Consciousness and sleep

Activities/Applications

The following self-reflection activity is a simple exercise that addresses a common need shared by many students – the need to sleep well. I began incorporating this unit three semesters ago in response to an overwhelming number of requests by students.

Insomnia is one of the most frequently reported sleep disturbances. A review of data from the National Sleep Foundation (www.sleepfoundation.org) found that “over ½ America’s adults experience one or more symptoms of insomnia at least a few nights a week. In 2005 the following percentages of adults reported the following symptoms of this often: 38% wake up feeling unrefreshed, 32% wake up often during the night, and 21% of the population reports waking up too early, not being able to get back to sleep and difficulty falling asleep.” Furthermore, insomnia is linked to increased illness. “There is a wealth of research indicating that people with insomnia have poorer overall health, more work absenteeism, and a higher incidence of depression.”

Ask students who report poor sleep quality to try suggestions from the *How to Sleep Well* handout for at least a week and report whether the quality of sleep has improved. If they state that the quality of sleep did not improve, ask why they think it did not work. Ask if they applied all of the suggestions consistently and which suggestions were particularly helpful.

Assessment/Reflection:

It would be useful to discuss the strategies as a class to determine why they may work and how some strategies integrate concepts from previous units such as classical and operant conditioning, biological psychology, circadian rhythms.

How to Sleep Well

1. Sleep only when sleepy.
2. If you can't fall asleep within 20 minutes, get up and do something boring until you feel sleepy.
3. Don't take naps
4. Get up and go to bed the same time every day.
5. Refrain from exercise at least 4 hours before bedtime.
6. Develop sleep rituals.
7. Use your bed only for sleeping.
8. Stay away from caffeine, nicotine, and alcohol at 4-6 hours before bed.
9. Have a light snack before bed.
10. Take a hot bath 90 minutes before bedtime.
11. Make sure your bed and bedroom are quiet and comfortable.

Source: www.stanford.edu/~dement/howto.html.

Addiction debates (P)

Skills: Critical Thinking, Collaboration, Communication, and Self-Assessment

Topic Links: The brain, states of consciousness, social learning, social psychology

Activities/Applications:

1-Students are organized into teams (3-5 each) to be on opposite sides of 3 to 4 questions about drugs, drug policy, and addiction.

2-They are given a few days to prepare, meaning they have to meet or communicate, do some research, and be prepared to present a logical argument supporting their side and being able to refute the opposition.

3-They are encouraged to split the above work up evenly, some do research, some do argument, some do rebuttal, someone does summation.

The debates are timed exercises lasting only a few minutes and intended to be completed within one or two class periods.

Assessment/Reflection:

This exercise is assessed in three ways: first the individual groups assess the input and styles of their peers, the larger group who observes the debate rates the debate, and the instructor evaluates value of arguments (See accompanying document).

Addiction Debate Points

Name: _____

-1-Alcoholism is a brain disease **versus** alcoholism is a matter of personal choice.

-2-Marijuana has medicinal value and is relatively harmless to users and should be decriminalized **versus** marijuana has little value to medicine but increased harm to the society and needs to remain a criminal offense for use and possession.

-3-The War on Drugs has been a failure and money should now be spent less on interdiction and prosecution for drug use and possession **versus** The War on Drugs has been successful enough that we must continue to prosecute and incarcerate citizens for possession and use of drugs.

This is a 20 point graded exercise to be scored in the following manner:

Your teammates' evaluation of your individual input	0-5 points
The observers' evaluation of the value of your arguments	0-5 points
Instructor evaluation of the value of your arguments	<u>0-10 points</u>
Total:	0-20 points

Evaluation for your teammates

_____	0	1	2	3	4	5
_____	0	1	2	3	4	5
_____	0	1	2	3	4	5

Evaluation for _____

0-1 point = Their arguments were weak and proved nothing

2 points = Their arguments were well made but presented poorly

3 points = Their arguments were well made and presented fairly clearly

4 points = Their arguments were well made and well presented

5 points = They did a great job in every aspect

Stereotypes, prejudice and discrimination (C/P)

Skills: Critical Thinking and Self-Assessment

Topic Links: Social Psychology or other course concepts

Activities/Applications:

The following is a Process Example for a Self-reflection Activity. It involves several steps through which students are guided to think about and apply course concepts, the content example in this case uses concepts found in the chapter on Social Psychology.

1. This activity involves a short written assignment of **2--3 typed double--spaced pages** to be done individually. In this activity students will be asked to answer several focus questions. There are no "correct" answers, however, students should think, reflect, and search for examples that are relevant to them.
2. Provide a list of **relevant terms and concepts** with definitions for the assignment.
3. Provide a series of **experiential focus questions** that students may use to help them think about and apply the course concepts to their own lives.

Assessment/Reflection:

1. This activity will be shared collaboratively in small groups using a prepared focus sheet for recording what students have written about. As time allows these small group discussions will then be shared collectively.
2. This activity will be assessed and graded by the instructor, quantitatively on appropriate length and number of examples and qualitatively on the ability of students to apply the course concepts accurately to their own personal experiences.

Social Psychology Activity Sheet

This is an activity about stereotypes, prejudice, and discrimination. Answer the questions below to tell how you--or someone you've known--has been affected by such attitudes or behavior.

STEREOTYPES--this refers to generalizations about a group of people. Typically, it doesn't account for individual differences, and often its not based on personal experiences.

PREJUDICE--typically, prejudices are negative attitudes towards a person that are based upon their perceived membership in a group.

DISCRIMINATION--usually involves unfair treatment of a person or group that limits their access to valued social opportunities or outcomes.

1. Write about two experiences in your own life--or someone you know--when someone interacted with you based on a stereotype.
 - What was the stereotype?
 - Was it positive or negative?
 - How did it make you feel? Why?
 - How did you handle the situation?
2. Write about one instance of perceived prejudice or discrimination experienced toward you or someone you know.
 - What made you feel that you were the object of prejudice or discrimination (language, behavior, etc.)?

--What was the context in which the prejudice or discrimination occurred (group or individual, public or private, institutional--supported or encouraged by the society--or personal/individual in nature)

Group Focus Sheet

Record the following: for question **one**--

- What were stereotypes mentioned by group members?
- Were they positive or negative? What did they focus on?

For question **two**—

- What forms did prejudice/discrimination take?
- Where did they occur?
- How were they resolved (how did people feel/what did they do in response to the situation)?

Attribution Theory (C)

Skills: Collaboration and Critical Thinking

Topic Links: Social Psychology

Activities/Applications:

This exercise can be done as an individual critical thinking homework assignment or assigned to groups in class and then be both critical thinking and collaborative. Finally, there can be another question thrown in to ask for some self-reflection as students or groups of students are asked to put oneself in the place of one of the case studies and reflect on the feelings of being biased against.

Terminology may differ from textbook to textbook but below are the standard answers for Myers, *Psychology for Everyday Life*.

- 1-External or Dispositional
- 2-External or Situational
- 3-Fundamental Attribution Error
- 4-Consensus or Groupthink
- 5-Self-serving Bias

Assessment/Reflection:

This can be scored as simply answering each case study question for points or it can be a combo of that and a rubric that rates the depth and discussion value of individual or groups of students.

Attribution Theory Cases

Each response is worth 4 points to a total of 20.

-1-Terry is hired as the new manager of a movie rental agency. On her resume she has listed a history of three jobs she held for more than three years each, all of which are movie and entertainment related. Her references are impeccable. She is hired for the job. What type of Attribution has the hiring person made here?

-2-Diane is hired as a bartender for a new club. She has less previous experience than the other candidate for the job and her reference did not exactly give her a glowing review. However, at age 22, she is twenty-five years younger than the other candidate, who is also female. She is by all standards a very attractive woman and her personality is a plus. What kind of Attribution has been made in this case?

-3-What type of Attribution Bias is made in scenario #2 above?

-4-The Board of Directors at Company X is hiring a new, highly paid consultant. There is only one candidate who also happens to be the CEO's nephew. Board Member Norbert realizes that this candidate is an "empty suit" with no experience and that this is a simple case of nepotism. But since Norbert doesn't want to make waves he simply votes with the majority. In regards to Attribution Theory, what kind of behavior is being displayed by this Board of Directors?

-5-Dim Witt is running for class president. At the debate he makes a statement that outlines his many accomplishments at the school and how much he has done for the reputation of the town by his sterling behavior. His opponent produces documentation showing that Dim Witt cheated on his Chemistry final, and is dealing marijuana on school grounds. Dim's rebuttal is that he didn't know the Chemistry final wasn't an open book final and that what others thought was marijuana was really just oregano from his mom's kitchen. What kind of bias is Dim displaying here?

PTSD and Therapy (C/P)

Skill: Critical Thinking and Self-Assessment

Topic Links: Mental Health and Therapy

Activities/Applications:

The following is a Content Example in which students may learn more about PTSD in Iraq War veterans and innovations in its treatment. It is a Process Example in which students are guided in writing a 3-5 page paper. Critical Thinking tasks include:

1. **Identify** the risks of developing PTSD and its main symptoms.
2. **Discuss** the main principles behind the use of Virtual-Reality Exposure Therapy
3. **Draw basic conclusions** about the effectiveness and limitations of this therapy based on the evidence presented in the articles and videos provided.

Assessment/Reflection: Students will be assessed based on the successful completion of their paper and their ability to follow the guidelines/rubric of the assignment. Further, a self-reflection component of this assignment asks students to share in writing their personal reactions to what they have learned about PTSD among veterans and its treatment.

Abnormal Psychology Activity on PTSD and Iraq War Veterans

Treating the Psychological Complaints of Iraqi War Veterans

This is an assignment based on articles about how veterans respond to war and about one kind of research currently being examined as a way to treat those affects. If you would like to receive **up to 20 points** of extra credit you should follow the instructions below. This paper should be **typed, double spaced, and 3-5 pages in length** in a **multi-paragraph form**.

First, read the two articles on the effects of war on Iraqi veterans located in the extra credit section of the blackboard shell for our course. Then, answer the following content questions about these articles:

1. **Summarize in a paragraph** what you have found about the risks of developing problems, how those risks are affected by multiple tours of duty, and the likelihood that veterans will seek treatment. Be sure to **include specific statistical information** on the risk of developing problems and the likelihood of seeking help for Iraq war veterans.

Second, read the New Yorker article Virtual Iraq and watch/listen to the video on Virtual Iraq scenarios located in the extra credit section in our course. Answer each of the following based on what you've read:

1. **In a paragraph describe** how early Virtual Iraq programs were developed.
2. **In a paragraph explain** how Virtual-Reality Exposure Therapy is done. What specific techniques add to the effectiveness of this treatment for PTSD? What are the of the aims of this therapy? **Discuss** the specific role of the therapist in this therapeutic approach.
3. **In a paragraph, summarize** the changes that Travis Boyd experiences as he participates in this form of therapy. What symptoms does he present, what does he experience in the therapy, and how does he change?

4. **In a paragraph** write about how watching the video has enhanced what you have learned about PTSD and Virtual-Reality Therapy from the articles. **Share**, as well, your personal reactions to what you've read and watched about PTSD and its treatment from doing this assignment.

Links to Articles needed to complete this assignment

http://www.newyorker.com/reporting/2008/05/19/080519fa_fact_halpern

http://www.newyorker.com/online/video/2008/05/19/080519_halpern?xrail

Army Is Worried By Rising Stress Of Return Tours.(National Desk) Shanker, Thom.

(April 6, 2008): A1(L). The New York Times.

Nearly a Fifth of War Veterans Report Mental Disorders, a Private Study Finds.(National Desk) (April 18, 2008): A20(L). The New York Times.

Addressing stigma of mental illness together (C)

Skills: Critical Thinking and Collaboration

Topic Links: Mental disorders, stigma, social learning, attitudes

Activities/Applications:

Part I: Finding compelling facts

Students are given the Mental Illness Facts document from the National Alliance on Mental Illness website. Available at:

http://www.nami.org/Content/NavigationMenu/Inform_Yourself/About_Mental_Illness/About_Mental_Illness.htm

They are asked to read over the bulleted list of 9 items and to select the one or two items that stand out for them.

Part II: Comparing ideas with each other

Students then gather into groups of about 3 or 4 students. They share their impressions from the list, explain why they selected an item and jot down comments from their discussions.

We discuss the range of responses across the groups and reflect on how these facts may be used to reduce stigma.

Part III: Exploring solutions

Students are given the following directions:

Suppose your group was just given a large grant to help reduce stigma about mental illness in the college population. How would you do this? Describe details of your plan and why you think it would work.

Groups report out their plans and consider how they might begin using some of the ideas on a smaller scale in their daily lives.

Assessment/Reflection:

Students write out short comments for Part I and II and then elaborate in discussions.

The focus is on collaborating and gaining ideas from each other. As long as comments are reasonable, they are give credit. The assignment is worth 10 points.

