# Course Description

Introduction to fundamental concepts of psychology, including memory, development, learning, personality, and abnormal psychology

**University Learning Outcomes (ULO)**

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1**: Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions.(ULO 2, 3)
* **PLO2**: Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas. (ULO 2, 4)
* **PLO3**: Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes. (ULO 1, 2, 3, 4)
* **PLO4:** Demonstrate an understanding of the impact of technology on society. (ULO7)
* **PLO5**: Reflect upon the relationship of the Divine to the human experience. (ULO 2, 3, 4)
* **PLO6**: Examine and understand the dynamics of individual and group behavior. (ULO 2, 4)
* **PLO7**: Demonstrate an understanding of quantitative reasoning. (ULO 1, 2, 4)
* **PLO8**: Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College. (ULO 2, 3, 4)

# Course Outcomes

* **CLO1:** Describe the methods of research utilized in conducting psychological research.
* **CLO2:** Identify the parts of the nervous system and analyze their influence on cognition, emotion, and behavior.
* **CLO3:** Trace the process of human development from conception through the end of life, and articulate the various theories regarding growth and development.
* **CLO4:** Identify and describe the principles and theories of perception, learning, motivation, emotion, and memory.
* **CLO5:** Compare and contrast normal and abnormal behavior in individual and group context, and identify diagnostic categories, symptoms, and treatment modalities.

**Student Expectations**

Students are expected to do the following:

* Perform all activities thoroughly and professionally.
* Submit all assignments on or before the due dates.
* Treat other students and faculty with dignity and respect.
* Be productive and contributing members of class discussions.
* Use APA formatting style for all assignments in this course.
* Maintain the highest ethical standards in preparing assignments by adhering to the college’s academic integrity policy. All assignments (including but not limited to quizzes, tests, papers, discussion board postings, wikis, and blogs) must be in the student's own words and not copied from any text, web, or other source without properly citing those sources (detailed policies are located in the University Catalog and The Student Handbook on the GMercyU website).
* Keep confidential and private the communications or writings posted by other students in the class.
* Contact the instructor with questions about assignments at least 3 days before the due date. The instructor is available to help, but it is the student’s responsibility to contact the instructor with specific questions.
* Contact the IT Help Desk immediately if they experience any problems with technology.

# Required Course Materials

Coon, D., & Mitterer, J. O. (2013). *Psychology, modules for active learning* (13th ed.). Stamford, CT: Cengage Learning.

