

HDCN 6385: ADVANCED GENERAL PSYCHOLOGY
May Term, 2013

Instructor: Kathryn Oden, PhD, LPC
Class Time: Tuesday 6:00 – 10:15 PM
Office Hours: By appointment
Phone: XXXXXXXX
Email: XXXXXXXX

Required Text:

Kossyn, S.M. & Rosenberg, R. (2011). *Introducing Psychology: Brain, Person, Group* (4th ed.). Boston: Pearson Learning Solutions.

Recommended Text:

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders*, (4th ed.). Washington, DC: Author.

Required Liability Insurance:

- Students are required to provide a copy of proof of liability insurance to be kept in your student file.
- Refer to information provided at Group Advising regarding purchasing this insurance

COURSE DESCRIPTION

This course is a survey of the field of psychology. It is designed for students entering the counseling program with a limited background in psychological studies. Topics include the study of perception, motivation, personality development, memory, learning theory, psychopathology, counseling theories and psychotherapy. Upon completion students will demonstrate a basic knowledge of the science of psychology and possess the common vocabulary of the profession. This is a required course during the first term for students who do not have an undergraduate degree or minor degree in psychology.

METHODOLOGY

The course will be taught using lecture material, class discussion, videos, outside readings, homework assignments, group and individual class activities.

CORE CURRICULUM

SMU Counseling Program beginning graduate students will learn the basic knowledge and skills of the counseling profession. The course follows the common-core curriculum guidelines of the Council for Accreditation of Counseling and Related Programs (CACREP Section II 2009):

- Human growth and development
- Helping relationships
- Social and cultural foundations

- Group work
- Career and lifestyle development
- Appraisal
- Research and program evaluation
- Professional orientation (see www.cacrep.org)

LEARNING OBJECTIVES AND MEASURABLE OUTCOMES

Learning Objective	Measurable Outcome
Students will demonstrate knowledge of general psychology including the history and philosophy of the field, including:	Accomplishment of learning objectives will be measured by synthesis of readings from a graduate text, content examinations, homework assignments, and class discussion.
Physiological psychology and the study of biology of the mind, including sensation, perception, and neuroscience.	Students will be able to identify issues and answer questions about the mind and behavior by studying the evolution of the science of psychology. Students will demonstrate knowledge and apply understanding of text and homework assignments through oral and written discourse and examination.
Theories of learning, memory, language, intelligence emotion and motivation.	Students will demonstrate and apply their understanding of text and homework assignments through oral and written discourse and examination and homework assignments.
Theories of personality development, assessment and identification of clinical disorders, and an introduction to the Diagnostic and Statistical Manual of Mental Disorders (DSM)	Students will demonstrate and apply their understanding of text, lecture, and homework assignments through oral and written discourse and examination.
Counseling theories and application of associated skills in the treatment of mental disorders across the human lifespan.	Students will demonstrate their integration of textbook knowledge with skill development through application and synthesis in class exercises, examination, homework, and role play scenarios;
Social psychology, attitudes and behavior, stereotyping and prejudice, relationships, social organization, helping behavior, multicultural and pluralistic trends, including developmental and clinical concerns within and among diverse groups nationally and internationally;	Students will demonstrate the ability to analyze behavior in the context of varied theories, age groups, cultures, and gender as demonstrated by homework assignments, class discussion, role-play exercises and examination.

An orientation to wellness and prevention of stress-related disorders as desired life skills for the professional as well as his/her potential clients.	Students will identify social and personal stressors in their own lives, formulate positive coping techniques, create a personal “treatment plan” to reduce their stress, monitor that plan, and demonstrate an understanding of how stress effects human functioning. Understanding will be demonstrated through class discussion, homework assignments, examination and self-assessment.
Ethical standards of professional and credentialing bodies, and applications of ethical and legal issues associate with the field of psychology.	Students will review codes of professional conduct demonstrating understanding and competence through lecture, discourse, homework assignments and examination.
The importance of research in advancing the counseling profession.	Students will read, discuss, and critique current and classic research.

Grading:

Remember that at SMU grades are recorded as A, A-, B+, B, B-, C+, C, C-. (A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80 – 82, and any C is 79 or below).

In the Counseling Department, any grade below a B- is considered unacceptable and repeating that particular course would be necessary.

Grade	Performance Description	Percentage Points	Actual Class Points
A	Exceptional	93 – 100	465 - 500
A-	High Pass	90 – 92	450 – 464
B+		87 – 89	435 – 449
B	Pass	83 – 86	415 – 434
B-		80 – 82	400 - 414
C+	Failure, any C or below	77 – 79	
C		73 – 76	
C-		70 – 72	
D+		67 – 69	
D		63 – 66	
D-		60 – 62	
F		59 \geq	

Course Requirements:

Class Participation (10% of grade)

Quality of classroom contribution such that it reflects knowledge of course material, homework assignments, group discussions, *attendance and classroom behavior* (see notes below). All cell phones, pagers are to be turned off and stored out of sight during class. If it is imperative that you make or receive calls, please leave the room to do so. Points will be deducted from your final grade in the event you disregard this policy. Do not read newspapers, books for other classes, or any other outside reading material during class, nor use lap tops for non-class related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and when you leave, do so quietly. Professional respect and courtesy for your instructor and fellow students is expected at all times.