I use the following template for the group projects and students:

PSY 101 Introduction to Psychology

Group Project: Breaking down barriers

Sign off

Read over the fact sheet about mental illness and select one or two of the bulleted items that stands out the most to you. Share impressions in your group and jot down comments below.

Suppose your group was just given a large grant to help reduce stigma about mental illness in the college population. How would you do this? Describe details of your plan and why you think it would work.

Understanding mental disorders/Using newspaper articles (C/P)

Skills: Critical Thinking and Communication

Topic Links: This is a Process example that may be applied to learning in a number of topic areas in Psychology. Articles are provided that relate to concepts and terms that students are learning about in the course in that week or unit.

Activities/Applications:

Students may read up to four newspaper articles related to psychology and then write two page (typed, double--spaced) papers on each.

Students may find articles in one of the following ways: They may use articles that have been posted in the Blackboard Site of our course (links to articles are posted online) or handed out in class. They may choose from among articles that they find in newspapers, or they may use the internet to search newspaper data bases directly for particular topics of interest if they like (for example, the Boston Globe and the New York Times have websites that include all articles written in the last few years).

1. As reaction/reflection papers students should tell what they found of value in the article and what it made you think about that related to psychology.
2. As critical thinking papers students should be prepared to analyze the articles in a variety of ways. They may be asked to identify information relevant to that week's topic, to apply psychological principles to better understand the content of the article, to compare/contrast information in the article to course concepts, to contrast "common sense" ways of understanding the article to conceptual ways derived from scientific theory, or to make hypothetical predictions based on evaluating article content in the context of psychological theories.

Assessment/Reflection:

1. Students will be graded based on the clarity and insightfulness of their self reflections.
2. Students will be graded based on their ability to apply the critical thinking skill asked for to the article that they have chosen to read.

The following are examples of articles that have appeared recently in the Boston Globe and may be accessed through MCC's Library Database

Physiological Psychology--The Brain's Default System--Study May Cast Light on Mental Illnesses

Physiological Psychology--Facial Recognition--Have We Met?

Sleep and Consciousness—Sleep Research; Dr. Czeisler, His Work is Nothing to Lose Sleep Over

Social Psychology--She Explores Inner Workings of Bias

Mental Health—Happiness; New Reason to be Happy, It May go a Long Way

Mental Health--Positive Psychology; Harvard's Crowded Course to Happiness (2006)

Developmental Psychology--Research: Studying your Own

Developmental Psychology--Adjusting Family Roles—For Families, Layoffs Shift Responsibilities, Roles

Social Psychology--Implicit Bias; Black Man vs White Woman

The following are examples of articles that have appeared recently in the New York Times and may be accessed through MCC's Library Database

Mental Health--Social Anxiety and Sports Psychology--Putting Pressure on the Diagnosis

Mental Health—Happiness; Strangers May Cheer You Up Study Says

Mental Health—Army Worries About War Veterans

Mental Health—Effects of War on Veterans

Applying motivational theories (C)

Skills: Collaboration, Organization, and Self-Assessment

Topic Links: Motivational Theories

Activities/Applications:

List the types of motivation described in this unit: Instinct theory, Drive theory, Incentive theory, Arousal theory, Humanistic theory, Competence motivation, and Achievement motivation.

Put students into groups of 4-5 and assign one theory to each group. Ask them to do the following:

1. Put the theory or concept into your own words.
2. Create a good example of the theory or concept at work in everyday life.
3. Think of an exception, a situation in which the theory or concept does not work, or another one that explains motivation or motivated behavior more effectively.
4. Answer the question, "If your professor does not appear to be motivated to teach you anything today, what might be causing the problem and what would be a useful way to handle this apparent 'instructor motivational syndrome'?"

Allow about 20 minutes for small group work, then go around the room and have each group teach the material to other groups to critique each presentation. (Tasha R. Howe, Ph.D. Humboldt State University)

Assessment/Reflection:

This activity is assessed by both the instructor and the students. The students are to evaluate the presentation of theory from classmates through feedback and questions. Instructor assessment would be included in test scores at unit end.

Case study on personality (C)

Skills: Critical Thinking, Collaboration, and Organization

Topic Links: Personality theory

Activities/Applications:

This assignment can be for individual homework or for group in-class exercises. It asks that students apply their knowledge of personality theory to case studies; and it can be adjusted to fit any of the personality theories covered by individual instructors.

Here are the answers to the questions posed in this example.

Case #1

1-Humanistic

2-Development of full potential and self-actualization

3-Maslow

4-Self-disclosure

5-Self-concept

Case#2

1-Each has beliefs, expectations, values, intentions, and social roles

2-each has slightly different emotional make-up and may have different genetic and biological influences

3-David due to study skills and intensity may have slightly more

4-David is clearly more self controlled, as evidenced by his study and practice habits

5-Jason gets feedback from friends and coaches and compares his skills and, practices daily. David has great academic success and is in the jazz ensemble.

Assessment/Reflection:

This is scored by the quality and accuracy of the answers and examples provided. Each instructor may devise a rubric or scoring system according to individual perceptions of the importance of each response. This can also be done in groups in order to compare responses and discuss the issues involved in development.

Personality Development Homework

After reading Chapter 11 in Myers, read the two brief case studies below and answer the questions as detailed as you can. Do NOT copy Myers' work, but use your own words or do some research. Cite any references you make in APA format at the end of the assignment. 10 Questions @ 2 points each and a total of 20 points possible.

Case #1

Cy Kologist is studying personality development. He is not convinced that Freud was right about the unconscious mind and has his own ideas and observations. He believes that people have great potential and can choose their own destinies. When he was in graduate school he was in an experiment that focused on how humans can rise through a series of needs in order to finally reach the top or even go beyond their dreams of achievement. He works part time as a therapist and uses certain techniques in working with his clients. First he believes he must show openness and honesty with his clients and sometimes gives them support by talking about his own struggles and achievements. He also uses an attitude of total self acceptance in which he just values

people because they are people. Finally, he often works with clients who seem to be asking help in finding out “who they are.”

- 1-What type of personality development is being described here?
- 2-What is the ultimate goal of this type of development?
- 3-Whose work and ideas did Cy experience in his graduate school experience?
- 4-What term is used to describe “talking about his own struggles and achievements?”
- 5-What central feature of this theory is alluded to in the last sentence of the study?

Case #2

Cy is watching his fraternal twin grandsons develop from infancy to adulthood. Jason and David are brothers but appear to be different in many respects. Jason is very active in several sports and also plays drums in the school band, but sports are more vital to him. David plays soccer but his main interest is in playing clarinet in the school band and he also plays in the special jazz ensemble. Jason believes he will be a great basketball player and he plays everyday, practicing his skills. David does not believe sports are that important and plays only to be healthy. David played for a coach who did not give him much support or positive feedback, Jason got great feedback from his coach and his teammates. David got a stomach ache before every soccer game. Jason takes compliments openly and has a very outgoing personality and has an eclectic group of friends. David is not as outgoing or seemingly confident as Jason, but is still able to have a strong group of friends, but usually they more like him personality wise. David expects to do well in school and he studies relentlessly to get top grades. Jason likes to succeed but he doesn't work as hard as David, and his grades are just slightly lower than David's. David puts study and clarinet ahead of pleasurable activities, and Jason will rush homework or leave it until last if there is something better to watch on television. David is more community minded and likes to take part in community improvement projects. Jason tends to stay within his own circle and tends to want to be with his friends over any community activities.

Using Social Cognitive Theory of Personality Development, answer the following:

- 1-How do cognitive factors influence each twin in day to day life?
- 2-How do personal factors enter into this case?
- 3-Which twin has more Internal Locus of Control? Why?
- 4-Which twin is more able to delay gratification? What is the proof?
- 5-How does each twin experience self-efficacy? Give examples from case.

Appendix

Appendix A

Strategies for Success Syllabus Statements

This course was redesigned as part of the Title III grant, *Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement*. The course materials will focus on key skills of **Critical Thinking, Communication, Collaboration, Organization, Self-Assessment**. As students in the pilot version of this course you will have an opportunity to think more explicitly about these skills, to apply them to course concepts and then to demonstrate how you have improved in these skills by the end of the semester.

Operational definitions for each term are listed below:

CRITICAL THINKING

Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its “Developing” Level (Application) it requires that students identify and use relevant information and to reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

COMMUNICATION

Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.

We next agreed to alert students to these skills in a uniform way by including the same joint syllabus page in all of our syllabi and by using pre- and post-tests to assess student’s knowledge of these skills. The joint syllabus page and pre- and post-tests are included in this Appendix of this Resource Guide.

COLLABORATION

Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.

ORGANIZATION

Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the

ability to read and follow the syllabus, time management, and the use of effective study skills.

SELF-ASSESSMENT

Self-Assessment encompasses several student abilities. First, it is the ability to apply psychological course concepts experientially to better understand themselves and others. Second, it is the ability to examine how relevant theories apply to real life. Finally, it involves the ability to assess oneself to gain insight into how one learns, plans, makes decisions, and studies.

Appendix B

Strategies for Success Pre and Post Surveys

Core Student Success Skills Pre-Survey

Faculty are redesigning their courses to help students be more successful. One of the ways we are doing this is to integrate the following Core Student Success Skills into courses: Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment. We would very much appreciate your taking the time to give us feedback on the way in which these Core Student Success Skills have been integrated into your past courses or experiences. Your feedback will help us to continue to improve student learning and student success. Thank You!

Course Title _____

1. **Critical Thinking** *includes the ability to use and analyze information gathered from multiple sources and to form conclusions based on evidence, rather than assumption.*

Please rate your critical thinking skills as described in the italics above by circling the appropriate number.

5	4	3	2	1
Very Strong	Strong	Ok	Needs improvement	Weak

Describe a way in which you feel you have learned to think critically through assignments or other exercises. Or, provide an example of a situation that you think would have gone better, if you had had stronger critical thinking skills.

2. **Communication** *skills include your ability to write, speak, use numbers, and/or use technology effectively.*

Please rate your communication skills as described in the italics above by circling the appropriate number.

5	4	3	2	1
Very Strong	Strong	Ok	Needs improvement	Weak

Provide a specific example of how you think your communication skills have improved as a result of previous experiences. Or, provide an example of a situation that you think would have gone better for you if you had had better communication skills.

3. **Collaboration** *includes participating as a member of a community, either as part of a group of students in your class and/or a group of people outside of your classroom.*

Please rate your collaboration skills as described in the italics above by circling the appropriate number.

5	4	3	2	1
---	---	---	---	---

Very Strong Strong Ok Needs improvement Weak

Provide a specific example of how you think your collaboration skills have improved as a result of previous experiences. Or, provide an example of a situation that you think would have gone better for you if you had had better collaboration skills.

4. **Organizational** *skills relate to time management, note-taking, test-taking, and studying.*

Please rate your organizational skills as described in the italics above by circling the appropriate number.

5 4 3 2 1
Very Strong Strong Ok Needs improvement Weak

Provide a specific example of how you think your organizational skills have improved as a result of previous experiences. Or, provide an example of a situation that you think would have gone better for you if you had had better organizational skills.

5. **Self-assessment** *skills include setting academic and career goals, developing and following a plan to achieve those goals, and utilizing college resources to help achieve your goals.*

Please rate your self-assessment skills as described in the italics above by circling the appropriate number.

5 4 3 2 1
Very Strong Strong Ok Needs improvement Weak

Provide a specific example of how you think your self-assessment skills have improved as a result of previous experiences. Or, provide an example of a situation that you think would have gone better for you if you had had better self-assessment skills.

Core Student Success Skills Post Survey

Faculty are redesigning their courses to help students be more successful. One of the ways we are doing this is to integrate the following Core Student Success Skills into courses: Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment. We would very much appreciate your taking the time to give us feedback on the way in which these Core Student Success Skills have been integrated into this course. Your feedback will help us to continue to improve student learning and student success. Thank You!

Course Title _____

1. **Critical Thinking** *includes the ability to use and analyze information gathered from multiples sources and form conclusions based on evidence rather than assumption.*

Please rate your critical thinking skills as described in italics above by circling the appropriate number.

5 4 3 2 1
Very Strong Strong Ok Needs improvement Weak

Describe a way in which you feel you have strengthened your ability to think critically through assignments or other exercises in this course. Or, provide a specific example and/or explanation of a way in which we could improve students' ability to think critically in this class.

2. **Communication** *skills can include your ability to write, speak, use numbers, and/or use technology effectively.*

Please rate your communication skills as described in italics above by circling the appropriate number.

5 4 3 2 1
Very Strong Strong Ok Needs improvement Weak

Provide a specific example of how you think your communication skills have improved as a result of taking this class. Or, provide a specific example and/or explanation of a way in which we could improve students' ability to communicate effectively.

3. **Collaboration** *includes participating as a member of a community, either as part of a group of students in your class, and/or a group of people outside of your classroom.*

Please rate your ability to collaborate as described in italics above by circling the appropriate number.