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week One** | |  |  |
|  | Participation |  | <insert due date> |
|  | Student Bio |  | <insert due date> |
|  | Brain Plasticity | 10 |  |
|  | Neurons | 10 |  |
|  | Hand Model of the Brain | 10 |  |
|  | Discussion Question 1 | 10 |  |
|  | Discussion Question 2 | 10 |  |
|  | Quiz 1 | 25 |  |
|  | Psychological Research | 15 |  |
|  | Critiquing Research | 10 |  |
| **Week Two** | |  |  |
|  | Participation |  | <insert due date> |
|  | The First Years | 10 |  |
|  | Infant Temperament | 10 |  |
|  | Fetal Alcohol Syndrome | 10 |  |
|  | Piaget’s Theory of Cognitive Developmental | 10 |  |
|  | Discussion Question 1 | 10 |  |
|  | Quiz 2 | 25 |  |
|  | Stages of Life | 15 |  |
|  | Personality Assessment | 10 |  |
| **Week Three** | |  |  |
|  | Participation |  | <insert due date> |
|  | Sensation and Perception | 10 |  |
|  | Eyewitness Testimony | 10 |  |
|  | Classical Conditioning | 5 |  |
|  | Observational Learning | 10 |  |
|  | Awareness Test | 5 |  |
|  | Discussion Question 1 | 10 |  |
|  | Discussion Question 2 | 10 |  |
|  | Quiz 3 | 25 |  |
|  | Study Guide for New Students | 15 |  |
| **Week Four** | |  |  |
|  | Participation |  | <insert due date> |
|  | Hunger | 10 |  |
|  | Stress | 5 |  |
|  | Discussion Question 1 | 10 |  |
|  | Discussion Question 2 | 10 |  |
|  | Discussion Question 3 | 10 |  |
|  | Quiz 4 | 25 |  |
|  | Hierarchy of Human Needs | 10 |  |
|  | Sensation-Seeking Scale | 10 |  |
|  | Responding to Frustration | 10 |  |
| **Week Five** | |  |  |
|  | Participation |  | <insert due date> |
|  | Cyberbullying | 10 |  |
|  | Schizophrenia | 10 |  |
|  | Virtual Iraq | 10 |  |
|  | Discussion Question 1 | 10 |  |
|  | Discussion Question 2 | 10 |  |
|  | Discussion Question 3 | 10 |  |
|  | Quiz 5 | 25 |  |
|  | Psychological Disorders | 15 |  |
| **Total Points** | | **500** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week One: Research and Biopsychology | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe how the scientific method is applied in psychological research. | | CLO1 | |
| * 1. Relate biological processes in the nervous systemto thought, emotion, and behavior. | | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Module 2 of *Psychology, Modules for Active Learning.* | | 1.1 |  |
| **Read** Module 3 of *Psychology, Modules for Active Learning.* | | 1.1 |  |
| **Read** Module 4 of *Psychology, Modules for Active Learning.* | | 1.1 |  |
| **Read** Module 5 of *Psychology, Modules for Active Learning.* | | 1.1 |  |
| **Read** Module 6 of *Psychology, Modules for Active Learning.* | | 1.1 |  |
| **Read** Module 7 of *Psychology, Modules for Active Learning.* | | 1.2 |  |
| **Read** Module 8 of *Psychology, Modules for Active Learning.* | | 1.2 |  |
| **Read** Module 9 of *Psychology, Modules for Active Learning.* | | 1.2 |  |
| **Read** Module 10 of *Psychology, Modules for Active Learning.* | | 1.2 |  |
| **Read** Module 25 of *Psychology, Modules for Active Learning.* | | 1.2 |  |
| **Brain Plasticity**  **Watch** the video, “Brain plasticity: Jody’s story,” at <http://www.youtube.com/watch?v=VaDlLD97CLM>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * According to research on left brain/right brain specialization, what deficiencies would you have expected Jody to have after surgery? * How do you explain her recovery?   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 1.1, 1.2 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Neurons**  **Watch** the video, “Neurons: How they work,” at <http://www.youtube.com/watch?v=c5cab4hgmoE>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * How well did this video explain or clarify neuron function? * What questions do you still have related to the function of neurons after reading the text and viewing this video? * How might you reframe the information to assist another student who is having difficulty with these concepts?   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 1.2 | Lecture Activity – Review resources and posts response = **1 hour** |
| **Hand Model of the Brain**  **Watch** the video, “Dr. Dan Siegel’s Hand Model of the Brain,” at <https://www.youtube.com/watch?v=f-m2YcdMdFw>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * Imagine you are a psychology instructor, and you want to determine whether Dr. Siegel’s use of his hands to model the brain helps students learn about brain function. As a critical thinker, you are well aware of courtesy bias, so simply asking students for their opinion may not give you the data you need. What might you do instead? * What would you expect the outcome to be? Explain your answer.     **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 1.1, 1.2 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1**  **Review** Table 3.3 on pp. 34 & 35 of *Psychology, Modules for Active Learning.