



Spring Semester 2015
Jan. 12- May 1
McDonald Building #103
Mon & Wed 4:00-5:14 pm

Psychology 1010-Course #24262 Sec 13
Course Description

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

Office is 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 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: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class should contact the **Disability Resource Center** Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located in the North Plaza Building. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.



Academic integrity: In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, falsification, misrepresentation, and/or inappropriately colluding or collaborating. The University shall consistently hold students accountable for instances of academic dishonesty and apply appropriate consequences. For more information, see the Student Academic Misconduct section of DSU policy at <http://dixie.edu/humanres/polstu.html>

By being a DSU student, you have agreed to adhere to the campus policy. By taking a class in the Department of Social and Behavioral Sciences', you have agreed to comply with the department rules for honesty and will be asked to sign that you are in agreement. The department policy is intended to supplement, and not replace, the official Dixie State University official policy on academic honesty and discipline.



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%
Four Assignments	85	17%
Final Exam	100	19%
Participation	25	6%
	510 total	

A = 474 points and above	93% of the points possible	
A- = 459-472 points	90%	“
B+ = 444-458 points	87%	“
B = 423-443 points	83%	“
B- = 408-422 points	80%	“
C+ = 393-407 points	77%	“
C = 373-392 points	73%	“
C- = 357-372 points	70%	“
D+ = 342-356 points	67%	“
D = 321-341 points	63%	“
D- = 306-320 points	60%	“
F = 305 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 and information are missed during an absence. Get the notes from another student in the class.
- 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. (Exception to the rule.) **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.

University Approved Absences

Dixie State University Policy explains in detail what needs to happen if you anticipate being absent from class because of a university-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>

Classroom expectations: It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students.

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 by showing any “disrespect” to anyone in the class, talking out of turn, not participating in group discussion, being tardy, absences, or late assignments. If you show any blatant “disrespect”, you will receive a zero for participation and may not be able to attend class. 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.

Dmail: Important class and university information will be sent to your Dmail account. This information includes your DSU 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 DSU. All DSU 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.

Dates of Class	Material Covered	Test/Quiz Dates
Jan. 12, 14	#1-Evolution of Psychology	Jan. 21 (Wed.)
Jan. 19 - No Class	Martin Luther King Day	
Jan. 21, 26, 28, Feb. 2	#14-Psychological Disorders	Feb. 4 (Wed.)
Feb, 4, 9	#15-Treat of Psych Disorders	Feb. 11 (Wed.)
	<i>Assignment Due - Techniques in Therapy</i>	Feb. 11 (Wed.)
Feb. 11, 18	#13-Social Psychology	Feb. 23 (Mon.)
Feb. 16 - No Class	President's Day	
Feb. 23, 25, Mar. 2	#2-Methods & #3-Neuroscience	Mar. 2 (Mon.) or Mar. 4 (Wed.)
	<i>Assignment Due- Conduct an Experiment</i>	Mar. 2 (Mon.)
Mar. 4	Midterm Exam	Mar. 4 (Wed.)
Mar. 9-13 - No Class	Spring Break	
Mar. 16, 18	#7-Learning	Mar. 23 (Mon.)
	<i>Assignment Due - Comment on Reading in text or Learning</i>	Mar. 23 (Mon.)
Mar. 23, 25	#11-Development	
Mar. 30, Apr. 1	#12-Personality & #13- Stress	Apr. 6 (Mon.)
	<i>Assignment Due- Understanding Theory in Psychology</i>	Apr. 6 (Mon.)
Apr. 6, 8, 13, 15	#5-Consciousness	Apr. 20 (Mon.)
Apr. 20, 22, 27	#6-Memory	Apr. 29 (Wed.)
May 1	Final Exam	2:30-4:30pm (Fri)in class



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

Jan. 12	Classwork starts
Jan. 15	Last day to wait list
Jan. 16	Last day to add without a signature
Jan. 22	Drop/Audit fee begins (\$10 per class)
Jan. 19	Civil Rights Day (no classes)
Jan. 27	\$50 Late registration/payment fee
Feb. 2	Last day for refund
Feb. 2	Pell Grant Census
Feb. 2	Last day to drop without a “W” grade
Feb. 4	Classes dropped for nonpayment
Feb. 6	Last day to add/audit classes
Feb. 16	President’s Day (no classes)
Mar. 2	Last day to apply for graduation
Mar. 2	Midterm grades due
Mar. 9-13	Spring Break
Mar. 6	Last day to drop individual classes
Apr. 10	Last day for complete withdrawal
Apr. 16	Fall registration open to all students
Apr. 29	Last day of classes
Apr. 30	Reading Day
Fri., Mon. May 1-7	Final exams

Campus resources

Several campus 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://www.dixie.edu/tutoring/>

If you need help writing papers, essays, etc 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://dixiewritingcenter.com/>

If you need to use a **computer** to do schoolwork on campus, go to the Smith Computer Center or the Holland Centennial Commons on the second, mezzanine, or third floors.

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://www.dixie.edu/testing/>

The **Library** has all kinds of information and resources. Visit the Dixie State University 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 2015

#-1-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 said, "I did not lose any weight. But, it was hard to eat when I usually eat 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. Select 15 of them.

- 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 12 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.

#2-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.

#3- Learning- (Worth 10 points) Give personal examples of each of the following terms; I will look for the use of; I, we, my friend or family member. Be simple and yet concise. Maximum One page, type written.

Observation Learning

Classical Conditioning

Unconditioned Stimulus

Unconditioned Response

Conditioned Stimulus

Conditioned Response

Operant Conditioning

Positive Reinforcement

Negative Reinforcement

Punishment

Or

#3- 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.

#4-Understanding theory in Psychology: (Worth 25 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, who 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.