5 4 3 2 1
Very Strong Strong Ok Needs improvement Weak

Provide a specific example and/or explanation of a way in which collaboration in this class helped you. Or, provide a specific example and/or explanation of a way in which you felt that collaboration interfered with your success in this class.

4. **Organizational** *skills relate to time management, note-taking, test-taking, and studying.*

Please rate your organizational skills as described in italics above by circling the appropriate number.

5 4 3 2 1
Very Strong Strong Ok Needs improvement Weak

Provide a specific example and/or explanation of something that you have learned in this class that you feel contributed to the improvement of your organizational skills. Or, provide a specific example and/or explanation of a way in which we could improve students' organizational skills in this class

5. **Self-assessment** *skills include setting academic and career goals, developing and following a plan to achieve those goals, and utilizing college resources to help you achieve your goals*

Please rate your self-assessment skills as described in italics above by circling the appropriate number.

5 4 3 2 1
 Very Strong Strong Ok Needs Improvement Weak

Provide an example of how your ability to do self-assessment improved, particularly as it relates to career goal setting or in finding out what you need or identifying who can help you get what you need. Or, provide a specific example and/or explanation of a way in which we could help students in this class to improve their ability to do self-assessment.

6. To help you achieve your academic and career goals, MCC offers you many resources, including those listed in the table below. Please check any of the resources that you may have used this semester and/or in previous semesters. You may check both columns, if applicable.

MCC RESOURCE	USED THIS SEMESTER	USED PRIOR TO THIS SEMESTER
Academic Advising		
Career Counseling		
Disability Support		
Library resources		
Math Lab		
Online Tutors		
Personal Counseling		
Transfer Counseling		
Writing Center		
Other (please write in)		

From the above list, identify the resource that you found most helpful and explain why it was helpful.

Appendix C

INTRODUCTION TO PSYCHOLOGY

PSY 101 03 FALL 2009

Michael Rodman
Office: Bedford House Room 203
Email: rodmanm@middlesex.mass.edu

Office Hrs: MWF 12:30--1:30
Class: MWF 9:30-10:20 N--G2
Phone: (781) 280-3919

1. DESCRIPTION

Psychology is the study of how people behave and function. Topics covered include: physiology of the brain, memory, learning, language, perception, lifespan changes, normality and abnormality, social interactions, group influences on individuals, and therapies. **Prerequisite:** placement above or successful completion of ENG 060 (EN 2103) and eligible for ENG 101 (EN 1101). **Recommendation:** Concurrent enrollment in ENG 075 (EN 2122) or ENG 085 (EN 2131) if CPT reading placement is between 68 and 75. This course satisfies a **Behavioral Science Elective, Critical Thinking** and an Intensive Core Value **Multicultural or Global Awareness(*)**.

2. OBJECTIVES

This course has several broad objectives. Among the areas students should have a better understanding of are the following:

1. Students should be more aware of the various areas that psychologists work and do scientific research in.
2. Students should be able to recognize and discuss the major psychological theories and perspectives that have emerged over the past 125 years.
3. Students should be able to apply relevant psychological concepts to better understand themselves, others, and situations and events in their own lives.
4. Students should recognize and be able to apply the contributions of psychology to an understanding of the diversity of human beings. Multicultural issues such as race, ethnicity, gender and social class will be raised and examined throughout the course.
5. **Math**—As a science Psychology relies upon math in many ways. Students will improve their understanding of the uses and representations of statistical information in graphs and charts.

**TEXT: Psychology, Concepts and Applications, 3rd Ed., Nevid, Jeffrey S.,
Houghton Mifflin 2009**
Selected articles provided by the Instructor

STRATEGIES FOR SUCCESS

This course was redesigned as part of the Title III grant, *Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement*. **CRITICAL THINKING,**

COMMUNICATION, COLLABORATION, ORGANIZATION, AND SELF-

ASSESSMENT As students in the pilot version of this course you will have an opportunity to think more explicitly about these skills, to apply them to course concepts and then to demonstrate how you have improved your communication, critical thinking, collaboration, organization and self-assessment skills by the end of the semester.

TITLE III OPERATIONAL DEFINITIONS

CRITICAL THINKING

Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its “Developing” Level (Application) it requires that students identify and use relevant information and to reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels it requires that students compare and contrast differing views, analyze and evaluate information logically and make inferences based on testable hypotheses.

ORGANIZATION

Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.

COMMUNICATION

Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.

COLLABORATION

Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.

SELF-ASSESSMENT

Self-Assessment encompasses several student abilities. First, it is the ability to apply psychological course concepts experientially to better understand themselves and others. Second, it is the ability to examine how relevant theories apply to real life. Finally, it involves the ability to assess oneself to gain insight into how one learns, plans, makes decisions, studies etc.

3. OUTLINE: ASSIGNMENTS AND LEARNING OBJECTIVES

Each unit occurs over approximately **3--4 weeks** or **9--10 class meetings**. Students should expect to read about **three chapters per unit**--plus selected readings. As you will notice, our text chapters are divided into modules. **You will be responsible only for assigned modules**. Please make every effort to keep up with assigned readings as these will allow you to contribute more in class. The **numbered learning objectives** are meant to indicate important terms, concepts, descriptions, and theories usually discussed in the readings that students should be familiar with. They will form **the basis of exam questions** for each unit.

UNIT ONE: Studying the Organism--the emergence of psychology as a science

- A. The Science of Psychology: Chapter 1—**Modules 1.1 and 1.2**
1. *Define the term psychology. Discuss early roots of psychology and describe the **key ideas** of the more contemporary perspectives.
 2. *Define culture, ethnicity, ethnic identity, and gender.
 3. List and describe both traditional and emerging specialty areas in psychology.
 4. **Math**--Reading charts and graphs—what do they tell us, what don't they?

ACTIVITY #1--due September 21st

- B. Biological Foundations of Behavior: Chapter 2—**Modules 2.7, 2.1 to 2.5**
1. *Define chromosomes, genes, and the dominant—recessive principle.
 2. Discuss how notions of nature and nurture have been applied to kinship studies, race, and ethnicity.
 3. Identify the parts of the central and peripheral nervous systems and describe how the autonomic nervous system parts work.
 4. Describe the structure of neurons, and tell how neurons communicate **electrically** and **chemically**.
 5. Identify and describe specific structures of the brain. Describe the effects that brain damage may have on psychological functioning
 6. List and describe modern methods of studying the brain.
- C. States of Consciousness: Chapter 4, **Modules 4.1, 4.2, 4.5**
1. *Define the term consciousness and describe the characteristic of normal and altered states of consciousness.
 2. Define circadian rhythms. Tell about the four stages of NREM sleep and REM sleep, and discuss the possible functions of sleep and dreaming.
 3. Identify and describe sleep disorders. Discuss ways to improve sleep habits.

*****TEST ONE—FRIDAY OCTOBER 2nd*****

COLUMBUS DAY—OCTOBER 12th—NO CLASSES

UNIT TWO: The Developing Person—Stage theories and influences of development

- A. Lifespan Development: Chapters 9 and 10—**all modules**

1. Discuss the four questions that provide frameworks within which to understand and study human development.
2. *Describe the prenatal periods and describe physical growth in childhood.
3. Describe how temperament, attachment, child-rearing/parenting styles, and peer relations change and influence children.
4. *List and describe Erikson's psychosocial childhood stages
5. *List and describe Piaget's four cognitive stages including examples of how thinking changes in each.
6. Discuss current theories of how TV viewing influences children and what parents can do.
7. *Discuss physical, cognitive, and psychosocial changes associated with adolescence.
In particular, describe how the timing of puberty, adolescent egocentrism, and changing parent and peer relations contribute to **identity development**. Describe physical, cognitive, and psychosocial changes associated with middle and older adulthood, especially changes in intelligence, social roles, and physical aging.
8. Describe adult lifestyle changes that effect life satisfaction and successful aging.
9. **Math:** Life expectancy: how long do we live—who and why?

B. Social Psychology and Gender Development, Chapter 16, **module 16.1 pps. 594--597, 6.2 pps. 607-612, module 16.3**, Chapter 11, **module 11.1**

1. *Define stereotyping and attribution, and discuss how they affect our interpretations.
2. *Define prejudice, discrimination, and stereotyping. Discuss in-group/out-group theory and what can be done to reduce prejudice.
3. *Define conformity, compliance, obedience, deindividuation, and groupthink, and describe what influences each.
4. *Define gender identity and gender roles, and discuss theories about how gender stereotypes develop. Discuss findings on gender differences and similarities.
- 5.

ACTIVITY #2—due OCTOBER 23rd

*****TEST TWO—MONDAY OCTOBER 26th*****

UNIT THREE: The Healthy and Unhealthy Person--how we become ourselves

A. Personality and Stress: Chapter 12, **modules 12.1 pps. 444-456, 458-461, 12.3** Chapter 13, **modules 13.1, 13.3, 13.4**

1. Define personality. List and describe the concepts (id, ego, super ego, instincts, psychosexual stages, defense mechanisms) of psychoanalytic
2. *Define efficacy expectations and self-actualization. Describe the main concepts of humanistic and social-cognitive theories of personality.
3. Discuss practical ways to build self-esteem.

4. *Define stress. Describe the common sources of stress and factors that influence our responses to stress (biological, cognitive, personality, and acculturation).
 5. *Define coping, and discuss positive buffers and methods for managing stress.
- B. Psychological Disorders: Chapter 14, **all modules**
1. Define abnormality, describe models to understanding its origins, prevalence, and DSM multiaxial classifications.
 2. Describe the main types of anxiety, somatoform and dissociative disorders.
 3. *Describe the main types of mood disorders, schizophrenias, and personality disorders and their possible causes.
 4. **Math:** What is the likelihood of developing a mental illness, and who is at risk?
- C. Therapies: Chapter 15, **all modules**
1. Compare the approaches of the main psychotherapies: psychoanalysis (dynamic), humanistic, behavioral and cognitive.
 2. Describe approaches of group and biomedical therapies and discuss what makes them attractive.
 3. *Discuss characteristics which influence the effectiveness of therapy, and describe the steps people can take to get help.
 4. **Math:** How effective is therapy?

VETERAN'S DAY—NOVEMBER 11TH—NO CLASSES

*****TEST THREE—WEDNESDAY NOVEMBER 25TH*****

THANKGIVING—NOVEMBER 26/27—NO CLASSES—NO CLASSES

UNIT FOUR: The Higher Abilities—what makes humans different from everybody else

- A. Learning: Chapter 5, **modules 5.1, 5.2, 5.3**
1. Define learning and conditioning and discuss the principles of classical conditioning.
 2. Define generalization, discrimination and discuss the applications of classical conditioning to everyday life.
 3. Describe the processes of operant conditioning and shaping and distinguish between positive and negative reinforcement.
 4. *List and describe the four schedules of reinforcement, and discuss the applications of behavior modification.
 5. *Describe observational learning and discuss how cognitive and cultural factors influence learning.
- B. Memory: Chapter 6, **modules 6.1, 6.2, 6.4**
1. Define memory and describe the characteristics of each of the memory stages.
 2. Define chunking and rehearsal, and describe the different forms that long-term memory takes.

3. Discuss the different causes of forgetting, and tell about research on the accuracy of our memories.
 4. Define **mnemonics**. Identify techniques you can use to improve memory.
- C. Thought and Language: Chapter 7, modules 7.1, 7.2
1. Define thinking and concepts. Describe different problem solving strategies.
 2. Define language and discuss the components languages share.
 3. *List and describe the stages by which language usage develops and how culture influences it.

ACTIVITY #3--due WEDNESDAY DECEMBER 9th

TEST FOUR--FINAL EXAM—MONDAY DECEMBER 21ST--10:30

4. BASIS FOR GRADING/REQUIREMENTS

1. **TESTS**--There will be four tests. They will each account for **20%** of the total grade. They will have both **objective** and **essay** questions. Essay question choices will be handed out about two weeks before each test. Typically, you will be asked to do **three essays**, each approximately one page in length. They are to be completed **at home** and handed in **during class** on the day of the exam (not sent by email at a later time). **Late Essays will not be accepted.**
2. **ACTIVITIES**--There will be **three activities required** as part of this course. These activities are meant to explore **multicultural themes** in ways that are individually and interpersonally valuable. Each activity involves a short written assignment of **2--3 typed double--spaced pages**. In each activity you will be asked to answer several questions. There are no "correct" answers, however, you should think, reflect, and search for examples that are relevant to you. These activities will be shared in small groups and, as time allows, collectively in class discussions before they are handed in. Each will receive a letter grade. **Altogether** they will count for **20%** of the grade for this course (**that's equivalent to ONE TEST**). **Activities will be handed out about two weeks before they are due and must be handed in on time.**
3. **THERE WILL BE NO AUTOMATIC MAKE UP EXAMS.** Any student who misses an exam **MUST** call me **before the next class meeting** to negotiate alternative arrangements. **If you know you are going to miss an exam ahead of time, then you must talk to me beforehand to make other arrangements.** Exam dates are tentative and subject to change. The course outline may change to reflect student interests and needs. All **required** work, such as essays and activities, is due **on the day** reflected in the syllabus and **will not be accepted late.**
4. **ATTENDANCE**--is **expected at all classes** and **class participation** is encouraged. **Call me** if you will be out for any length of time. A positive classroom environment is essential for learning. Students are expected to keep up with readings and assignments, share views and information, and ask questions as they arise. Students are also expected to act in a civil mature manner and should refrain from disruptive, discourteous behavior such as rudeness and personal denigration of others (see Student Handbook). Students are expected to arrive in class **on time**. Students **should not** schedule appointments which require that they leave

class early. Repeated lateness or early departures will be treated as absences. **NOVEMBER 13th is the last day to officially withdraw from class.**

5. **ATTENDANCE--** will affect your overall grade in the following manner once your score has been converted to a 100 point scale:

0--1 absence	add three points
2--3 absences	no effect on grade
4--5 absences	drop three points
6 or more absences	drop two full grades

6. Extra Credit: There are three ways to gain extra credit:

First, excellent **attendance** (0-1 absences) will add **three points** to your final grade and this is considered extra credit.