*  **Respond** to the following in the discussion board by Thursday at 11:59 pm:  Imagine that a part of your General Psychology course includes shadowing someone working in one of the specialties listed in the table. Which specialty area would you choose? What is it about that specialty that attracts you? Does the specialty area typically do basic or applied research? Which type of research appeals to you more? Explain your answer.  Respond to at least three students and comment on their findings by Sunday at 11:59 pm. Share your opinions and provide a rationale. | | 1.1 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Question 2**  **Respond** to the following in the discussion board by Thursday at 11:59 pm:  Imagine that your friend makes the following comment: “I’ve been taking vitamin C tablets, and I haven’t had a cold all year. Vitamin C is great!” As a critical thinker, why might you be skeptical about what she says? What would you need to see to accept her claim that vitamin C kept her cold-free? Can you recall any other unsubstantiated comments that friends have made throughout the years?  Respond to at least three students and comment on their findings by Sunday at 11:59 pm. Share your opinions and provide a rationale. | | 1.1  CLO1 | Discussion – One post and reply to three other posts = **1 hour** |
| **Quiz 1**  **Complete** the quiz as directed by your instructor. | | 1.1, 1.2,  CLO1, CLO2 | Quiz – 1 hour test = **1 hour** |
| **Psychological Research**  **Choose** one of the following research projects:   * **Research Project 1**: To qualify as a licensed London taxi driver, a trainee must learn all of London’s streets and their layout. After completion of 3 to 4 years of training, the trainees are required to pass a stringent exam to obtain their taxi driver’s license. Previous studies of qualified London taxi drivers showed changes in the hippocampus, and researchers wondered whether their learning experiences changed their brain structure. To test this, researchers followed a group of 39 taxi driver trainees and 31 non-taxi drivers, taking snapshots of their brain structure over time using magnetic resonance imaging (MRI) and studying their performance on a memory task. The researchers examined the structure of both groups' brains at the start of the study, before any of the trainees had begun their training. They found no differences in the structures of the hippocampus between the two groups, and both groups performed equally well on a memory task. After the trainees passed the training and the exam, the researchers again looked at the brain structures of the research participants and tested their performance on the memory task. This time, they found significant differences in the hippocampus between the two groups. The taxi drivers showed superior memory, plus the parts of their brains responsible for processing this learning were also enlarged. The changes were not present in the 31 non-taxi drivers. * **Research Project 2:** Researchers were interested in studying the effects of work emails on job productivity and stress levels. Thirteen information technology workers agreed to ignore work emails for 5 days. Researchers compared them with coworkers who continued reading work emails as usual. The coworkers who continued to read emails had more constant elevated heart rates, while those who took a break from reading emails had more natural heart rates. The email vacationers reported less stress and reported being better able to do their jobs and stay on task.   **Complete** the following for the research project you chose:   * Write your own hypothesis. * Identify the independent variable, dependent variable, control group, and experimental group. * Choose one scientific concept from the research project that needs an operational definition. Write your own operational definition for that concept.   **Answer** the following in at least 100 words:   * Do you consider this a well-designed research study? Provide specific examples to support your answer.   **Format** your answers according to APA guidelines.  **Submit** your answers to your instructor. | | 1.1,1.2  CLO1, CLO2 | Scenario Analysis – Analysis and private post = **1 hour** |
| **Critiquing Research**  **Read** the following scenario:   * Researchers are interested in the effects of caffeine on memory. To test the effects of caffeine, they divide the class in half. All the students on the right are given four cups of coffee to drink, and 1 hour later they are given a test of memory. The students on the left are dismissed. After the first group has been tested, the second group returns and is given the same memory test as the first group. The average scores are compared, and they show that the first group remembered more than the second group.   **Answer** the following in at least 100 words:   * Identify at least four mistakes in the hypothetical research project, and explain what effect these errors have on the results of the experiment.   **Format** your answers according to APA guidelines.  **Submit** your answers to your instructor. | | 1.1, 1.2  CLO1, CLO2 | Scenario Analysis – Analysis and private post = **1 hour** |
| **Total** |  |  | **7hrs** |
| **Notes** |  | | |

