



Spring Semester 2014
Jan. 6- May 2
McDonald Building #103
Mon-Wed 4:00-5:14 pm

Psychology 1010-Course #24262 Sec 13

Course Description: Psychology 1010 is a course designed for students in all disciplines who are interested in the fundamental scientific principles of behavior. The course includes the study of learning, motivation, emotion, personality, mental disorders, treatment alternatives, and other related subjects. Critical thinking will be explored in examining these aspects of behavior. Students will have frequent examinations and quizzes as part of the course requirements. There is no prerequisite for this course.

3.000 Credit hours

Textbook/Readings: Psychology. By Schacter, Gilbert, Wegner
1st Edition ISBN-13 #978-1-4292-3719-2 ISBN-10 #1-4292-3719-8

Instructor: *Mr. Steve Child*
Cell Phone Number: 435-890-8189
Email Address: *schild@dixie.edu*

Office Hours: Mon. and Wed. 1:00-2:00pm
In Room 201 in the McDonald Building.

If you have any questions, you could speak to me via cell phone at any time during the day and evening until 10 pm. If you use the above email address, please allow me five days to respond to emails. You can also text me for a quicker response.

Degree Outcomes: Psy1010 is a prerequisite and a requirement for psychology classes that lead to a minor or a major in Psychology at Dixie State University.

General Education Outcome: Psy 1010 fulfills the General Education Social and Behavioral Sciences requirement.

Course Objectives: There are six broad learning objectives for this course. All class activities (e.g. readings, lectures, exams, quizzes, etc.) are designed to help students meet, and/or assess their progress on, these objectives. By the end of this course, successful students will:

1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in the field of psychology.
2. Understand and apply basic research methods in psychology
3. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Understand and apply psychological principles to personal, social, and organizational issues.
5. Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
6. Develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement.

Disability Statement: If you suspect or are aware that you have a disability that may affect your success in this course, you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516



Academic Honesty: Plagiarism, cheating, or violating other reasonable standards of academic behavior will not be tolerated. Any student who engages in academically dishonest behavior will receive an "F" for the course grade. All incidents of cheating will be reported for university-level disciplinary proceedings the results of which can include probation, suspension, expulsion, the assignment of HV (honors violation) to the student's permanent transcript, etc.. While complete definitions are available in the course catalogue the following are particularly relevant to this course.

Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. Plagiarism also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Cheating: (a) depending on the aid of sources beyond those authorized by the instructor in writing papers...or carrying out other assignments; (b) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (c) submitting substantially the same work for credit in more than one class, except with prior approval from the instructor (recycling).



Grading: All students have the potential of earning an “A” in this class. Your graded assignments will be returned to you within one-three weeks. You will be graded according to the following point system:

Scored items	Point Totals	% of Grade
Nine Quizzes	200	39%
Midterm Exam	100	19%
Five Assignments	95	18%
Final Exam	100	19%
Participation	25	5%
	520 total	

A = 484 points and above	93% of the points possible	
A- = 468-483 points	90%	“
B+ = 452-467 points	87%	“
B = 432-451 points	83%	“
B- = 416-431 points	80%	“
C+ = 400-415 points	77%	“
C = 380-399 points	73%	“
C- = 364-379 points	70%	“
D+ = 348-363 points	67%	“
D = 328-347 points	63%	“
D- = 312-327 points	60%	“
F = 311 and below which is 59% or less of the total points possible.		

Quizzes and Tests/Assignments

- Students are expected to complete all of their assignments and exams as scheduled.
- Regular and prompt attendance in classes and laboratory sessions is expected of every Dixie State College student.
- An absence does not excuse a student from completing work missed.
- It is the student's responsibility to find out which assignments are missed during an absence.

