

**PSYCH 378 I/O Psych Seminar:
Resiliency and Human Potential
Spring, 2009**

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Office Hours: M, W, F 10am – 11am ; Thursday 3pm – 4pm

Meeting Times : Wednesdays & Fridays 11:20am – 12 :40pm

Location : Priscilla Payne Hurd Academic Complex, 103

Given the dynamic nature of learning, this syllabus is subject to change during the semester.

Course Overview:

This course will discuss the psychological challenges to individuals and organizations striving to harness their full potential of human talent, and dealing with turbulent stressors and obstacles, both internal and external. Individual and organizational systems and strategies will be covered. Readings, discussions, case studies, and structured activities will promote understanding and effectiveness at finding optimal coping and proactive development plans. Contemporary topics will include technology, globalization, work-life balance, and stress and health, among others.

Course Learning Objectives and Outcomes:

1. To provide a structured opportunity to expand, integrate, and synthesize the student's knowledge about the course topics: resiliency and human potential. Students will be able to **think critically** about various psychological theories and models pertaining to these areas, and **discuss them** in the context of their own personal experience, speculate on the experience of others, and evaluate the status of these models in social contexts, including their own peer group, campus culture, communities, American society, and globally.
2. Students should have a greater **awareness and appreciation** of the complexity of such phenomenon in the context of an organizational and social systems, as well as the need for interdisciplinary understanding for informed intervention and prevention for BOTH organizations and individual workers.
3. Students should **develop and refine relevant skills to be effective change agents** in an organizational or community system, as well as for their own self management strategies related to becoming more resilient and effective striding toward their potential.
4. Students should become **effective researchers** in the area of resiliency and human potential by actively participating and collaborating in a group research project, and being able to design, analyze, present and discuss an empirical investigation in this area.
5. Students should improve their **communication skills** (written, verbal, & listening) through various opportunities provided during the course. Particularly, you should develop greater skills in writing

research reports in a "scientific" style, and in compliance with APA format.

The rest of the syllabus is designed on the basis of creating the proper learning environment and scholarly opportunity to achieve these outcomes. Your commitment to these is an essential prerequisite for the course to be successful. Given the dynamic nature of learning, this syllabus is subject to change during the semester.

Required texts:

Brokaw, T. (1998). *The greatest generation*. New York: Random House.

Coelho, P. (1993). *The alchemist*. New York: HarperCollins Publisher.

Frankl, V. (1959). *Man's search for meaning*. New York: Pocket Books.

Gladwell, M. (2008). *Outliers: The story of success*. New York: Hachette Book Group.

In addition, there will be articles and assignment handouts distributed in class.

Other requirements:

- 1) Accessibility to your computer account file on the X drive and e-mail.
- 2) Register for the Blackboard shell for the course.

Course Graded Requirements:

BOOK REACTIONS (Four @ 8% each – 32%):

Guidelines for these book reviews will be distributed in class. Each paper will start with a creative title and your name centered at the top of the first page. Begin your reaction based on the guidelines immediately following your name. Supporting sources are encouraged to bolster and justify your ideas and opinions. Sources should be cited and referenced using APA style. The reactions should be three pages and not exceed four pages. The paper must be double spaced with a running head. Finally, as you will see by the guidelines / prompts – your paper must be YOUR reaction and connections to the course themes and material. These papers should NOT contain any summary information – assume the reader is familiar with the text.

LITERATURE REVIEW & PRESENTATION (20%)

Each of you will write and present a research paper on a specific topic related to the course theme. Possible topics will be distributed in class, but you are also free to initiate a topic suggestion as well. These must have my approval. The research paper will require you to summarize, annotate, and synthesize contemporary empirical work in your topic. The length of this paper is to be at least 20 pages and done in APA manuscript format (Title page, abstract, review with subsections, references). You will make a brief (5 - 8 minute presentation about your research toward the end of the semester. That presentation should inform the class, but also launch into a discussion on controversial or thought-provoking areas within your topic.

RESEARCH PROJECT (20%)

In small groups, you will conduct an empirical investigation of a hypothesis related to the course. We

will formulate the hypothesis, the design, the analysis and the write up collaboratively. I would hope that the write up would culminate in a presentation at the LVAIC Undergraduate Psychology conference and/or Moravian College's Scholarship and Creative Arts Day (4/21). There are to be no more than five to a group, and no more than five groups. I will organize these in the second week of class, but will accept student-initiated proposals for groups. As an alternative to a collaborative write-up, groups may substitute a more aesthetic option for presenting their findings via film. This will require groups to be independently resourceful in terms of the needed materials and technology for this type of project. I will assist where I can. All projects will need HSIRB review of some type, so we need to work hard on these projects in the first month so that data could be collected over spring break and the week after. I envision the main methodology for these will be interview and/or survey.