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| Week Two: Human Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Recognize the interplay of heredity and environment on early development. | | CLO3 | |
| * 1. Describe physical, cognitive, and psychosocial development across the lifespan. | | CLO3 | |
| * 1. Relate personality theories to your own development. | | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Module 12 of *Psychology, Modules for Active Learning.* | | 2.1, 2.2 |  |
| **Read** Module 13 of *Psychology, Modules for Active Learning.* | | 2.1, 2.2 |  |
| **Read** Module 14 of *Psychology, Modules for Active Learning.* | | 2.1, 2.2 |  |
| **Read** Module 15 of *Psychology, Modules for Active Learning.* | | 2.1, 2.2, 2.3 |  |
| **Read** Module 16 of *Psychology, Modules for Active Learning.* | | 2.2 |  |
| **Read** Module 46 of *Psychology, Modules for Active Learning.* | | 2.1, 2.2 |  |
| **Read** Module 47, pp. 394–398, of *Psychology, Modules for Active Learning.* | | 2.1, 2.2 |  |
| **Read** Module 50 of *Psychology, Modules for Active Learning.* | | 2.3 |  |
| **Read** Module 51 of *Psychology, Modules for Active Learning.* | | 2.1, 2.3 |  |
| **Read** Module 52 of *Psychology, Modules for Active Learning.* | | 2.1, 2.2, 2.3 |  |
| **Read** Module 53 of *Psychology, Modules for Active Learning.* | | 2.1, 2.2, 2.3 |  |
| **The First Years**  **Watch** the video,“The First Years Last Forever” (stop at 23.25), at <http://www.youtube.com/watch?v=TI-BXTHvRfs>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * Which one of Baumrind’s parenting styles was primarily represented in this video? Provide at least one example to support your answer. * In your opinion, what was the most important information in this video? Explain your answer. * The members of the parenting group in this video had similar views about spanking. Would you expect to find this in a representative sample of parents in your community? Explain your answer.   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 2.1, 2.2 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Infant Temperament**  **Watch** the video, “Jerome Kagan – On Temperament,” at <https://www.youtube.com/watch?v=ewrYuZUtSe8>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * How does Kagan describe the interaction of heredity and environment? * What advice would you give to parents who are worried about their slow-to-warm-up, shy infant?   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 2.1 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Fetal Alcohol Syndrome**  **Watch** the video, “The Story of Iyal,” at <http://www.youtube.com/watch?v=QuBBLEf2u7I>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * Share one observation you made about fetal alcohol syndrome (FAS) as a result of watching this video. * FAS is a totally preventable congenital problem: Do you agree or disagree? Explain your answer. * Do you think legislation should be passed to prohibit bartenders from serving pregnant women? Why or why not? * Should prevention of FAS be an individual or community responsibility? Explain your answer.   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 2.1 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Piaget’s Theory of Cognitive Development**  **Watch** the video,“Piaget’s Developmental Theory: An Overview,” at <http://www.youtube.com/watch?v=lEam9lpa6TQ&feature=related>  **Watch** the video, “Conservation Task,” at <http://www.youtube.com/watch?v=YtLEWVu815o>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * How well do these short videos describe Piaget’s stages of cognitive development? * Do his ages and stages apply universally to all children? Provide one example to illustrate your answer. * How does Vygotsky’s sociocultural theory differ from Piaget’s theory? * Provide one example of your own immature thought as you were growing up.   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 2.2 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1**  **Adolescent Brain**  **Watch** the following videos:   * “Drugs and the Adolescent Brain: A Conversation with Nora Volkow, M.D. Part 1”: <https://www.youtube.com/watch?v=1jLU0oSHs6Q> * “Drugs and the Adolescent Brain: A Conversation with Nora Volkow, M.D. Part 2”: <https://www.youtube.com/watch?v=Gem2lU89J-c&t=92s>   **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * How do these research findings on brain biology change the way you view adolescent behavior and thinking? * How might parents or teachers use this information to guide teenagers through the adolescent period? Provide at least one specific example.   Respond to at least three students and comment on their findings by Sunday at 11:59 pm. Share your opinions and provide rationale. | | 1.1, 1.2, 2.2 | Discussion – One post and reply to three other posts = **1 hour** |
| **Quiz 2**  **Complete** the quiz as directed by your instructor. | | 2.1, 2.2, 2.3 | Quiz – 1 hour test = **1 hour** |
| **Stages of Life**  **Watch** the video,“Randy Pausch ABC Special about the “Last Lecture,” April 2008,” at <http://www.youtube.com/watch?v=j-a7LRwqwNw>  **Write** a response of at least 50 words to each of the following questions:   * Nearly all of the developmental stages are represented in this video. Choose at least three individuals in the film (with the exception of Randy Pausch). Match each with one of Erikson’s stages of psychosocial development. Identify the psychosocial dilemma or task that each individual is facing, and provide a specific example to illustrate why you placed each individual in the designated stage. * In addition to having children,describe two other ways in which Randy Pausch achieved generativity. * Randy Pausch’s terminal illness prematurely pushed him into stage eight of Erikson’s psychosocial stages. In your opinion, did he develop a sense of integrity or despair? * Your textbook lists a number of reactions to death, as recorded by Elisabeth Kubler-Ross. Which of these did Jai or Randy experience or mention in the film? Were Kubler-Ross’s descriptions sufficient to describe their emotions as they faced Randy’s impending death?   **Format** your answers according to APA guidelines.  **Submit** your answers to your instructor. | | 2.2 | Scenario Analysis – Analysis and private post = **1 hour** |
| **Personality Assessment**  **Navigate** to the Big Five Personality Test at <http://www.outofservice.com/bigfive/> and complete the self-assessment. Save your profile in order to answer the following questions.  **Write** a response of at least 50 words to each of the following questions:   * Do you feel that the Big Five Personality Assessment gives an accurate description of your personality? Explain your answer. * Are your personality traits fairly consistent from day to day, or do they change based on the situation in which you find yourself? Provide one specific example to support your answer. * Has your personality changed or remained constant through the years? Provide one specific example to support your answer. * In your opinion, is your personality set, or is it still evolving? * Which one of the personality theories seems to give the best explanation for your personality development?   **Format** your answers according to APA guidelines.  **Submit** your answers to your instructor. | | 2.3 | Lecture Activity – Review resources and posts response = **1 hour** |
| **Total** |  |  | **8hrs** |
| **Notes** |  | | |