- Assignments will be returned within ten business days.
- **Late assignments** received after the due date, or **quizzes and tests that are taken after the class has taken them** may **receive a penalty of minus 10%** of the points possible. No penalty will be assessed if there is a Dixie State-endorsed exemption (e.g., death in the immediate family). The excuse needs to be accompanied by adequate documentation, such as a death certificate, a medical professional's valid written note that explains why the deadline was not met.
- **Points will not be lost**, if prior arrangements (a dated written response, or a voicemail) to the instructor were made before the deadline or before the test or quiz has been given in class.
- It is the responsibility of the student to ensure that submitted work is in a readable format. Work that is submitted via a file that is empty, unreadable, corrupted, or otherwise not grade-able prior to the deadline will not be graded and will be scored as 0.

Participation: You will have the opportunity to earn 25 points for participation in class discussions and for allowing others the same privilege. You could lose points for participation, by showing any “disrespect” to anyone in the class, being tardy, absences, late assignments or not participating in group discussions. The offense will be acknowledged and points will be deducted. If you show any blatant “disrespect”, you will receive a zero for participation and will not be able to attend class resulting in an “F” grade. At the end of the semester a complete evaluation of your participation will be conducted and a point total will be tallied. For more details, please see the **disruptive behavior policy** at: <http://www.dixie.edu/humanres/policy/sec3/334.html>

There is a possibility that we may watch parts of movies in class. Please let me know beforehand, if you do not want to observe PG-13 movies.

<u>Dates of Class</u>	<u>Material Covered</u>	<u>Test/Quiz Dates</u>
Jan. 6, 8	#1-Evolution of Psychology	Jan. 13 (Mon.)
Jan. 13, 15, 22, 27, 29	#14-Psychological Disorders	Jan. 29 (Wed.)
Jan. 20 - No Class	Martin Luther King Day	
Feb. 3, 5	#15-Treat of Psych Disorders	Feb. 10 (Mon.)
Feb. 10, 12	#13-Social Psychology	Feb. 19 (Wed.)
Feb. 17-No Class	President's Day	
Feb. 19, 24, 26	#2-Methods & #3-Neuroscience	Mar. 3 (Mon.)
Mar. 3	Midterm Exam	Mar. 3 (Mon.)
Mar. 5, 17	#5-Consciousness	Mar. 19 (Wed.)
Mar. 10-14- No Class	Spring Break	
Mar. 24, 26	#7-Memory	Mar. 31 (Mon.)
Apr. 2, 7	#6-Learning	Apr. 9 (Wed.)
Apr. 9, 14	#11-Development	
Apr. 16	#12-Personality	
Apr. 21, 23	#13-Stress and Health	Dec. 4 (Wed.)
Apr. 25	Final Exam	2:30-4:30pm (Fri)-in class

<u>Assignment #</u>	<u>Assignment Name</u>	<u>Due Date</u>
#1	Opinion paper	Jan. 15 (Wed.)
#2	Diagnose-Techniques in Therapy	Feb. 10 (Mon.)
#3	You be the Experimenter	Mar. 3 (Mon.)
#4	Video Clip <u>or</u> Comment on Reading in text	Before Apr. 16 (Wed.)
#5	Understanding Theory in Psychology	Apr. 21 (Mon.)

General Dixie Policy

College approved absences: Dixie College Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc). Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

Dmail: Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail account. If you don't know your user name and password, go to www.dixie.edu and select "Dmail," for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.

Important DSC dates to remember (for course dates, see schedule on the course website):

Mon, Jan. 6	Classwork starts
Wed, Jan 9	Last day to wait list
Thurs, Jan 10	Last day to add without a signature
Wed, Jan 15	Drop/Audit fee begins (\$10 per class)
Mon, Jan 20	Martin Luther King Jr Day (no class)
Tue, Jan 21	\$50 Late registration/payment fee
Mon, Jan 27	Last day for refund
Mon, Jan 27	Pell Grant Census
Mon, Jan 27	Last day to drop without a "W" grade
Wed, Jan 29	Courses dropped for nonpayment
Fri, Jan 31	Last day to add/audit classes
Fri, Jan 31	Last day to apply for graduation
Mon, Feb 17	President's Day (No Class)
Mon, Feb 24	Midterm grades due
Mon-Fri, Mar 10-14	Spring break
Fri, Feb. 28	Last day to drop individual classes
Fri, Mar 28	Last day for complete withdrawal
Wed, Apr 23	Last day of classes
Thur, Apr 24	Reading Day (No class)
Apr. 25, 28-30, May 1	Final exams

College resources

Several college resources are available to help you succeed. Check out the links for each one to get more information.