Second, students may read up to **four** newspaper articles related to psychology and then write **two page (typed, double--spaced)** papers on each. These are meant to be **reaction/reflection papers**. They should tell what you found of value in the article and what it made you think about. Up to **2 points** (added to your test scores) may be earned for **each** paper submitted. You may use **two** of the articles distributed during this course for a paper if you wish. All papers are due **by December 11th** (you can do them and hand them in at **any time** before that during the term). You may use the internet to search for particular topics of interest if you like. I'll be glad to help you with this if you wish (for example, the Boston Globe has a website that includes all articles written in the last few years).

Third, throughout the semester I will provide instructions for a variety of extra credit papers on interesting topics. You may choose to do any of these.

7. TEACHING PROCEDURES

This course will rely upon several teaching techniques. The core content will be presented primarily through **lectures and class discussions**. Students are expected to be prepared both to ask relevant questions and to demonstrate that they've read material in their responses to questions. **Small group activities** will occasionally be used. Films, videos, slides, transparencies, the internet, and guest speakers may supplement and enhance the presentation of course material. Learning, I have found, is more lasting and valuable when you, as students, engage in certain activities. **First**, try to keep up with the **reading/assignments**. It will help make more sense of what we cover in class. **Second**, try to **attend every class**. This tends to keep you involved. Inability to attend class is often a sign that you are trying to do too much or that you may not be as motivated as you need to be. **Third**, try to **connect what you are reading about and learning to your life**. In the end, that will be the best measure of the value of this course to you.

Appendix D

PSY 101 Introduction to Psychology

Course Syllabus for sections 55/56

Instructor: Jennifer Pisarik

Contact: 781-280-3709 (Bedford campus) voice mail

pisariki@middlesex.mass.edu *this is the preferred method of communication

Office hours: Lowell: M/W/F 10:30-12:30 SPS Department LC 406

T/Th 10:30-1:30 SPS Department LC 406

Required text: Discovering Psychology, 4th ed., Hockenbury, Don and Sandra, Worth Publishers, 2007. The Discovering Psychology Student Study Guide is an excellent resource to reinforce text readings and will be included if you purchase the text through the bookstore. (However, it is not required if you are able to obtain a used textbook that does not include these.) Text companion web site: www.worthpublishers.com/hockenbury (click on link for text)

Prerequisite: Placement above or successful completion of ENG 060 and eligible for ENG 101.

Recommendation: Concurrent enrollment in ENG 075 or ENG 085 if CPT reading placement is between 68 and 75.

Course Description: An introduction to the study of how people behave and function. Topics covered include: physiology of the brain, memory, learning, language, perception, lifespan changes, normality and abnormality, social interactions, group influence on individuals, and therapies. This course satisfies a Behavioral Science elective and also the Multicultural/Global Awareness intensive value.

Course Intensives: Introduction to Psychology meets the multicultural intensive: diversity issues will be woven into the course through readings, discussions, and assignments. Those of you who select the service learning option will also be able to meet the values, ethics and social policy intensive value.

Instructional Objectives and Assessment: The objectives of this course will be measured according to performance on tests, written assignments, a final exam, class attendance, and participation. By the end of this course, you should be able to:

- Understand the scientific methods used in psychology and be able to critically evaluate psychological research in the media
- Explain the contributions of Erikson, Freud, Piaget, Kohlberg, Skinner, and Maslow to the field of psychology
- Begin to understand the biological basis of behavior and mental processes
- Understand major psychological disorders and types of therapies
- Apply relevant psychological concepts to better understand yourself and others
- Recognize the contribution of psychology to an understanding of the diversity of people, issues of race, ethnicity, gender and social class will be raised throughout the semester

Class Format: Although the general format of the class is lecture based, students are strongly encouraged to participate and engage in discussion of topics presented. Students who are active in the learning process tend to be more successful. Since any true discussion of ideas involves personal exposure and thus taking risks it is essential to establish a classroom atmosphere of tolerance and respect. As long as your points are honest and supportable, they need to be respected

by all of us in the classroom. While questions and laughter are often a part of this course, scoffing and disruptive behavior are grounds for dismissal. Any use of cell phones during class is unacceptable.

Strategies for Success

This course was redesigned as part of the Title III grant, *Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement*. The course materials will focus on key skills of **Critical Thinking, Communication, Collaboration, Organization, Self-Assessment**. As students in the pilot version of this course you will have an opportunity to think more explicitly about these skills, to apply them to course concepts and then to demonstrate how you have improved in these skills by the end of the semester.

Operational definitions for each term are listed below:

CRITICAL THINKING

Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its “Developing” Level (Application) it requires that students identify and use relevant information and to reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

COMMUNICATION

Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.

We next agreed to alert students to these skills in a uniform way by including the same joint syllabus page in all of our syllabi and by using pre- and post-tests to assess student’s knowledge of these skills. The joint syllabus page and pre- and post-tests are included in this Appendix of this Resource Guide.

COLLABORATION

Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.

ORGANIZATION

Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the

ability to read and follow the syllabus, time management, and the use of effective study skills.

SELF-ASSESSMENT

Self-Assessment encompasses several student abilities. First, it is the ability to apply psychological course concepts experientially to better understand themselves and others. Second, it is the ability to examine how relevant theories apply to real life. Finally, it involves the ability to assess oneself to gain insight into how one learns, plans, makes decisions, and studies.

Grading Weights:

Chapter tests (5@40 points each) 200 points
Final Exam 100 pts.
Writing assignments 60 pts.
Discussion/Participation 20 pts.

A=341-380	C=265-302	Below 227, no credit
B=303-340	D=227-264	

Tests: Tests will be worth 40 points each for a total of 200 points.

Each test will cover two chapters of reading and notes taken from class. **Missing tests count as 0 points.**

The tests will consist mainly of multiple choice, fill-in-the-blanks, and short-answer questions.

If you require modifications due to a documented disability, let me know at least one week prior to the test date.

*Under most conditions make-ups will not be permitted and it is a student's responsibility to inform me by the test date of any circumstances which may affect this policy.

Final Exam: Total of 100 points.

This exam will be a cumulative review of the entire semester. Students must demonstrate a comprehensive understanding of the concepts discussed in class and through their readings.

Missing this exam automatically drops you at least two letter grades.

Class Attendance and Participation: Total of 20 points.

Class attendance and participation are highly recommended to succeed in this class. Each student will be expected to participate in class discussions and be present for the entire class time (arriving late or leaving early disrupt the class and should be avoided whenever possible.) Group discussions of the concepts can only reinforce learning.

Written Assignments: Total of 60 points. **Missing assignments count as 0 points, and will assuredly drop your grade. Late papers are not accepted.**

Students will have the opportunity to **choose** from the following options:

Option A: Write three critical thinking essays (20 points each) on topics relevant to current issues in psychology. These essays will allow you the opportunity to explore, reflect, and demonstrate your understanding of questions regarding human behavior from a psychological perspective. Each essay should be approximately two to four pages in length, typed, and double-spaced. Specific guidelines for these essays will be provided at a later date.

...Or...

Option B: Service Learning Option Students are strongly encouraged to participate in a service learning experience as a part of this course. To fulfill course obligations, students will complete 12-14 hours of volunteer community service at a predetermined service learning site, and write two reflection essays (at least two pages each) about those experiences as outlined in the guidelines attached at the end of this syllabus. This is a creative alternative for students interested in the practical application of learned concepts. **NOTE:** Middlesex Community College is now requiring a service learning component as a graduation requirement for several majors. Students who complete 22 hours of satisfactory service for this course will fulfill this requirement and earn up to 20 bonus points toward their final grade.

Outline and Learning Objectives:

Unit One: The Study of Psychology and Major Psychological Perspectives

Chapters 1 and 10/ September 11-25

- What is psychology? How is it studied?
- What are the various research methods that are used and what can they teach us?
- What are the major contributions of Freud and why is he considered to be the father of modern psychology?
- What is Humanistic psychology and how did it change the evolution of psychology?
- Why was Bandura concerned about the role of television in personality development?

Title III activities for this unit may include team-based instructional methodology (collaboration and organization) and a case study in personality (critical thinking, organization and collaboration)

Test on Unit One: September 28

Unit Two: Biological Foundations of Behavior and Developmental Psychology

Chapters 2 and 9/ September 30-October 16

- What is the structure of a neuron and how do neurons communicate electrically and chemically?
- What are the lobes of the brain and what functions do they serve?
- How do the central and peripheral nervous systems work?
- What are the functions of each hemisphere, and what happens if their connection is severed?
- Does the brain develop over the lifespan?
- How does temperament, attachment, parenting styles and peer relationships influence development?
- How does cognition change and develop throughout childhood according to Piaget?
- How does gender identity impact behavior and development?
- Can one increase life satisfaction during late adulthood?

Title III activities for this unit may include team-based learning (collaboration and organization) and using typologies to understand development (self-reflection, communication and critical thinking)

Test on Unit Two; October 19

Unit Three: Stages of Memory, Thinking, and States of Consciousness

How we think, dream and remember...

Chapter 6, and selections from 4 and 7

- What is the stage model of memory, and how does it work?
- How can I apply this knowledge to improve my memory?
- What are some reasons for forgetting? How accurate are memories, anyway?
- What impact, if any, does culture have on intelligence and intelligence testing?
- How much do we dream, and what do dreams mean?
- What happens to brain activity while we sleep?
- What are circadian rhythms and what impact do they have on consciousness?

Title III activities for this unit may include using organization to improve memory (organization) and insomnia (self-reflection)

Test on Unit Three: November 4

Unit Four: Learning and Social Psychology

The influence of our environment on behavior

Chapters 5 and 11

- What is learning?
- How do the principles of classical conditioning work in everyday life? in marketing and advertising?
- What are the ways that operant conditioning is used to influence behavior?
- Why is Skinner considered to be one of the most controversial figures in psychology?
- How does stereotyping and attribution affect our interpretations of others as well as the world around us?
- Why was Zimbardo's prison study halted after only 5 days?
- Have we learned anything from some of history's past mistakes?

Title III activities for this unit may include an essay on conditioning and learning (critical thinking and communication) and an activity on stereotypes, prejudice and discrimination (self-reflection)

Test on Unit Four: November 25

Unit Five: Stress, Health and Coping and Psychological Disorders and Therapies

Chapters 12 and 13

- What is stress and what are some factors that influence or response to stress?
- Can we modify our response to stress to better cope and manage stress in our lives?
- What is a psychological disorder and how can we increase our understanding to maintain better psychological health?
- What are the main types of anxiety disorders, mood disorders, dissociative disorders and personality disorders?
- What is schizophrenia?
- What types of therapies are commonly used today?

Title III activities for this unit may include analyzing explanatory styles and stress management (self-reflection) and addressing the stigma of mental illness (collaboration)

Test on Unit Five: December 14

Extra credit: There are three ways to earn extra credit. **You may choose only one of these.**

1. Students may bring in a newspaper article related to psychology and write a 2 page typed paper addressing what you find of value in the article, how it related to course concepts, and what it made you think about.
2. Students choosing Option A may write all four critical thinking essay topics. Be sure to adhere to specific due dates for each. These papers should also be at least two typed pages each.
3. Students choosing Option B (service learning) may complete the full 22 hour service learning commitment instead of the 14 hours required by the option.

Appendix E

INTRODUCTION TO PSYCHOLOGY 101

Fall 2009

Brian MacKenna-Rice	10895 01	MWF 7:30-8:20 HH 113
E-Mail: riceb@middlesex.mass.edu	10899 02	MWF 8:30-9:20 HH 113
Phone: 781-246-2010 x6464,	10901 04	MWF 10:30-11:20 NA 209

Voice Mail available.
Office Hours: On Request

COURSE DESCRIPTION:

Psychology is the study of how people behave and function. Topics covered may include: physiology of the brain, memory, learning, language, perception, lifespan development, normality and abnormality, social interactions, group influences on individuals, and therapies.