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| --- | --- | --- | --- |
| Week Three: Learning and Memory | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between the types of learning. | | CLO4 | |
| * 1. Describe perceptual processes and factors that affect thinking, learning, and memory. | | CLO4 | |
| * 1. Trace the way memories are formed and stored. | | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Module 1 of *Psychology, Modules for Active Learning.* | | 3.1, 3.2, 3.3 |  |
| **Read** Module 17 of *Psychology, Modules for Active Learning.* | | 3.2 |  |
| **Read** Module 20 of *Psychology, Modules for Active Learning.* | | 3.2, 2.1 |  |
| **Read** Module 21 of *Psychology, Modules for Active Learning.* | | 3.2, 3.3, 4.2 |  |
| **Read** Module 24, pp. 194-201, of *Psychology, Modules for Active Learning*. | | 3.2, 3.3 |  |
| **Read** Module 27 of *Psychology, Modules for Active Learning.* | | 3.1, 3.3 |  |
| **Read** Module 28 of *Psychology, Modules for Active Learning.* | | 3.1, 4.2 |  |
| **Read** Module 29 of *Psychology, Modules for Active Learning.* | | 3.1 |  |
| **Read** Module 30 of *Psychology, Modules for Active Learning.* | | 3.1, 4.1 |  |
| **Read** Module 32 of *Psychology, Modules for Active Learning.* | | 3.3 |  |
| **Read** Module 33 of *Psychology, Modules for Active Learning.* | | 3.3 |  |
| **Read** Module 34 of *Psychology, Modules for Active Learning.* | | 1.2, 3.3, 4.2, |  |
| **Read** Module 35 of *Psychology, Modules for Active Learning.* | | 3.3 |  |
| **Read** Module 36 of *Psychology, Modules for Active Learning.* | | 3.3 |  |
| **Read** Module 73, pp. 630–633, of *Psychology, Modules for Active Learning*. | | 3.1, 4.2 |  |
| **Sensation and Perception**  **Watch** the video“Sensation and Perception” (from 17.00 to the end), at <http://www.learner.org/series/discoveringpsychology/07/e07expand.html>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * Provide one example from the video that illustrates the difference between sensation and perception. * Name at least two perceptual concepts (other than perceptual expectancy or set) and describe the way they are illustrated in the video. * Did perceptual expectancyor set play a part in your perception in the rat/man experiment? Explain your answer.   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 3.2 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Eyewitness Testimony**  **Watch** the video,“When Eyes Deceive - Eyewitness Testimony,” at <http://www.youtube.com/watch?v=rSzPn9rsPcY>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * Name one perceptual concept that helps explain the inaccuracy of the eyewitnesses in the video. * Name one memory concept that helps explain the inaccuracy of the eyewitnesses in the video. * In your opinion, should jurors and judges be given information about the inaccuracy of eyewitness testimony before the trial starts, as well as before they adjourn to consider their verdict? Explain your answer.   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions. | | 3.2; 3.3 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Classical Conditioning**  **Watch** the video, “Classical Conditioning - Ivan Pavlov,” at <http://www.youtube.com/watch?v=hhqumfpxuzI&feature=related>  **Watch** the video, “Classical Conditioning at BGSU,” at <http://www.youtube.com/watch?v=Eo7jcI8fAuI>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * Both of these videos illustrate the elements of classical conditioning. Identify the unconditioned stimulus (UCS), unconditioned response (UCR), conditioned stimulus (CS), and conditioned response (CR) in each video. * Which video leaves you with the clearest explanation for the way classical conditioning occurs? How do you explain the effectiveness of one over the other?   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 3.1 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Observational Learning**  **Watch** the video, “Bobo Doll Experiment,” at <http://www.youtube.com/watch?v=Pr0OTCVtHbU&feature=share&list=PLqr4-6jOSoOwzTbC1eYUIUxaVGdKJIJ9p&index=1>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * This is a classic experiment on aggression conducted by Albert Bandura in the 1960s. How might this research contribute to a discussion about the effect of media violence on young children in the 21st century? * How might his research findings contribute to your increased understanding of other contemporary issues? Provide one specific example.   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 1.1, 3.1 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Awareness Test**  **Watch** the video, “Awareness Test,” at <http://www.youtube.com/watch?v=yrqrkihlw-s>  **Respond** to the following in discussion board by Thursday at 11:59 pm:   * One of your classmates tells you he texts while driving (but only on local roads), and in a pinch he studies his notes for his history quiz while listening to a psychology lecture—and he does not miss anything. What perceptual concepts were illustrated by this video that would question those claims? * In your opinion, are adolescents really better at multitasking than older adults? Cite information from your textbook or another credible source to support your answer.   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 3.2, 3.3 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1 on Operant Conditioning/Reinforcement**  **Respond** to the following in the discussion board by Thursday at 11:59 pm:  If you owned a business, what would you consider the ideal way to pay your employees? Consider the following issues:  Should pay be tied to work output? Should rewards other than money be offered? Should employees be paid hourly, per project, or annually? Support your answers using concepts studied up to this point in the course.  Respond to at least three students and comment on their findings by Sunday at 11:59 pm. Share your opinions and provide a rationale. | | 3.1 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Question 2**  **Respond** to the following in the discussion board by Thursday at 11:59 pm:    How do advertisers use classical conditioning to sell products? Locate an ad or commercial for a product that uses classical conditioning, and describe the way classical conditioning is applied. Do you consider it an effective advertising approach? Provide specific examples to support your answers. Include an image or link to the ad or commercial.  Respond to at least three students and comment on their findings by Sunday at 11:59 pm. Share your opinions and provide a rationale. | | 3.1 | Discussion – One post and reply to three other posts = **1 hour** |
| **Quiz 3**  **Complete** the quiz as directed by your instructor. | | 3.1, 3.2, 3.3 | Quiz – 1 hour test = **1 hour** |
| **Study Guide for New Students**:  **Imagine** that you are asked to create a study guide for incoming adult learners that addresses the following topics:   * Test preparation * Helpful mnemonic devices * Perceptual processes in learning * The role of sleep in memory consolidation and attention * Time management and procrastination * Encoding strategies * Successful students’ study habits   **Write** a response of at least 50 words to each of the following questions:   * What kind of study guide would you create? Describe the format and content. * How would you address the specified topics? What information is most useful to adult learners? * How could you integrate Vygotskian principles into your study guide?   **Format** your answers according to APA guidelines.  **Submit** your answers to your instructor. | | 3.1, 3.2, 3.3 | Problem Solving = **1 hour** |
| **Total** |  |  | **9hrs** |
| **Notes** |  | | |