If you need help understanding the content of your courses, go to the Tutoring Center located on the 4th floor of the Holland Centennial Commons in Room 431. You can visit them online at <http://dsc.dixie.edu/tutoring/>

If you need help writing papers, go to the Writing Center on the fourth floor of the Holland Centennial Commons in room 421. You can also visit them online at http://new.dixie.edu/english/dsc_writing_center.php

If you need to use a computer to do schoolwork on campus, go to the Smith Computer Center or in the Dixie College library on the second, mezzanine, or third floors of the HCC.

If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at <http://new.dixie.edu/testing/>

The Library has all kinds of information and resources. Visit the Dixie State College Library on the 2nd, and 3rd floors of the Holland Centennial Commons, or go to the library website at <http://library.dixie.edu/>

Assignments-(Spring 2014)

#-1- Opinion Paper : (Worth 10 points) Describe why you are taking psychology. Describe a psychological concept in one paragraph or less. Give your opinion about the cultural, political, psychological aspects related to the concept. Give arguments for or against the concept and discuss your own opinion. The objective is to build insight into your own relationship to psychology or to increase your exposure to other parts of Psychology that we may not discuss in class. Your paper should be about 1-1 1/2 pages, typed, college level writing.

#2-Diagnose and use 15 techniques for therapy: (Worth 25 points) This assignment will incorporate material from Chapters 14 and 15.

Part One; You will interview someone who has experienced a time when they have been or could have been diagnosed with a mental illness. He or she may have experienced depression, anxiety, divorce, a break up of a serious relationship or a traumatic event such as a car accident, war, a crime etc. They don't have to have had a mental illness. It is your job to prove that they had the illness or did not. It is as if you are the therapist and need to justify your diagnosis to the insurance company. You can diagnose a person from a movie. You can do this assignment with a partner. Put both of your names at the top of the paper. You will receive the same grade.

Your paper would be something like the following; Give a brief explanation of the problem saying: My parents experienced a divorce two years ago. I am assessing to see if my father experienced any depressive symptoms in the past or currently. He described experiencing depressive symptoms a year after the divorce.

1. **Depressed Mood**-He stated that he was irritable "more than usual" and cried "all the time"... "for at least two weeks".

2. **Reduced interest in activities**-He reported that he had not gone fishing all year long and he loves to fish.

3. **Loss of appetite/Loss of weight**-He reported that he did not lose any weight, but that it was hard to eat when he usually ate breakfast and dinner

Give a brief conclusion regarding your analysis.

Make sure that you include every symptom of the disorder. You will lose points if you do not include all the symptoms and why they did or did not have the symptom.

Part Two-Demonstrate doing 15 therapy techniques: Choose **15** of the 18 therapy techniques discussed in class. **I do not want you to actually do any technique or attempt to solve any real person's problem.**

Demonstrate using the technique on the problem in part one. Show me as if you are a therapist. Do not tell me about the technique. Do not write the definition. Actually, show me the example of each technique. For instance, **Genuineness**-I would look her in the eye and sit on the edge of my seat as she cried about the sudden death of her uncle.

Here are the 18 techniques.