Prerequisite: placement above or successful completion of EN 2103 and eligibility for EN 1103.

Recommendation: current enrollment in EN 2122 or 2131 if CPT reading placement test is between 68&75. This course satisfies a **Behavioral Science Elective, Critical Thinking** and an Intensive Core Value **Multicultural or Global Awareness(*)**.

COURSE GOALS

This course is a broad-brush survey of the underpinning principles of psychology. Students will be able to:

1. Recognize the physiological basis of human behavior, including neural processes, emotions and altered states of consciousness.
2. Apply psychological concepts and principles learned to the observations and experiences of daily behavior.
3. Comprehend the connections between learning, thinking, memory, language and intelligence.
4. Conceptualize the developmental process (physical, cognitive and psychosocial) throughout the life cycle.
5. Identify and distinguish the various schools of psychology: psychoanalytic, learning, behavioral and cognitive, biological, humanistic and socio-cultural models.
6. Differentiate between normal and abnormal disorders and available therapies.
7. Acquire personal benefits by increasing understanding and acceptance of self and others.

MATERIALS

Text, *Psychology in Everyday Life*, Myers, D. (2009). Worth Pub: New York, NY.

IBSN: 10: 1-4292-0789-2 or 13-978-1-4292-0789-8

Strategies for Success

This course was redesigned as part of the Title III grant, *Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement*. The course materials will focus on key skills of **Critical Thinking, Communication, Collaboration, Organization, Self-Assessment**. As students in the pilot version of this course you will have an opportunity to think more explicitly about these skills, to apply them to course concepts and then to demonstrate how you have improved in these skills by the end of the semester.

Operational definitions for each term are listed below:

CRITICAL THINKING

Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its “Developing” Level (Application) it requires that students identify and use relevant information and to reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

COMMUNICATION

Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.

We next agreed to alert students to these skills in a uniform way by including the same joint syllabus page in all of our syllabi and by using pre- and post-tests to assess student’s knowledge of these skills. The joint syllabus page and pre- and post-tests are included in this Appendix of this Resource Guide.

COLLABORATION

Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.

ORGANIZATION

Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.

SELF-ASSESSMENT

Self-Assessment encompasses several student abilities. First, it is the ability to apply psychological course concepts experientially to better understand themselves and others. Second, it is the ability to examine how relevant theories apply to real life. Finally, it involves the ability to assess oneself to gain insight into how one learns, plans, makes decisions, and studies.

The grid below indicates how the five key skills are interwoven into this course.

Worksheet	Organization	Self-Reflection	Collaboration	Communicate	Critical Think
1	x	x	x	x	x
2			x	x	x
3	x		x	x	x
4	x		x	x	x
5	x	x	x	x	x
6			x	x	x
7			x	x	x
8				x	x
9		x	x	x	x
10		x		x	x
11	x	x	x	x	x
12			x	x	x
13	x	x		x	
14	x		x	x	x

INSTRUCTOR BIO

Welcome to Introductory Psychology. My name is Brian MacKenna-Rice, LMHC, LADC I. I got the hyphenated name when I married. It is a combination of my wife's maiden name (MacKenna) and my surname (Rice). And we go by Brian and Nancy MacKenna-Rice, but I am much more comfortable with students just calling me either Professor or Brian. I am a Licensed Mental Health Counselor and a Licensed Drug and Alcohol Counselor in the state of Massachusetts. I have two grown sons and six grandchildren. I have worked at just about every level of human services from entry-level counselor to Program Director. I like to do a lot of things and so also work as a fee-for-service therapist at a local clinic. I teach both "on ground" here at Middlesex and Online at two other schools.

TEACHING METHODS

The majority of this course will be presented through lecture, group collaboration, and discussion. I will pose Discussion Questions both previous to and during classes. These Discussion Questions will not require formal attention, but will be used to advance the students' understanding of the concepts and to promote active, vibrant discussion in the classroom. I encourage and respect divergent opinions. Please note that in order to cover the required material we may have to curtail some discussion in order to honor expediency. If that occurs please honor and respect that decision as it is made for the benefit of the many. Please attempt to keep current with assigned reading in order to be prepared for each day of lecture and discussion.

Taking notes is an important part of succeeding here. However, do NOT attempt to write down everything I say! You may learn in this course that the instructor lectures at about 80 words per minute, while the student is able to think at nearly 350 words per minute. You now know why people daydream---they actually do have extra thinking capacity and so usually drift away from the lecture and mentally escape to more pleasurable material. It is then important to take good notes that cover the main points, using your own brand of shorthand and abbreviations. I suggest that you go over your notes the same day you take them and fill in the abbreviations with a more descriptive format—while your memory is still fresh.

I am a firm believer that instructors don't teach students, but facilitate learning so that students teach themselves. And although I will strive to present material in a logical manner and offer challenges to keep the student interested, it is the responsibility of the student to stay invested in the work and motivated to learn.

I use PowerPoint presentations (PPTs) that are also available on Blackboard. To access the PPTs simply go onto the Blackboard site and click on the course section number: 01, 02, or 04 as appropriate to your needs. My PPTs hit all the highpoints of the material. However, they are not ample for preparing for tests since I add to the material in the lectures and the text reading assignments include information not on the PPTS. I suggest that you print out the PPTs for each unit we cover and bring them to class. Once in class you can follow them and add to them as I speak and as discussions ensue.

RULES OF THE ROAD

I have a couple of basics that are my expectations for students in class with me:

- 1. This course has the potential for conflict, differences of opinion and heated debate. I encourage full and vibrant participation. However, everyone will be respected for his/her views at all times.**
- 2. Side conversations are especially problematic and distracting to me and to others. If you harbor a burning desire to speak to someone while class is in session kindly ask them outside the room and out of earshot of the rest of the group.**
- 3. Please speak one at a time and do not interrupt someone who is making a point**
- 4. Being on time is a common courtesy and a course expectation.**

BASIS FOR GRADING

Attendance	(Extra Credit Only)
(14) Worksheets (525 points possible)	450 points
(3) Reflection Papers (100 points each)	300
Individual & Group Practice Quizzes	200
(7) Unit Quizzes (50 points each)	350
Final Exam (Cumulative)	<u>200</u>
Total:	1500 points

A- to A	=	1350-1500 points
B- to B+	=	1200-1349 “
C- to C+	=	1050-1199 “
D- to D+	=	900-1049 “
F	=	Below 900 “

BREAKDOWN OF GRADING TOOLS

Attendance (Extra Credit Opportunity Only)

Attendance is integral to success here. Attendance is expected at all classes and I will circulate an attendance sheet at every session. Excessive instances of tardiness (3 or more) will be treated as absences. If you are going to be out for any length of time please let me know by e-mail or by phone. I will give **three (3) grade points extra credit** on your final course grade to any student who has zero or one absence during the semester. Six absences will result in a loss of **three (3) grade points**. Any more than six absences will result in a full letter grade deduction from your final grade average. Early departures will be treated as absences.

Reflection Papers

There will be three (3) assigned Reflection Papers due on the following dates:

- Paper #1: October 2nd
- Paper #2: November 6th
- Paper #3: December 4th

You will choose the focus of your paper from a group of Multicultural issues that are listed in a separate document to be handed out in class. Each Reflection Paper will be:

- Two (2) pages in length
- Typed and double-spaced, the writing should reflect some research and supplementary reading
- Cite at least 2 sources, list them on a separate page please, and use APA style for these references (you may use my lectures as one source, but this will add nothing extra to the grade☺)} and your feelings around the issue being explored
- In order to do that you must answer the following questions within the body of your paper:
 - (1) What do my research sources suggest about this subject?**
 - (2) What are my observations and personal experiences around this subject?**
 - (3) How does this subject relate to the principles of psychology that I am learning about in this course?**
- These papers will be given a grade of 0 to 100 and will account for 20% cumulatively regarding the semester grade.
- The rubric used to evaluate these papers can be found in the Class Materials section of the Blackboard.
- Late submissions are subject to 10% deduction per class day tardy.

Worksheets

Each Unit is broken down into two weeks worth of work. Each Unit involves two worksheets that will be handed out in class (they will also be available on the Blackboard under

the title: Course Materials). The Worksheets are due on the dates designated in the headers of each Worksheet & in the Course Schedule which is included in this syllabus. Some of the “Tasks” are to be done as Homework “Assignments” and others will be done in class, usually in small group collaboration. Please be sure to read the instructions to each “Task” in order to discern which are to be done as homework and which are to be completed in class.

The Worksheets are cumulatively worth 450 points or 30% of the final grade. However, there are 525 points available in total giving the student some extra credit opportunities. The “Due Dates” for the in-class portions of the Worksheets are firm, and if you are not in class to complete them you will not receive the allotted points for that class exercise.

I will accept the worksheets (Homework Tasks) up until one week past posted Due Dates but there is a 10% per day penalty for late submissions.

Practice Quizzes

As each Unit is completed, and previous to a Unit Quiz, a class is set aside for review. The review will include a Practice Quiz (10 multiple choice questions) to be taken individually by each student. Each correct answer will be worth one (1) point. After students have completed the Practice Quiz (allotted time=5 minutes), the same quiz will be retaken, but in Small Collaborative Groups. Once again, each correct answer will be worth one (1) point and the time allotted to complete it will be no more than 5 minutes. You are allowed to use both the textbook and your notes for Practice Quizzes.

I will provide an answer sheet for both individual and group Practice Quizzes and I will hold them in between review days. We will also review for the Final Exam, and the point values increase to 1.5 points per correct answer for both Individual and Group Quizzes.

The rest of the review class will be spent by students asking questions and or a PowerPoint Review in which the groups will be given an opportunity to gain extra credit toward the upcoming “official” Unit Quiz, by answering the questions offered on the PPT Review.

Each Unit Practice Quiz is worth 20 points (10 points for the Individual Quiz and 10 points for the Group Collaborative Quiz). The Practice Quizzes for the Final Exam will be worth a total of 60 points (30 for the Individual Quiz and 30 for the Group Quiz).

Quizzes

After each of the seven (7) units there will be a Quiz. The quizzes will be twenty-five objective questions long and students will be allotted 15 minutes for each quiz. The preliminary schedule is as follows:

Unit 1-Monday, September 21st.

Unit 2-Monday, October 5th.

Unit 3-Monday, October 19th.

Unit 4-Monday, November 2nd.

Unit 5-Monday, November 16th.

Unit 6-Wednesday, December 2nd.

Unit 7-Wednesday, December 16th.

The schedule for quizzes is also found in the Course Schedule that is part of this syllabus. I reserve the right to adjust the above schedule if necessary.

Quiz questions will be pooled from lecture notes as well as the textbook.

If inclement weather or some other emergency forces a class cancellation quizzes will be administered and any material due that day will be due at the next class meeting.

Final Exam

The Final Exam schedule is as follows:

Section 02 MWF	8:30	Final held on Thursday, Dec. 17 th 8-10 am.
Section 04 MWF	10:30	Final held on Thursday, Dec. 17 th 10:30-12:30 pm
Section 01 MWF	7:30	Final held on Monday, Dec. 21 st 8-10 am.

The Final will be 100 multiple choice questions pooled from the Seven Unit Quizzes already taken, including the “Practice Quizzes”

EXTRA CREDIT

I will entertain extra credit in the following ways:

- (1) As already stated in the Attendance section of this document
- (2) You may write extra Reflection Papers (1 per unit) for a possible 3 points addition per paper to the final exam score. (Total not to exceed 7 papers). Papers must be submitted no later than the Quiz Date for each Unit.
- (3) As part of each Unit Quiz review by taking part in the Group Collaboration Team, earning extra credit on individual quizzes.

Note: No extra credit is accepted if assigned work is not completed to instructor satisfaction.

ACCOMODATIONS POLICY

I will follow the college’s policy for accommodations regarding test-taking and time and space needs for any student who presents me with the signed request from the Student Disability Office. Please contact that office for more detailed information, it is located **on the 2nd floor of the Enrollment Center Bldg, or call 781-280-3630.**

POLICY REGARDING ACADEMIC HONESTY

The college has a clear policy regarding the need to maintain Academic Honesty. You may read this policy by accessing the Student Handbook found at:

<http://www.middlesex.mass.edu/StudentHandbook/rules/htm>

I expect your work to be “your” work. We may have some Team Assignments and when a student allows his or her name to be attached to a piece of Team Work it implies that the individual has contributed in an equitable and fair manner to that work.

If you access other sources in any written or orally presented work then those sources must be cited and credited appropriately using APA formats.