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| Week Four: Motivation, Emotion, and Stress | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe types of motives and the way people vary in their needs for each. | | CLO3, CLO4 | |
| * 1. Differentiate adaptive and maladaptive functions of stress and emotions. | | CLO2, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Module 23 of *Psychology, Modules for Active Learning.* | | 4.2 |  |
| **Read** Module 42 of *Psychology, Modules for Active Learning.* | | 4.1; 4.2 |  |
| **Read** Module 43 of *Psychology, Modules for Active Learning.* | | 4.1; 4.2 |  |
| **Read** Module 44 of *Psychology, Modules for Active Learning.* | | 4.2 |  |
| **Read** Module 45 of *Psychology, Modules for Active Learning.* | | 4.2 |  |
| **Read** Module 55 of *Psychology, Modules for Active Learning.* | | 4.1; 4.2 |  |
| **Read** Module 56 of *Psychology, Modules for Active Learning.* | | 4.1; 4.2 |  |
| **Read** Module 57 of *Psychology, Modules for Active Learning.* | | 4.2 |  |
| **Read** Module 58 of *Psychology, Modules for Active Learning.* | | 4.2 |  |
| **Read** Module 59 of *Psychology, Modules for Active Learning.* | | 4.2 |  |
| **Hunger**  **Watch** the video, “Documentary Calls for ‘A Place at the Table’ for Hungry,” at <http://www.youtube.com/watch?v=fC4rk6tKIRI&noredirect=1>  **Watch** the video, “Video Report: An Oasis in a Food Desert,” at <http://billmoyers.com/content/an-oasis-in-a-food-desert/>  **Respond** to the following questions in the discussion board by Thursday at 11:59 pm:   * Were you aware of the extent of food insecurity in the United States prior to watching these videos? * Why do you think Rosie’s teacher did not readily identify hunger as a major factor in Rosie’s inability to concentrate? * Would you expect learned helplessness or depression to be issues for Rosie or Barbara? Explain your answer. * Why are non-profit grocery stores like the one in Chester so important?   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 4.1, 4.2 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Stress**  **Review** the Mindfulness handout.  **Watch** the video,“Part Two - Dealing with Stress,” at <http://www.youtube.com/watch?v=fm9Ge-RXg_U>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * How does Andy’s body respond to the stress of running with the bulls? * How does this differ from the extended stress response created by a high-pressure job requiring long hours and commutes through heavy urban traffic? * Try one of the exercises on the Mindfulness handout and describe the experience. Do you think it would be beneficial for Jude? Explain your answer.   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 4.2 | Lecture Activity – Review resources and posts response = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1**  **Respond** to the following in the discussion board by Thursday at 11:59 pm:  How could an owner of a business use Maslow’s hierarchy of needs to understand her or his employees? How could she or he change conditions to improve morale and increase productivity? Think about your own work experiences. Can you recall a specific situation in which your employer seemed to demonstrate sensitivity to the needs of employees? Can you recall a specific situation in which your employer seemed to be out-of-touch with the needs of employees? Provide specific examples to support your answers.  Respond to at least three students and comment on their findings by Sunday at 11:59 pm. Share your opinions and provide rationale. | | 4.1 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Question 2**  **Respond** to the following in the discussion board by Thursday at 11:59 pm:  What is motivating you to be in college? Are you here because you want to learn, or for another reason? Are your motivations mostly intrinsic or extrinsic? Have you experienced a shift from extrinsic to intrinsic? What did that feel like? Does your reason for attending make a difference in your willingness to study? How might your motivation affect your success in your university program?  Respond to at least three students and comment on their findings by Sunday at 11:59 pm. Share your opinions and provide rationale. | | 4.1 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Question 3**  **Basic Emotions**  **Watch** the video, “Do We All Have The Same Emotions?”, at<http://www.youtube.com/watch?v=h19PzyqOxxo&list=PLIWODxS_FEkOK1A2saoiUX6Tkpvi8-coJ&index=1>  **Respond** to the following questions:   * How did Ekman’s experiment support the idea that basic emotions are universal? * Do you think it would be possible to find such isolated research subjects in modern times? * How do you explain the fact that children born blind express emotions with their faces in about the same ways as sighted people do? * How would you expect culture and learning to affect the expression of emotions?   **Format** your answers according to APA guidelines.  **Submit** your answers to your instructor.  Post your responses to the discussion board and respond to at least three students and comment on their findings by Sunday at 11:59 pm. Share your opinions and provide rationale. | | 1.1, 4.2 | Discussion – One post and reply to three other posts = **1 hour** |
| **Quiz 4**  **Complete** the quiz as directed by your instructor. | | 4.1, 4.2 | Quiz – 1 hour test = **1 hour** |
| **Hierarchy of Human Needs**  **Review** the Maslow’s Hierarchy of Needs Worksheet.  **Complete** the worksheet.  **Format** your answers according to APA guidelines.  **Submit** your worksheet to your instructor. | | 4.1 | Problem Solving = **1 hour** |
| **Sensation-Seeking Scale**  **Access** the Sensation Seeking Scale at <http://www.bbc.co.uk/science/humanbody/mind/surveys/sensation/index.shtml> and test yourself.  **Write** a response of at least 50 words to each of the following questions:   * Did you score high or low in the categories on the sensation-seeking scale? * Based on your score, would you expect your optimal level of arousal to generally be low, moderate, or high? * What activities do you engage in to intentionally increase your arousal? * How might your level of sensation-seeking affect your choice of activities in your life? * What cultural biases may exist in the Zuckerman sensation-seeking scale? * What assumption does this scale make about human behavior? * How would you expect your classmates’ optimal levels to compare with yours?   **Format** your answers according to APA guidelines.  **Submit** your answers to your instructor. | | 4.1 | Lecture Activity – Review resources and posts response = **1 hour** |
| **Responding to Frustration**  **Create** a list of typical stressful or frustrating situations, and record the way you normally react.  **Write** a response of at least 50 words to each of the following questions:   * In general, do you use emotion-focused or problem-focused approaches? * How well do you differentiate those stressors that you can or cannot control? * In general, are your emotions and responses adaptive or maladaptive? * Is there an alternate way to handle the situations that might be less likely to increase your stress? What are your strategies for dealing with excessive stress when it occurs?   **Format** your answers according to APA guidelines.  **Submit** your answers to your instructor. | | 4.2 | Problem Solving = **1 hour** |
| **Total** |  |  | **9hrs** |
| **Notes** |  | | |