- 1-Biological Treatment
- 2-Free Association
- 3-Dream Analysis
- 4-Interpretation
- 5-Transference
- 6-Catharsis
- 7-Genuineness
- 8-Empathy
- 9-Unconditional Positive Regard
- 10-Clarification

- 12-Recording Automatic Thoughts
- 13-Refuting Negative Thinking
- 14-Homework Assignments
- 15-Conditioning
- 16-Aversive Therapy
- 17-Systematic Desensitization
- 18-Social Skills Training (Group Therapy)

Your paper would be something like the following:

Part Two: These are the techniques that I have selected as a therapist to assist with the problem of depression (or whatever the problem is from part one)

1-Biological Treatment- I would have my friend go to his doctor to get on an antidepressant, such as Zoloft, which would increase the levels of Serotonin.

2-Dream Analysis- I would tell my friend that his dreams are his unconscious mind getting rid of the stress he experienced when he experienced the crash.

3-Interpretation- He is experiencing “flashbacks” because his mind does not want to experience the same trauma again.

The paper should be about 3 pages typed, double space. Write at a college level; organized, no spelling errors, and correct grammar.

#3-You be the Experimenter: (Worth 25 points) This assignment is designed to put you in the position of the professional. You will do an experiment. You can do this assignment with a partner or in a group of three. You will be graded on how similar your paper is to a journal article. For instance, divide the paper into six headings; **Abstract, Introduction, Method, Results, Discussion, and References.** The Abstract is 3-4 sentence summary of the whole article. Then you start the paper over with, the introduction, which includes an overview of the problem, in one to two sentences. The introduction also contains pieces of other’s research, such as information from a textbook. You must include one reference from the textbook. In addition, the introduction contains the hypothesis. The Method Section must include the following terms in bold font; **Independent Variable, Dependent Variable, Extraneous Variables, Control Group, & Experimental Group.** The Results Section may include a graph or a clear presentation of the numbers obtained or quotes from the person that you interviewed. In this section, do not use your own opinion. State only the results. You do not need to include a statistical analysis in this section, as the professional journals. The Discussion Section should include your own personal discoveries, possibly what others have discovered, any problems with your methods used or any conclusions. In this section, you must include the term **Experimenter Bias.** Make the paper two to three pages, typed, and double spaced. You will be graded on the organization, clarity, correct grammar, word spelling and sentence structure. You and your partner(s) will receive the same grade.

#4- Present a video clip to the class: (Worth 10 points) Present to the class a one minute video or clip from a movie about a psychological topic or concept related to a topic that we will not talk about in class.

Or

#4- Summarize a reading from the textbook (Worth 10 points)– In half a type written page, state in one to two sentences a concept from the textbook that interests you. Explain why they interesting to you with a story or brief explanation. Discuss examples from the textbook of research or apply personal situations to the concepts, events etc, that you have experienced. You may also describe how the research or examples do or do not apply to you.

#5-Understanding theory in Psychology: (Worth 20 points) The purpose of this assignment is to increase insight into different theories. You will identify examples of the following theories; **Erikson’s eight stages of development, Piaget’s four stages of cognitive development, Kohlberg’s six stages of moral reasoning, Maslow’s Hierarchy of Needs, Freud’s Id, Ego, and the Super Ego and each of the following defense mechanisms; Repression, Projection, Displacement, Reaction Formation, Regression, Rationalization, Identification, Sublimation, Denial.** You can do this assignment with a partner. Put both of your names at the top of the paper. You will both receive the same grade.

Follow this format below:

Erikson-Stages of Psychosocial Development

Trust vs. Mistrust- As a baby, my little brother was fed, changed, and interacted with in a positive way. He is secure in his relationships as a teen, and can establish trust with peers.

Autonomy vs Shame and Doubt- At a preschool, I saw a child that sat and didn't play with the other children. At times, he would be very clingy to adults, that he didn't even know. He would rarely venture off to play. He is experiencing shame and doubt.

Kolberg- Six stages of moral reasoning

1. **Stage 1-Preconventional Moral Reasoning-** Joe only thought that "drinking was wrong" because the police arrested him.
2. and so on

The paper should be about 3 pages typed, double space. Do not include the definitions. Write at a college level; organized, no spelling errors, and correct grammar.