Advocacy Statement (5% of grade)

There continues to be a stigma in our culture related to mental illness. Evidence of this stigma may be covert or subtle, but nonetheless it has deleterious effects on persons with mental illness, their families, and others. Familiarize yourself with the public policy work of the *National Alliance for the Mentally Ill* at <http://www.nami.org/>. You will select an issue you believe you can make a difference in and upon which you are willing to take a stand. You will describe this in class along with a DESCRIPTION OF THE ACTION YOU TOOK - the advocacy statement you made - and if possible, the response you received. You will bring a copy of the letter(s) you wrote (to a legislator, a corporation, a television network) or copy of a letter to an editor or local broadcast station executive, and if possible his/her/their response to you. The Advocacy Statement can be presented during any class period the student chooses except for the final class day.

Diagnostic Cinema Paper (15% of grade)

Students will view a movie that depicts a DSM-IV-TR diagnosis and write a 3-5 page paper identifying: 1. the diagnosis of the main character in the movie, 2. the diagnostic criteria that is evidenced in the movie, and 3. empirical evidence of appropriate treatment for the disorder depicted in the movie. You must use headings for items 1, 2, and 3 in your paper. Students MUST obtain approval for their movie by the Midterm Exam class period. Use APA 6th Edition format. **Please consult <http://owl.english.purdue.edu/owl/resource/560/01/> for appropriate APA 6th Edition formatting for your paper.**

Mid-Term Exam and Final Exam (35% of grade for each exam for total of 70%)

Exam questions will be short answer, multiple-choice, matching, and true/false.

Exam will cover material from the textbook, lectures and handouts.

Early exam or makeup exam will not be administered without proof of necessary circumstances.

Statement on Attendance:

- Instructors should be given 24 hours' notice of any absence whenever possible
- If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence.
- A student's final grade will be impacted if two absences occur.
- A student missing more than two classes may, at the instructor's discretion:
 - receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
 - receive a failing grade for the course
 - drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at <http://smu.edu/education/counseling/AcademicCalendar2011-12.asp> then consult with the Program Specialist if they believe this option is a possibility.)

Classroom Decorum:

Please turn off (or set on vibrate) all cell phones or pagers. Please do not read newspapers, books for other classes, or other outside reading material during class, nor use laptops for non-class related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and then when you leave, do so quietly. Professional respect and courtesy for your fellow students is expected at all times.

Grade of Incomplete

A student may receive a grade of "Incomplete" if at least 50 percent of the course requirements have been completed with passing grades, but for some *justifiable reason*, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of "I" will be given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the incomplete grade normally is 12 months. If the incomplete grade is not cleared by the date set by the instructor, the grade of "I" will be changed to the grade provided by the instructor at the time the incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of "I" is not given in lieu of a grade of "F" (failed) or "W" (withdrew) or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of "I" does not authorize a student to attend the course during a later term. Graduation

candidates must clear all incomplete grades prior to the deadline on the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of “I” to the grade indicated by the instructor at the time the grade of “I” was given.

For graduate students, a maximum of two (six hours) concurrently held grades of incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Disability Accommodations: Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See university Policy No. 1.9)

Statement on APA Guidelines: Students are expected to become familiar with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual, 6th Edition*. Some general guidelines include:

- Always cite the source of a quote or paraphrase
- When quoting:
 - Copy the original material word-for-word
 - If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text
 - Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s)
- When paraphrasing:
 - Restate concepts in *substantially different words* than the original material
 - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s)
 - In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph.

The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can

assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

Statement on Confidentiality and Emotional Safety: In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Statement on Academic Integrity: Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Rubric
Advanced General Psychology, HDCN 6385
Class Participation Assessment

	Exemplary 93-100	Accomplished 90-92	Developing 83-89	Needs Improve. 80-82	Score
Class Participation	Participates enthusiastically in class discussion and regularly asks questions or makes observations that indicate reflection, knowledge of class material.	Participates in class discussion and occasionally asks questions or makes observations that indicate reflection, knowledge of class material.	Rarely participates in class discussion or asks questions or makes comments that indicate familiarity with knowledge of class material.	Does not participate in class discussion, ask questions, or make comments that indicate familiarity with knowledge of class material.	
Class Participation (continued)	Participates enthusiastically in class presentations and discussion. Displays exceptional knowledge of course material.	Participates in class presentations and discussions. Displays thorough knowledge of course material.	Participates in class presentations but rarely in class discussion. Displays adequate knowledge of course material.	Participates reluctantly in class presentations and discussion. Displays minimal knowledge of course material	
Class Attendance (Absences)	No missed classes	Missed 1 class	Missed 2 class	Missed 2 or more classes	
Class Attendance (Arrive late or leave early)	No late arrival; no early dismissals	1 late arrival or early dismissal	2 late arrivals or early dismissals	2 + late arrivals and early dismissals	

Rubric for Written Assignments

	<i>100-90</i>	<i>89-83</i>	<i>82 & Below</i>	<i>Score</i>
<p><i>Depth of Thought & Analysis</i></p> <p>25%</p>	Groundwork is clearly laid out for the direction of the paper. Author makes succinct, insightful conclusions based on the review.	Readers are introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper.	Neither implicit nor explicit reference is made to topic. No indication author applied much thought to the paper.	
<p><i>Synthesis & Congruency</i></p> <p>25%</p>	Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions.	There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order.	The paper appears to have no direction, with subtopics appearing disjointed.	
<p><i>Thoroughness</i></p> <p>25%</p>	The appropriate content is covered in depth without being redundant. There is a clear effort to integrate a personality theory into the student's personality development.	Pertinent content is not covered in as much depth, or as explicit, as expected. Some integration of theory with personality development.	Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated. Weak effort to integration theory and development.	
<p><i>Clarity of Writing and Mechanics</i></p> <p>25%</p>	Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. No spelling, grammar, or punctuation errors are made. No errors in APA format are made.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. A few spelling, grammar or punctuation errors are made. Paper contains a few errors in APA format.	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent. Numerous errors in APA format	