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| Week Five: Abnormal Psychology | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Define terms and concepts essential to the study of abnormal psychology. | | CLO5 | |
| * 1. Describe diagnostic categories, symptoms, and treatments for psychological disorders. | | CLO5 | |
| * 1. Differentiate between suicide facts and myths. | | CLO4, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Module 60 of *Psychology, Modules for Active Learning.* | | 5.1, 5.2 |  |
| **Read** Module 61 of *Psychology, Modules for Active Learning.* | | 5.1, 5.2 |  |
| **Read** Module 62 of *Psychology, Modules for Active Learning.* | | 5.1, 5.2 |  |
| **Read** Module 63 of *Psychology, Modules for Active Learning.* | | 5.1 5.2 |  |
| **Read** Module 64 of *Psychology, Modules for Active Learning.* | | 5.3 |  |
| **Read** Module 65 of *Psychology, Modules for Active Learning.* | | 5.2 |  |
| **Read** Module 66 of *Psychology, Modules for Active Learning.* | | 5.2 |  |
| **Read** Module 67 of *Psychology, Modules for Active Learning.* | | 5.2 |  |
| **Read** Module 68 of *Psychology, Modules for Active Learning.* | | 5.1,5.2 |  |
| **Read** Module 69 of *Psychology, Modules for Active Learning.* | | 5.1, 5.2 |  |
| **Cyberbullying**  **Watch** the video, “PBS This Emotional Life clip (cyberbullying),” at <http://www.youtube.com/watch?v=tmxSzis_RMg>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * There is currently a focus on the active bystander to prevent serious situations like sexual assault and bullying. Imagine you are a school psychologist hired to establish a bully-prevention program at your school based on this idea. What would your program look like? Be specific. It may be helpful to search the Internet for programs that currently exist to assist you in designing your program.   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 1.1,5.3 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Schizophrenia**  **Watch** the video, “The Secret Life of the Brain: Episode 3: The Teenage Brain” (begin at **3:00 and stop at 27:00**), at <https://www.youtube.com/watch?v=FGaz_fHLHNU>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * How did the experiences of these three teenagers change your view of people diagnosed with schizophrenia? * When you heard their descriptions of their visual or auditory hallucinations, how did you feel? * Courtney shared his thoughts about suicide. Was information given in your text consistent with his case? Explain your answer. * How do you account for Courtney’s ability to come to terms with his illness?   **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 1.1, 1.2, 5.2, 5.3 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Virtual Iraq**  **Watch** the video, “Not a Game: Inside Virtual Iraq,” at <http://www.youtube.com/watch?v=R6kl2BuhKmM>  **Respond** to the following in the discussion board by Thursday at 11:59 pm:   * How did you feel as you were guided through the virtual reality situations? * How could desensitization be accomplished without high-tech equipment? * Why do you think that some individuals suffering from PTSD are not willing to re-experience their trauma?     **Respond** to other students’ answers, and explain if you agree or disagree with their opinions by Sunday at 11:59 pm. | | 5.2 | Scenario Analysis – Analysis and shared posting = **1 hour** |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1**  **Respond** to the following in the discussion board by Thursday at 11:59 pm:  According to DSM categorization, most mentally ill people are not dangerous, and most dangerous people are not mentally ill. However, when a person suffering from a mental illness is involved in a crime, their mental status is almost always a part of the news report. What do you think perpetuates the stereotype that the mentally ill are dangerous? Imagine that you heard that one of your coworkers is psychotic. How would you feel? How would you expect this knowledge to affect your behavior toward that person?  Respond to at least three students and comment on their findings by Sunday at 11:59 pm. Share your opinions and provide rationale. | | 5.1, 5.2 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Question 2**  **College Students and Mental Health**  **Review** the following site regarding college and mental health at <https://www.nami.org/collegeguide>.  **Respond** to the following questions in the discussion board by Thursday at 11:59 pm:  NAMI stands for the National Alliance on Mental Illness. According to its website: "NAMI on Campus provides information and resources to support students’ mental health and to empower them to take action on their college campuses. It helps to ensure that all students have positive, successful and fun college experiences."   * Before reading the link, how aware were you of the extent of mental illness on campuses? * Were you aware of the way in which mental illness affects student success? * Do you see this as an important issue on campuses? Why or why not? * Would you consider starting a program? Why or why not? * Do you think students would be interested in joining a NAMI group? Why or why not? * Would you consider becoming a member of a NAMI group? Why or why not?   Respond to at least three students and comment on their findings by Sunday at 11:59 pm. Share your opinions and provide rationale. | | 5.1, 5.2 | Discussion – One post and reply to three other posts = **1 hour** |
| **Discussion Question 3**  **Respond** to the following in the discussion board by Thursday at 11:59 pm:  How aware were you of the suicide facts and myths before reading the assignment for this week? If a friend of yours were to express suicidal thoughts, how would you respond? Have you ever been faced with this situation in real life? What would you do if you were uncomfortable intervening yourself? How hopeful are you about the long-term future of someone who has considered or attempted suicide? Television networks have been advertising a suicide prevention website recently. How effective do you think this campaign will be in preventing suicide? If you wanted to research its effectiveness, where would you begin?  Respond to at least three students and comment on their findings by Sunday at 11:59 pm. Share your opinions and provide rationale. | | 1.1,5.3 | Discussion – One post and reply to three other posts = **1 hour** |
| **Quiz 5**  **Complete** the quiz as directed by your instructor. | | 5.1, 5.2 | Quiz – 1 hour test = **1 hour** |
| **Psychological Disorders**  **Write** a response of at least 50 words to each of the following questions:   * Among schizophrenia, the mood disorders, or anxiety disorders, which would youleast want to suffer from? Why did you choose that disorder? * Describe what you imagine daily life would be like for a person suffering from that disorder. Be specific. Describe how your life would be different if you, yourself, were suffering from that disorder. How would it affect the goals you have set for yourself? How might you change your goals to accommodate for the disorder? * Would you tell others about your diagnosis? How might you expect them to react toward you? How would you wish for them to react? * What do you think would help you most in dealing with your disorder? Would you be interested in a face-to-face or online support group? Are there effective treatments for the disorder? Are there effective medications? Would you be willing to take medication, even if it had uncomfortable side effects? How would you advocate or campaign for those suffering from the disorder? How has imagining yourself with this disorder changed your perceptions of individuals with mental illness?   **Format** your answers according to APA guidelines.  **Submit** your answers to your instructor. | | 5.1, 5.2 | Scenario Analysis – Analysis and private post = **1 hour** |
| **Total** |  |  | **8hrs** |
| **Notes** |  | | |

# Breakdown of Academic Instructional Equivalencies

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| **Week One** |  |  |
| Required |  | 8 |
| Supplemental |  |  |
|  |  |  |
| **Week Two** |  |  |
| Required |  | 8 |
| Supplemental |  |  |
|  |  |  |
| **Week Three** |  |  |
| Required |  | 9 |
| Supplemental |  |  |
|  |  |  |
| **Week Four** |  |  |
| Required |  | 9 |
| Supplemental |  |  |
|  |  |  |
| **Week Five** |  |  |
| Required |  | 8 |
| Supplemental |  |  |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 42 |
| **Total Supplemental Hours** |  |  |
| **Total Hours** |  | 42 |