

ADVANCED GENERAL PSYCHOLOGY, HDCN 6385

Spring Term, 2014

January 21, 2013 – March 28, 2014

NOTE: Retain this syllabus for your personal files for future reference if needed. In the event you must be absent, it is your responsibility to contact a classmate or your instructor in case adjustments or changes have been made to the schedule or assignments.

Instructor: Carolyn Greenleaf, Ph.D., LCSW-S
Winter Term 2013: Monday 6:00 – 10:15 PM
Office Hours: By appointment
Contact Numbers: [REDACTED] (Office)
[REDACTED] (Cell)
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Required Texts:

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

COURSE DESCRIPTION

This course is a wide 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 the nervous systems, perception, personality, memory, learning, 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. The course will be taught using lecture material, class discussion, videos, outside readings, homework assignments, group, and individual class activities. PowerPoint handouts reflecting the class lectures will be provided.

COURSE REQUIREMENTS

The following information will inform you of the course requirements for Advanced General Psychology 6385, including class participation expectations, grade values, exam dates and individual presentation information.

Class Participation (15% of grade)

- Attendance: more than one absence *will* affect the final grade
- *Quality of classroom contribution* such that it reflects knowledge of course material, homework assignments, group discussions, attendance and classroom behavior (see notes below)
- A written presentation of two (2) psychotherapy theories. Due dates will be assigned during the first class session
- Participation in role-play exercises

Homework assignments (25%)

- Homework assignments will be distributed in class
- Homework is due at the beginning of each class

Mid-Term Exam Administered in Class on February 20, 2014 (30% of grade)

- All test material will be contained in the text and the PowerPoint lecture presentation with corresponding handouts
- The test content will be reviewed and clarified if necessary *prior* to administration and any questions may be asked at that point. ***Once the test begins the instructor will answer no further questions regarding the test material.***
- Exam questions will be short answer, multiple-choice, matching, and true/false
- Exam will cover material from the textbook, lectures and handouts, and class presentations

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

Final Exam Administered in Class on March 27, 2014 (30% of grade)

- All test material will be contained in the text and the PowerPoint lecture presentation with corresponding handouts
- The test content will be reviewed and clarified if necessary *prior* to administration and any questions may be asked at that point
- ***Once the test begins the instructor will answer no further questions regarding the test material***
- Exam questions will be short answer, multiple-choice, matching, and true/false
- Exam will cover material from the textbook and lectures
- Exam *will not be* cumulative
- Early exams or makeup exams will not be administered *without proof of necessary circumstances*

Grading System

- In the Counseling Department, ***any grade below a B-*** is considered unacceptable and repeating that particular course would be necessary
- The SMU grades are recorded as shown in the following chart:

GRADING SYSTEM

Grade		Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59 _≥	0.0	0.0

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent (50%) 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 is 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, or by the end of the 12-month Policies and Procedures 25 deadline, 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 or W 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 in 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.

**ADVANCED GENERAL PSYCHOLOGY 6835
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-V)	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.

COURSE OUTLINE

This course material is contained primarily in the text readings. Each week you will be assigned *selected readings* from the text. At the end of each chapter is a list of key terms for you to learn. Again, *selected key terms* will be assigned. Chapter 12 addresses theories of psychotherapy and treatment, each student will be assigned two theorists and his/her theories to present to the class. Students will journal weekly from a list of questions provided on the first night of class. Details of these assignments will be explained during the first class meeting. A general outline of the course is as follows:

1. January 23, 2014 Syllabus Review Overview of Course
Lecture: Chapter 1, *Introduction to the Science of Psychology*
Homework: Read Chapters 2 and 3 selected readings

2. January 30, 2014 Lecture: Chapter 2, *The Biology of Mind and Behavior*
Lecture: Chapter 3, *Sensation and Perception*
Homework: Read Chapters 4 and 5 selected readings

3. February 6, 2014 Lecture: Chapter 4, *Learning*
Lecture: Chapter 5, *Memory*
Homework: Read Chapters 6 and 7 selected readings

4. February 13, 2014 Lecture: Chapter 6, *Language, Thinking, and Intelligence*
Lecture: Chapter 7, *Emotion and Motivation*
Homework: Read Chapters 8 and 11

5. February 20, 2014 Mid-Term Exam
Lecture: Chapter 8, *Personality*
Lecture: Chapter 11, *Psychological Disorders*
Homework: Read Chapter 12

6. February 27, 2014 Lecture: Chapter 12, *Treatment*
Class Presentations
Homework: Read Chapter 13

7. March 6, 2014 Lecture: Chapter 13, *Social Psychology*
Class Presentations
Homework: Read Chapter 10

8. March 13, 2014 Lecture: Chapter 10, *Stress, Health, and Coping*
Homework: Read Chapter 13

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 Class Decorum: Please turn off, or set on vibrate, all cell phones or pagers. Do not text or read text messages during class, as this may be done during breaks. 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 when you leave, do so quietly. Professional respect and courtesy for your fellow students is expected at all times.

Statement on APA Guidelines: Students are expected to have a high degree of familiarity 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*. Some general guidelines from the 2nd printing of the 6th edition 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 (p. 349)
 - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s) (pp. 121 & 349)
 - In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph (pp. 61-62).

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. SMUC 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 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 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

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Class Presentation Assessment System

**(A Style Guide for This Presentation Will be Handed Out and Discussed
During the First Class Meeting)**

	Exemplary 93-100	Accomplished 90-92	Developing 83-89	Needs Improve. 80-82	Score
Presentation Preparation	Presentation is thoroughly researched, includes 3 references, and reflects exemplary knowledge of the theory. Presentation is well thought out and contains information representing all areas of the style guide (to be handed out and discussed the first class meeting.).	Presentation is adequately researched and contains at least 2 references and reflects essential knowledge of the theory. Preparation is well thought out and contains information representing at least 5 areas of the style guide. .	Presentation is adequately researched and contains at least 2 references and reflects moderate knowledge of the theory. Preparation is well adequately thought out and contains information representing at least 3 areas of the style guide.	Preparation lacks adequate research, contains 1 reference and reflects a lack of knowledge of the theory. Preparation is poorly thought out, lacks essential information, and fails to follow the style guide.	
Presentation Handout	Presentation handout is prepared in such a way it demonstrates clarity and order of the information contained in the presentation. It is prepared in a professional manner, representing the material presented in a well-thought out format that clearly reiterates the information provided in the presentation.	Presentation handout is prepared in such a way it demonstrates clarity and order of the information contained in the presentation. It is prepared in a manner that reflects the information presented in a well-thought out and orderly way that clearly orders the information in a useful way.	Presentation handout is prepared in such a way it demonstrates moderate clarity and order of the information. It is prepared in a manner that loosely reflects the information in a useful way.	Presentation handout fails to demonstrate clarity and order of the material presented. It offers only a minimum, amount of information contained in the presentation.	