Please pay attention to the sections that explain Student Misconduct and Procedures to guarantee and protect Academic Honesty. I will maintain strict adherence to this policy and report any suspected violations to the Dean of the School of Social Sciences and the Chair of the Psychology Department.

SOCIAL RESPONSIBILITY AND SERVICE LEARNING ALTERNATIVE

You may choose an alternative form of study as a part of the curriculum and grading for this course by selecting a community partner (e.g. elderly recreation or community center, children’s

recreation or playground group, homeless shelter, and so on), and completing a minimum of 22 supervised and documented hours of service to that community partner. The Center for Community Engagement can help you with choosing an option for Service-Learning at 978-656-3159 in Lowell or 781-280-3556 in Bedford or visit the website at www.middlesex.mass.edu/cee

Someone from the Service Learning Team will visit our class to discuss this option. For this course choosing Service Learning replaces the three (3) assigned Reflection Papers (300 points or 20% of the grade). A running log and final paper is required and will be discussed with interested students individually by the instructor.

COURSE OBJECTIVES BY UNIT

Unit One: Getting Organized, Intro, & Basic Research Methods. (Sept. 11-18)

- I. Students will demonstrate effective time management and organization.
- II. Students will conceptualize and demonstrate memory as an information processing model.
- III. Students will analyze and express the roots & development of psychology as a discipline.
- IV. Students will describe and apply the basic terminology and principles of research methodology.

Unit Two: How Our Brain Works for Us. (Sept. 21-October 2)

- I. Students will illustrate neuronal development, composition, & function; and demonstrate how nerve cells communicate.
- II. Students will demonstrate an understanding of the divisions of the nervous system and functions of the various levels of organization of the brain through examples.
- III. Students will organize and apply the principles of the Continuum of Consciousness and articulate three theories of why we dream.
- IV. Students will demonstrate the basic principles involved in sensing the world around us.
- V. Students will analyze and apply the rules and principles of perceptual organization & interpretation.

Unit Three: Developmental Psychology. (Oct. 5-16)

- I. Students will evaluate the key issues of human development by analyzing the major themes and methods used to study Developmental Psychology.
- II. Students will identify and express the important concepts involved in the major areas of lifetime development.
- III. Students will evaluate how humans develop and experience social and moral development.

Unit Four: Learning & Intelligence (Oct. 19-30)

- I. Students will create examples of and apply the principles of classical and operant

- conditioning.
- II. Students will create a profile of Bandura's processes involved in the Social Cognitive Theory of Learning.
- III. Student will apply and profile the basic rules of language and the stages of language acquisition.
- IV. Students will create a model of intelligence as a social construct.

Unit Five: Motivation, Emotions, & Concepts of Social Psychology (Nov. 2-13)

- I. Students will analyze and contrast the effects of three theories of motivation.
- II. Students will create profiles and provide examples of diverse groups, characteristics of such groups, as well as, identify social theories and social influences that effect the organization and operations of groups.

Unit Six: Stress, Health, & Personality Development (Nov. 16-30)

- I. Students will differentiate between 3 types of stress appraisals and articulate effects of psychosomatic symptoms on personal health.
- II. Students will organize and provide examples of 3 common types of conflict and 5 styles of dealing with conflict.
- III. Students will identify the functions of Freud's divisions of the mind and their relationship to Psychoanalytic Theory of Personality Development and personality structure.
- IV. Students will describe and apply the basic concepts of Humanistic and Social-Cognitive Personality Development.

Unit Seven: Psychological Disorders & Therapies (December 2-11)

- I. Students will gain appreciation for the factual definitions of mental health and mental illness, recognizing and discussing the stigma of public perceptions.
- II. Students will recognize basic differences between onset, course, & diagnosis of emotional disorders.
- III. Students will evaluate the origins & general approaches of a spectrum of therapies.
- IV. Students will consider the dynamics of suicide risk and assessment.

NOTE: a separate document to be handed out on day one of class details the important concepts covered by the above Course Objectives, as well as, a day to day schedule of events, assignments, and due dates. Quiz questions will be based on the "important concepts" listed in the document. It is important that the student read and attend to this document to facilitate both study time and the integration of the objectives it serves to highlight.

NOTES

Appendix F



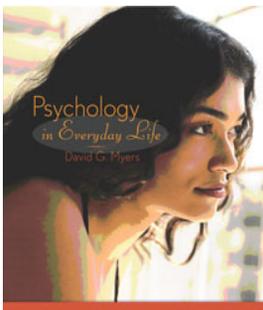
PSY 101 08
INTRODUCTION TO PSYCHOLOGY
Fall 2009
Name:

BASIC COURSE INFORMATION

PSY 101 08	3 semester hours and 3 contact hours per week Prerequisite: Placement above or successful completion of ENG 060 and eligibility for ENG 101
Tues. and Thurs.	7:30 am to 8:45 am
Bedford: Henderson Hall	Room 210
Course Blackboard site	Sign in to obtain course information and weekly updates

INSTRUCTOR INFORMATION

Donna Killian Duffy, Ph. D.	OFFICE: Bedford House Room 213
Voice Mail: Number: 781-280-3909	E-mail: duffyd@middlesex.mass.edu
OFFICE HOURS:	Mondays: 8 to 9 am
	Tuesdays: 10:30 to 11:30 am
	Thursdays: 10:30 to 11:30 am



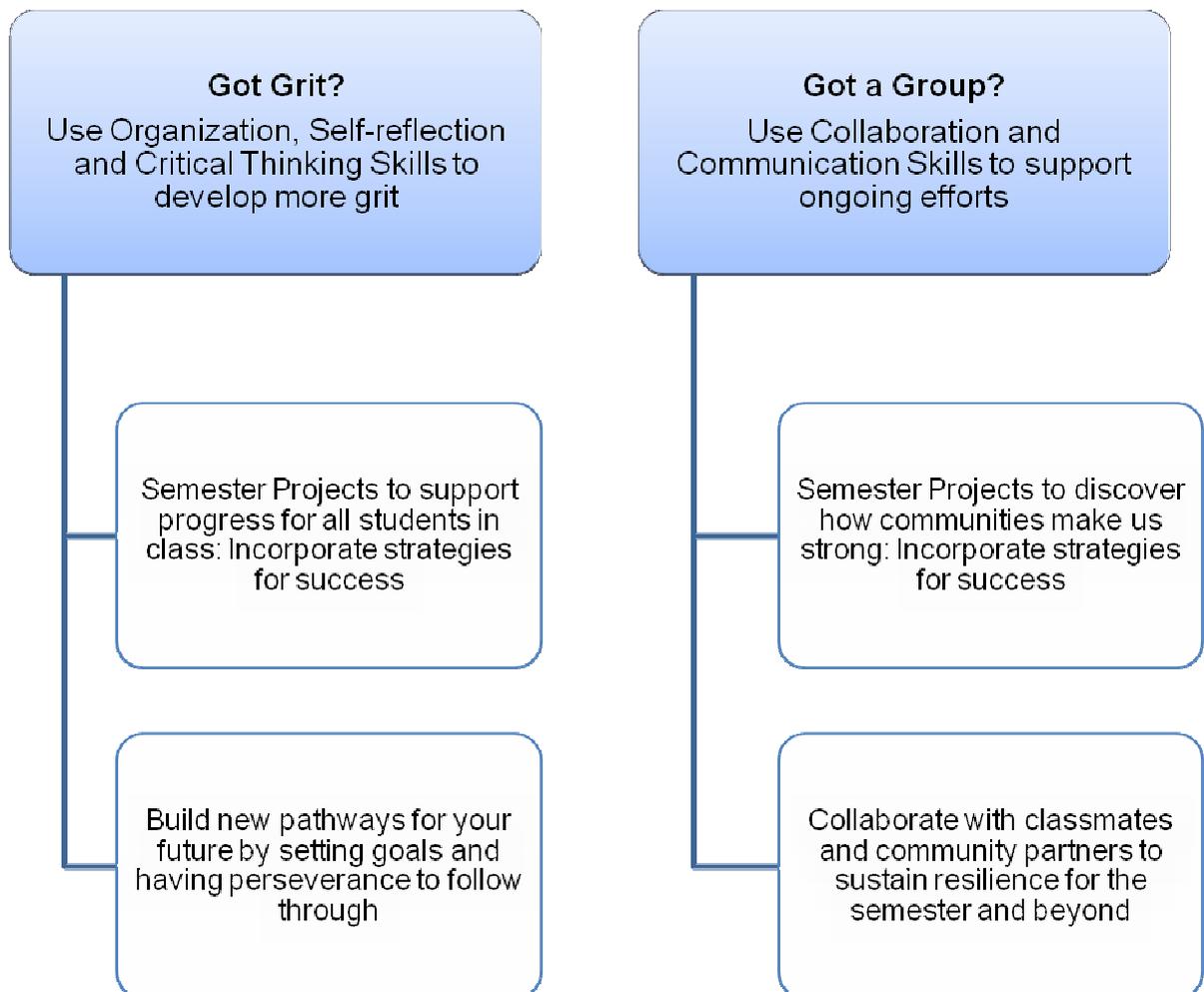
REQUIRED TEXT:

Meyers, D. (2009). *Psychology in everyday life*. New York: Worth.

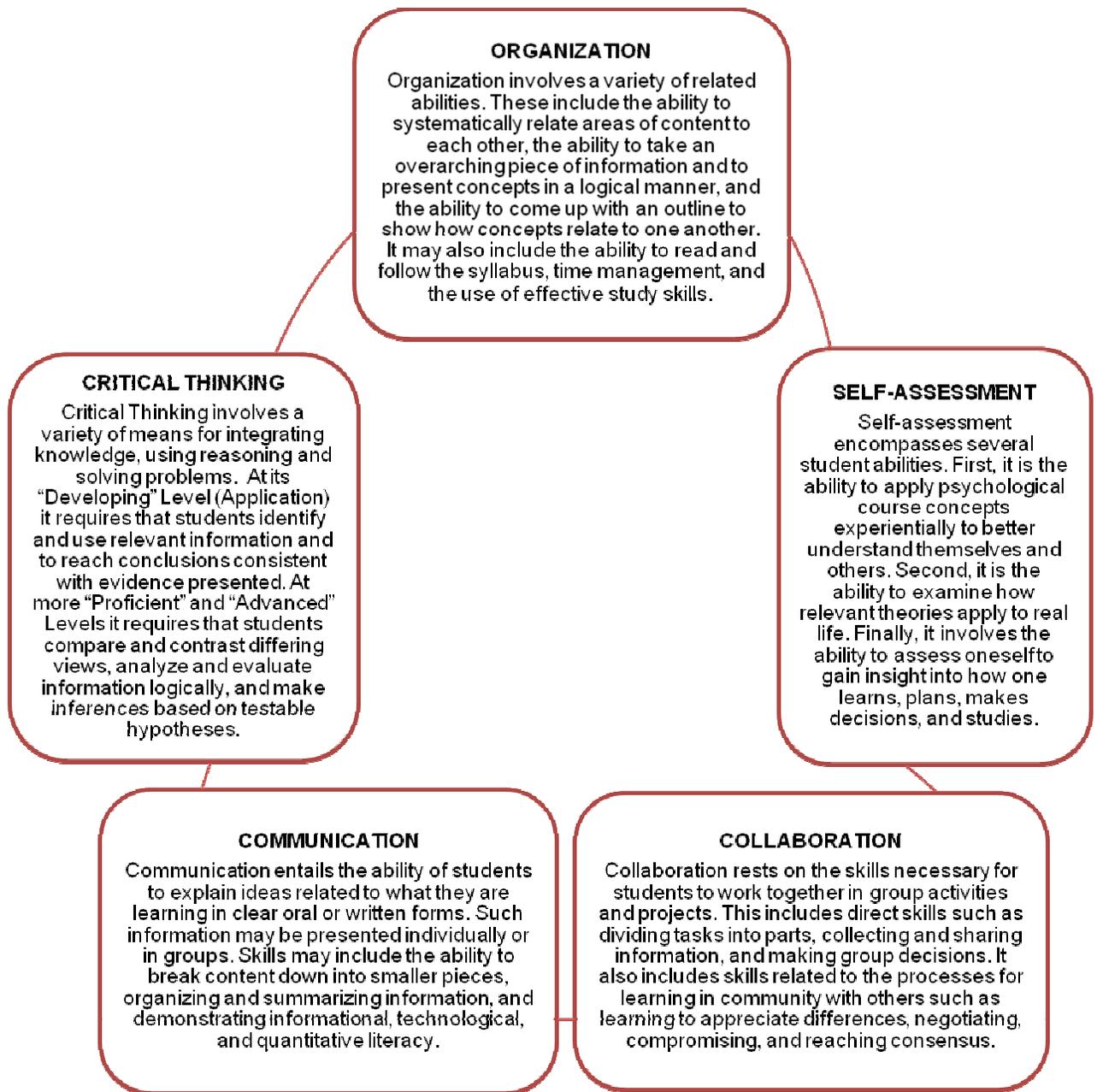
The Middlesex Community College Bookstore prices are \$75.25 for a new copy and \$56.50 for a used copy. The book provides a concise overview of ideas as well as excellent examples connected to daily life. For your convenience, a copy of the text will be available on reserve at the Bedford Library.

COURSE DESCRIPTION: Got Grit? Got a Group?

These two questions will be woven throughout this course as a way to help you organize the range of topics we will be exploring throughout the semester. Recent work by Duckworth (2007) suggests that grit or perseverance may be as important as intelligence in determining a person's success. Grit involves setting a long-term goal and doing whatever it takes until the goal has been reached. Studies in positive psychology show that groups can sustain resilience during challenges and can support individual efforts to stay with difficult tasks over time. How can you use grit and groups to learn about psychology, the scientific study of behavior and mental processes? How can you learn more about yourself? We will experiment with strategies for success to increase our own grit and will support group work and service-learning projects in the community to discover ways that communities help to make us strong.



Strategies for Success: This course was redesigned as part of the Title III grant, *Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement*. The course materials will focus on key skills of **CRITICAL THINKING, COMMUNICATION, COLLABORATION, ORGANIZATION, SELF-ASSESSMENT**. As students in the pilot version of this course you will have an opportunity to think more explicitly about these skills, to apply them to course concepts and then to demonstrate how you have improved in these skills by the end of the semester. Operational definitions for each term are listed below:



INTRODUCTION TO PSYCHOLOGY CATALOG DESCRIPTION:

An introduction to the study of how people behave and function. Topics covered include: physiology of the brain, memory, learning, language, perception, life span changes, normality and abnormality, social interactions, group influence on individuals, and therapies.

COURSE INTENSIVE VALUES:

The course meets the multicultural intensive value for all students and the values, ethics, and social policy intensive value for students who select the service-learning option.

COURSE OBJECTIVES:

By the end of the course you should be able to:

- Explain specific ways that psychologists develop new knowledge and contribute to the common good
- Define the reconstructive nature of memory and give specific examples of how confusions in memory can impact human relationships
- Describe critical thinking and apply it to community needs
- Explain how the classical conditioning and operant conditioning models connect to daily experiences in your life
- Describe how the brain produces behavior, creates consciousness, and helps us to perceive the world
- Discuss specific cultural influences on emotion, motivation, intelligence, and development
- Describe how psychology can help us to reduce stigma and prevent unnecessary conflicts in society

This course will encourage you to actively participate through the sharing of your own experiences, opinions, and resources. Attainment of objectives will be measured by evaluating your understanding through quizzes, papers, projects, and discussions.

COURSE GOALS:

Objectives are concise and measurable, while goals often are more abstract and difficult to reach. However, striving for goals can help us to grow and change in new directions. The goals of the course are for you to develop an appreciation for the complexity of human behavior and a questioning attitude for approaching human dilemmas.

YOUR GOALS FOR THIS COURSE:

You will notice an enticingly empty space below. Use it to list YOUR goals for this course. We will return to discuss them together throughout the semester.

Your learning is at the center of this course. In order to maximize your learning, I have created assignments that will help you to master ideas through a systematic and gradual process. These diverse projects will provide **many opportunities for you to succeed, but you will need to plan time on a weekly basis to stay on track.**

BASIS FOR GRADING STUDENT PERFORMANCE

1) Individual Quizzes (70 points)

There will be a quiz at the beginning of each week to help you to organize key ideas from chapters. Questions will be multiple choice or short answer. The quizzes will permit you to obtain feedback on your reading during the semester, and they will serve as an incentive to keep up with your work. Approximately 9 quizzes are scheduled; the lowest 2 scores will be dropped. **There are no make- up quizzes. If you miss class on one of the days a quiz is scheduled, the missed quiz will be one of the scores that is dropped.**

2) Team Quizzes (70 points)

Following each individual quiz, students will work in teams to respond to the same quiz questions and to arrive at a team quiz score. This will provide a way to discuss concepts and to figure out how others interpreted ideas in the chapter. Chapter notes can be used during this time. Approximately 9 quizzes are scheduled and the 7 highest team scores will be used.

3) Group Projects (50 points)

Groups will work together to solve problems connected to issues in the community or news items or videos related to chapter content. The group projects will provide the opportunity for more discussion and more active participation by each individual. Group assignments will be worth from 5 to 10 points and will be completed during class time or in an online setting.

4) Semester Projects (50 to 100 points)

The Semester Projects are designed to encourage you to focus more on topics that are especially interesting to you so you can develop a deeper understanding of the issues. There are two main project choices: Service-Learning in the Community or Projects that focus on Psychology for the Common Good. Details for each choice will be provided in a separate handout.

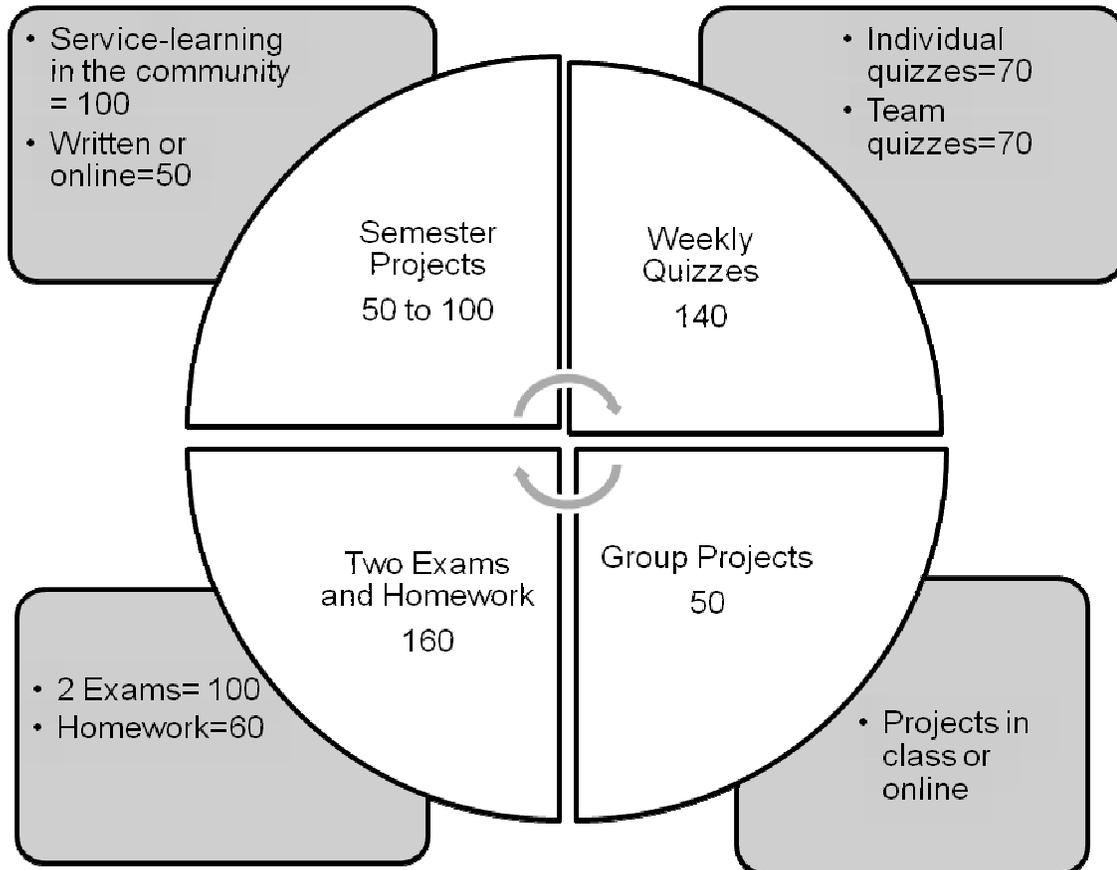
5) Exams (100 points) Exam #1 mid-semester and Exam #2 in final exam week

There will be two exams to help you integrate and apply information from the course. Exams are really a celebration of learning but they often can create anxiety for students. In order to minimize anxiety and increase celebration, I will count only the highest of the exams in calculating the final grade.

Counting only the highest grade provides us with flexibility. If you do not do well on the first exam, you have a chance to improve your performance on the next one. If you happen to be sick on the exam day, you can still take the next exam and stay on track.

6) Homework (60 points)

Short homework assignments will help you to engage in material in different ways and apply topics to your daily experiences. Assignments will be worth 5 to 10 points and are due on the dates listed. **If you miss class, you cannot submit a homework assignment at a later time.**



We will use the above criteria in arriving at a grade. Each task is assigned a certain number of points:

Total Possible Points

Individual Quizzes	70
Team Quizzes	70
Group Projects	50
Semester Projects	50 to 100
Exams	100
Homework	<u>60</u>
	400

There are a variety of ways to insure that you can succeed in this course. Try to plan out your time now so that you can enjoy the learning experience and gain the most from the assignments.



★ ★ ★ ★ ★ ★ ★ ★ ★ ★
Want to see your
grades go up?
★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Your letter grade will be assigned in the following way:

360 - 400 points (90% of 400 points)	A	Excellent
320 - 359 points (80% of 400 points)	B	Very Good
280 - 319 points (70% of 400 points)	C	Average
240 - 279 points (60% of 400 points)	D	Lowest Passing Grade
Below 240 points	F	No Credit

Got Grit Checkpoint: Adopt a Growth Mindset

Research by Dweck (2006) supports moving from a fixed mindset that focuses on judging (internal monologue of “I did poorly, I am a loser”) to a **growth mindset** that centers on implications for learning and constructive action (internal monologue of “What can I learn from this experience?”).

Use as many resources as you can to learn from course material. The textbook companion website can give you an overview and provide quizzes, flashcards, and activities to present ideas in different ways. Check it out!

Keep track of your progress to stay on track.

Monitor your performance on assignments so you can be successful. If you have any concerns or confusion about your grades, please talk with me as soon as possible.

QUIZZES	Individual Quiz Score	Team Quiz Score
Ch. 7 Memory		
Ch. 2 Neuroscience		
Ch. 14 Social Psych.		
Ch. 3 Development		
Ch. 8 Think, Lang., Intell.		
Ch. 6 Learning		
Ch. 10 Stress and Health		
Appendix: Work		
Ch. 12 Psych. Disorders		

The 7 Highest scores will be counted.

HOMEWORK	Points	GROUP PROJECTS	Points
Ch. 1 Intro. (10)		Ch. 1 Intro. (5)	
Ch. 7 Memory (5)		Ch. 7 Memory (5)	
Ch. 2 Neuroscience (5)		Ch. 2 Neuroscience (5)	
Ch. 14 Social Psych. (5)		Ch. 14 Social Psych. (5)	
Ch. 3 Development (5)		Ch. 3 Development (5)	
Ch. 9 Emotion (15)		Ch. 9 Emotion (10)	
Ch. 8 Think, Lang., Intell. (5)		Ch. 8 Think, Lang., Intell. (5)	
Ch. 7 Learning (5)		Ch. 7 Learning (5)	
Ch. 10 Stress & Health (5)		Ch. 10 Stress & Health (5)	
Total Possible is 60		Total Possible is 50	

Select only ONE of the Semester Projects:

Service-Learning	Written or Online
Provides hands on experiences in the community and extra points for your overall grade	Allows an opportunity to explore issues related to grit and to share these with classmates
100 points	50 points

Highest exam grade will be used

EXAM #1	EXAM #2
100 points	100 points

To reach an A your total needs to be 360 points or above, a B is 320 points, a C is 280 points or more.

**** In order to calculate your grade as the semester progresses, add up the highest score possible for each of the tasks completed. Next, estimate 70%, 80%, or 90% of that number to figure out the range for a C, B, or A grade. Compare your total score to the ranges to translate into a letter grade.

There are MANY CHANCES to improve if you hit bumps along the way SO:



PHILOSOPHY AND POLICIES

EDUCATIONAL PHILOSOPHY: A classroom is a community of individuals with different learning styles and various ways of solving problems. The excitement of learning comes about when individuals can feel respected for their unique approaches and when the group is enhanced through the diversity of its members. I use a variety of methods in the classroom such as group work, games, free writing, simulations, and case applications to appeal to different learning styles and to encourage students to be active in the learning process. I will ask for your feedback frequently throughout the course so that the classroom environment can be adjusted to meet your specific needs. I would appreciate your help in making the classroom a community. Please learn the names and interests of other class members so that we can work together more productively as a group.

ATTENDANCE POLICY: Attendance at class is highly recommended to obtain full benefit of this course. An important part of the course will involve group discussion and activities, and your unique contribution to the group is valued! Illness, car problems, work demands, and family situations all lead to difficulty in attending class. If outside demands force you to miss more than three classes, we need to discuss your situation and consider whether it is advisable for you to remain in this course.

CLASSROOM ATMOSPHERE: Any true discussion involves personal exposure and thus the taking of risks. Your ideas may not jibe with your neighbors'. Yet as long as your points are honest and supportable, they need to be respected by all of us in the classroom. Encouragement, questions, discussion, and laughter are a part of this class, but ridiculing is never allowable, just as disruptive behavior is grounds for dismissal. Some basic guidelines for a harmonious setting:

- Cell phones: Keep on vibrate. NO texting or talking during class sessions.
- Side conversations: Discussion is valued in this classroom but not if a conversation interferes with the concentration of others. Be mindful of the group and postpone conversations until after class.
- Hearing all voices: People differ in how comfortable they are in talking in front of a large group so this class provides a variety of options for discussion. But, it is important to have a chance for all to contribute. We will work out guidelines for members in the early weeks of class.

Got a Group Checkpoint: **Keep a 3 to 1 Ratio**

Through a series of experimental studies, Psychologist Barbara Frederickson found that “experiencing positive emotions in a 3-to-1 ratio with negative ones leads people to a tipping point beyond which they naturally become more resilient to adversity and effortlessly achieve what they once could only imagine.” (<http://www.positivityratio.com/>) Fredrickson has described this work in a new book entitled, *Positivity*.

TENTATIVE SCHEDULE

WEEK 1

Thursday, 9/10/09	In Class	Before Next Class
Welcome and Overview	<p>Got Grit? Got a Group? Discussion of how theme connects to course material</p> <p>Strategies for success: What approaches are you already using on a regular basis?</p>	<ul style="list-style-type: none"> ✓ Review syllabus carefully ✓ Read Chapter 1 ✓ Complete Homework posted on Blackboard site and bring to class on Tuesday

WEEK 2

Tuesday, 9/15/09	In Class	Before Next Class
How Psychology Helps You and Your Community	<p>Review homework with group discussions</p> <p>Four Big Questions</p> <p>Service-Learning Coordinator Cynthia Lynch to present community options to class.</p> <p>What will work best for your semester project?</p>	<ul style="list-style-type: none"> ✓ Review Semester Project Choices ✓ Select one and list specific plans for completion

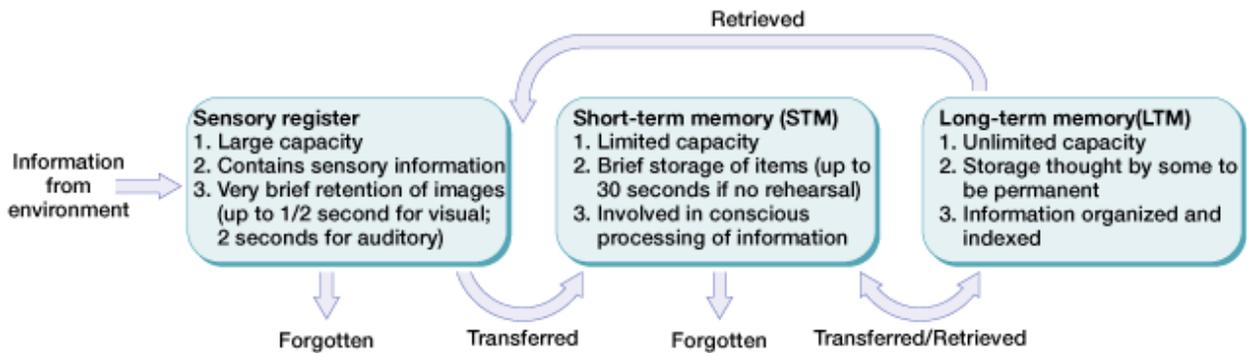
Thursday, 9/17/09	In Class	Before Next Class
Psychology as a Science	<p>Why use the scientific method?</p> <p>Value of operational definitions</p>	<ul style="list-style-type: none"> ✓ Read Chapter 7 on Memory ✓ Take notes and be ready for a quiz on Tuesday

WEEK 3

Tuesday, 9/22/09	In Class	Before Next Class
	Individual quiz on Ch. 7	✓ Complete

Put Memory to Work for You this Semester	Team quiz (can use notes) The 3 box model of memory and you	Homework posted on Blackboard site and bring to class on Thursday ✓ Confirm semester project and begin work
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The 3 Box Model of Memory



Thursday, 9/24/09	In Class	Before Next Class
Problems in Memory Reconstruction: Eyewitness Testimony and Repressed Memories	Review homework with group discussions Dealing with memory problems and forgetting	✓ Read Ch. 2 on Neuroscience and Consciousness ✓ Take notes and be ready for a quiz on Tuesday

WEEK 4

Tuesday, 9/29/09	In Class	Before Next Class
Neural Communication and Brain Systems	How your brain can change itself and how you can help Individual quiz on Ch. 2 Team quiz (can use notes)	✓ Complete Homework posted on Blackboard site and bring to class on Thursday

Thursday, 10/1/09	In Class	Before Next Class
Sleep and You	Homework and group discussions Confronting drowsy driving	<ul style="list-style-type: none"> ✓ Read Ch. 14 on Social Psychology ✓ Take notes and be ready for a quiz on Tuesday

Got Grit Checkpoint: Are you meeting your goals? Stop by during an office hour to review progress and explore new strategies to stay on track.

WEEK 5

Tuesday, 10/6/09	In Class	Before Next Class
Classic Studies in Social Psychology	Individual quiz on Ch. 14 Team quiz (can use notes) Obedience and conformity Social loafing in class? Ways to address	<ul style="list-style-type: none"> ✓ Complete Homework posted on Blackboard site and bring to class on Thursday

Thursday, 10/8/09	In Class	Before Next Class
Stereotypes, Prejudice, and Discrimination	Homework and group discussions How to minimize social conflicts	<ul style="list-style-type: none"> ✓ Read Ch. 3 on Development ✓ Take notes and be ready for a quiz on Tuesday

WEEK 6

Tuesday, 10/13/09	In Class	Before Next Class
Development in Childhood	Individual quiz on Ch. 3 Team quiz (can use notes) Applying Piaget's theories	<ul style="list-style-type: none"> ✓ Complete Homework posted on Blackboard site and bring to class on Thursday

Thursday, 10/15/09	In Class	Before Next Class
Development in Adulthood	Homework and group discussion Stories from the community	✓ Read Pages 246-265 in Ch. 9

WEEK 7: 10/20/09 and 10/22/09

Studying emotion and happiness: Class will meet online this week.

Visit Blackboard site for specific assignments.

- Reading Emotions: Take test online and respond to small group discussion.
- Review videos and articles on happiness and complete homework on how these fit into your life.
- Finish Semester Project due on Tuesday, October 27th
- Use online review sheet to prepare for exam on Thursday, October 29th

Got a Group Checkpoint: What are you learning about collaboration and communication in groups? How are you adding your unique skills and perspective to the work? Does your group need to make any adjustments at this midpoint in the semester?

WEEK 8

Tuesday, 10/27/09	In Class	Before Next Class
Got Grit? Semester Project due	Review of concepts so far. Discussion about projects	Reflect on key ideas from Ch. 1, 8, 2, 14, 3, and 9
Thursday, 10/29/09	In Class	Before Next Class
Celebrate your learning	Exam #1 Revisiting grit and groups	✓ Read Chapter 8 on Thinking, Language and Intelligence ✓ Take notes and be ready for a quiz on Tuesday

WEEK 9

Tuesday, 11/3/09	In Class	Before Next Class
Thinking and Language	Individual quiz on Ch. 8 Team quiz (can use notes) Animals and language	✓ Complete Homework posted on Blackboard site and bring to class on Thursday
Thursday, 11/5/09	In Class	Before Next Class
Intelligence	Homework and group discussion Looking at intelligence in new ways	✓ Read Chapter 7 on Learning ✓ Take notes and be ready for a quiz on Tuesday

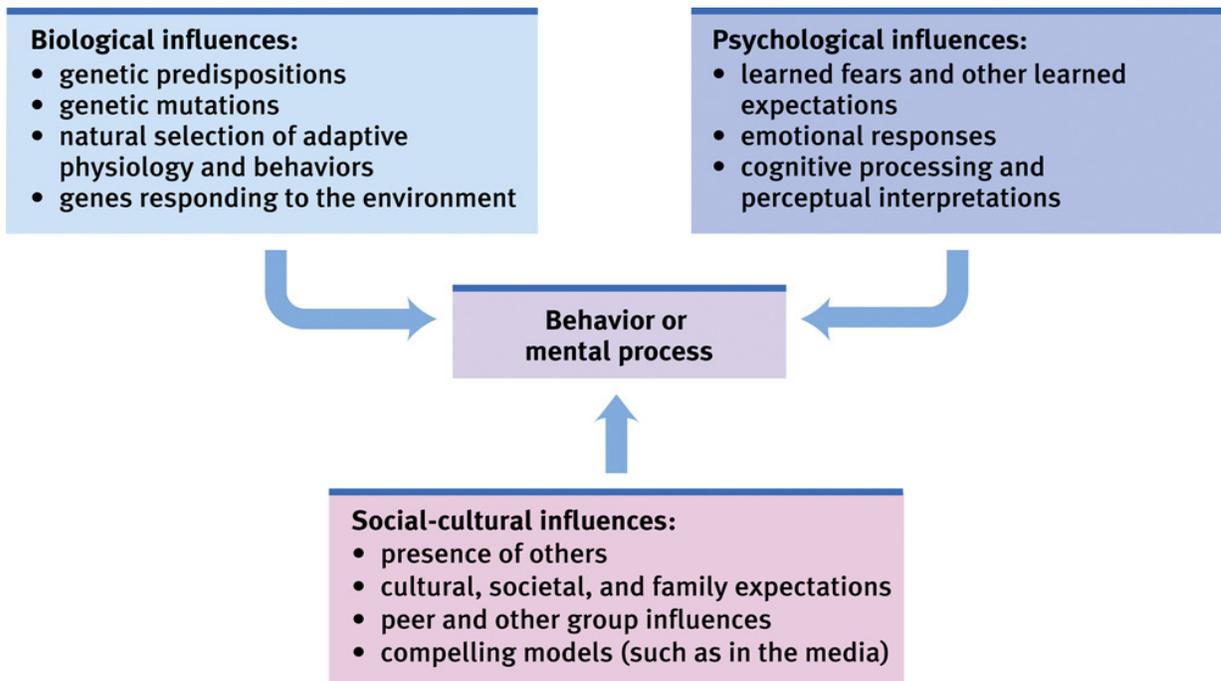
WEEK 10 **Last day to withdraw is Friday, November 13th**

Tuesday, 11/10/09	In Class	Before Next Class
Classical Conditioning and You	Individual quiz on Ch. 7 Team quiz (can use notes) Common examples of classical conditioning around you	✓ Complete Homework posted on Blackboard site and bring to class on Thursday
Thursday, 11/12/09	In Class	Before Next Class
Operant Conditioning and Daily Life	Can you shape better study habits for yourself?	✓ Read Chapter 10 on Stress, Health, and Human Flourishing ✓ Take notes and be ready for a quiz on Tuesday

WEEK 11

Tuesday, 11/17/09	In Class	Before Next Class
Dealing with Stress	Individual quiz on Ch. 10 Team quiz (can use notes) Basic concepts in stress management	✓ Complete Homework posted on Blackboard site and bring to class on Thursday

Thursday, 11/19/09	In Class	Before Next Class
Staying Well	Homework and group discussion How groups can support resilience	<ul style="list-style-type: none"> ✓ Read Appendix on Psychology at Work ✓ Take notes and be ready for a quiz on Tuesday
<p>Got Grit/Group Checkpoint: Consider the Big Picture -- How can you apply these influences in understanding yourself and others?</p>		



WEEK 12

Tuesday, 11/24/09	In Class	Before Next Class
Work and Life Satisfaction	Individual quiz on Appendix Team quiz (can use notes) Applying ideas to your own life situation	<ul style="list-style-type: none"> ✓ Read Chapter 12 on Psychological Disorders ✓ Take notes and be ready for a quiz on Tuesday



**Thursday, 11/26/09: No Class
Happy Thanksgiving!**

WEEK 13

Tuesday, 12/1/09	In Class	Before Next Class
Defining and Understanding Disorders	Individual quiz on Ch. 12 Team quiz (can use notes) Understanding the whole picture of a person's functioning	✓ Check out the National Alliance on Mental Illness (NAMI) website http://www.nami.org/
Thursday, 12/3/09	In Class	Before Next Class
Anxiety, Mood Disorders and Schizophrenia	Case studies and what they mean	✓ Consider ways that media help or hinder those struggling with disorders

WEEK 14

Tuesday, 12/15/09	In Class	Before Exam #2
Helping to Reduce Stigma Celebrating what we have learned this semester	What can we do in our own settings Reflections on our learning journey	✓ Check review sheet

Exam #2 scheduled for Friday, December 18th from 8 am to 10 am.



Continue learning with this web-based compendium of psychological research at <http://psychologymatters.apa.org/>