ACTIVE LEARNING / DEBATE / DISCUSSION (18%):

Active learning involves questioning the readings and lecture material, contributing to discussion, sharing ideas and alternative perspectives. As a prerequisite to the active learning that will take place in the classroom, please arrive to class prepared by having read the assigned chapter(s), and completing any assignments. Class participation is expected and highly encouraged. This is the best strategy for achieving many of the objectives laid out for the course. *For this reason, we must get comfortable being called upon. If you do not know how you think or feel about an issue then say so and I will accept that so long as you then commit to formulating a belief or opinion about it. You are likely used to passive learning where you sit without thinking. That will be the main obstacle to fulfilling our potential within this course, and could potentially make this course a painful experience for all of us – please overcome it.* Those who commit themselves to such active learning are scholars. It is for this reasoning that excessive absences will be penalized as stated in policy #2 below.

Your grade in this will be based on my assessment of your individual contribution to the class discussion, peer editing, and your curiosity and passion about the readings, films, and peer comments. One of the ways to promote ownership of active participation by the whole class is to rotate the role of "Discussion Leaders", three students whose job it will be to stimulate, encourage, and promote active, participative discussion.

REACTION ASSIGNMENTS (10%):

These will be a series of one page reactions to either films, articles, or self assessment experiences / prompts.

Course Policies:

1) **LATE ASSIGNMENTS** - Assignments and projects may be handed in up to two days late (points deducted from the grade each day late). When handing in an assignment late please indicate the amount of days late on the front cover along with your signature – without this late assignments will be considered incomplete (I). Assignments may not be handed in after the third day (not class) late, and due to this policy – **late assignments may NOT be faxed or e-mailed.** Please, do not ask me to deviate from this policy. If you must miss class, drop off the assignment earlier, send it with a classmate, e-mail or fax it to me **BEFOREHAND.** In other words, there should be no valid excuse for a late assignment. I encourage you not to procrastinate. Be sure to back up your work!

2) **ATTENDANCE:**

Class attendance is expected. Class lectures and demonstrations will supplement text material.

Excessive absences will impact directly on your final grade. After two missed classes, each class missed will reduce your final grade by two points. You are responsible for getting missed notes, assignments, and relevant in-class announcements in a timely manner. If you miss a day when we are meeting as research groups without a valid excuse, your final grade will be deducted by five points. PLEASE USE STUDENT SERVICES IF YOU MUST MISS MULTIPLE CLASSES FOR EXTENUATING CIRCUMSTANCES.

In addition, should you miss any meetings in research groups, in-class or out, your overall grade will be reduced by two points for each missed meeting.

3) **EXCUSES:**

Given the nature of the course and its emphasis on mastery skills that are critical for upper level study in psychology, I can not pardon work or substitute with extra credit other than that which is relevant to the course and offered to all. In the spirit of fairness to ALL students I must be consistent with the policies laid out in this syllabus and ask you to be familiar with and respectful of them.

4) **ACADEMIC INTEGRITY:**

Academic integrity is a core value of the college and is expected. Cheating and plagiarism will not be tolerated. It is **my contractual agreement** with the college that I am to report all **suspected** cases of plagiarism and cheating. Plagiarism is the intentional misrepresentation of someone else's work as your own. This includes transcribing sentences or paragraphs belonging to another author directly from another written source and suggesting they are your own words, quoting directly from a published work without giving the author credit (i.e. proper citation), using or "borrowing" another student's work, buying a paper from a professional service, etc. The policy of the department is that the student must keep all note cards and rough drafts until given a grade for that course!!! Again, be sure to back up computer disks. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty in the *Student Handbook*.

5) **SPECIAL ACCOMMODATIONS:**

Should you require special accommodations for a disability, please arrange an appointment with the instructor at the beginning of the semester. Documentation of a disability will be required for special accommodations to be arranged in conjunction with the Learning Services Office.

Students with Disabilities

Students who wish to request accommodations in this class for support of learning disabilities and/or ADHD, should contact Mrs. Laurie Roth, Director of Learning Services, 1307 Main Street (ext. 1510). Students who wish to request accommodations for support of other disabilities, should contact Dr. Ron Kline, Director of the Counseling Center, 1307 Main Street (ext. 1510).

Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

6) **Summary of Grading System:**

BOOK REVIEWS	32% (4 @ 8% each)
RESEARCH PAPER & PRESENTATION	20%
RESEARCH PROJECT / PRESENTATION	20%

ACTIVE LEARNING / DISCUSSION	18%
REACTION ASSIGNMENTS	10%

7) As previously stated, this syllabus is subject to modification so as to be reactive to the dynamics of learning and other influences.

Relevant Quotes:

What America needs is not to be more competitive, but more cooperative.

-- Ed Freeman, Darden School of Business

Despite all my rage, I am still just a rat in a cage.

-- lyrics by Smashing Pumpkins, Bullet with Butterfly Wings

It staggers me that for whatever reason being nice is seen as being inconsistent with being tough

-- Weatherup, CEO of Pepsico

Work is a mysterious thing; many of us claim to hate it, but it takes a grip on us that is so fierce that it captures emotions and loyalties we never knew were there.

--Bob Greene

This book, being about work, is by its nature, about violence – to the spirit as well as to the body . . . It is about a search, too, for daily meaning as well as daily bread, for recognition as well as cash, for astonishment rather than torpor; in short, for a sort of life rather than a Monday through Friday sort of dying.

-- Studs Terkel, Working

The seam is split, the coal face cracked, the lines are drawn; there's no going back . . . We're wounded by fear, injured in doubt, I can lose myself, you I can't live without. Yeah you keep me holding on - in Red Hill Town, see the lights going down in Red Hill Town . . . I'm hanging on..

--Bono of U2 from Red Hill Mining Town, The Joshua Tree

Let me ask you something. If someone prays for patience, you think God gives them patience? Or does he give them the opportunity to be patient? If he prayed for courage, does God give him courage, or does he give him opportunities to be courageous? If someone prayed for the family to be closer, do you think God zaps them with warm fuzzy feelings, or does he give them opportunities to love each other?

-- from the film, Evan Almighty

“Being perfect is about being able to look your friends in the eye and know that you didn’t let them down because you told them the truth. And that truth is you did everything you could. There wasn’t one more thing you could've done. Can you live in that moment as best you can, with clear eyes, and love in your heart, with joy in your heart? If you can do that gentleman - you're perfect!”

-- from Friday Night Lights

Course Schedule

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS & ASSIGNMENTS* (subject to change)</u>
Wed. 1/21	Organizational Overview	
TH 1/22	FYI: Film in Prosser: "I Believe in America" (7:15pm)	
Fri. 1/23	Introductions as Resilient Individuals with Potential Defining Potential & Resiliency	
Wed. 1/28	What is the origin & status of Positive Psychology What is its role within industrial/ organizational psychology and R/HP? Organizing Literature Reviews and Research Projects	Seligman (2002)
Fri. 1/30	Research projects cont'd The Role of Work on Potential Coping with the Hazards and Transitions of Work	View <i>Stress: Portrait of a Killer</i> Blustein (2008) Fouad & Bynner (2008)
Wed. 2/4	Research Projects & Work Discussion continued R / HP: Products or Creator of Work Outcomes?	Have viewed " <i>Glen Gary Glenn Ross</i> " Read <i>A & P</i>
Fri. 2/6	R / HP: Products or Creator of Education Outcomes?	Have viewed " <i>Akeelah and the Bee</i> " Read <i>Eclipse</i>
Wed. 2/11 Fri. 2/13	Discussion of Frankl's "Man's Search for Meaning" continued	Frankl's Book Reaction Due
Wed. 2/18	The role of Society and Socialization	Have viewed " <i>Walkabout</i> " (1971) Schwartz (2000) & Larson (2000)

Fri. 2/20	Discussion continued – with the addition of 4 short stories: <i>A Company of Laughing Faces, A Good Long Sidewalk, Sucker, & After You My Dear Alphonse</i>	
Wed. 2/25 Fri. 2/27	Discussion of Coehlo’s “The Alchemist” continued	Coehlo’s Book Reaction Due Baultes & Staudinger (2000)
WEEK OF 3/2 - 6	SPRING BREAK	
Wed. 3/11 & Fri. 3/13	Sources of Psychological “Armor”: Coping and Personality Factors	Peterson (2000); Winner (2000) And a series of short stories - tba Also view “ <i>Breakfast Club</i> ” & “ <i>The Pursuit of Happiness</i> ”
Wed. 3/18 Fri. 3/20	Research Projects - Analysis continued	
Wed. 3/25 TH 3/26 Fri. 3/27	Discussion of Brokaw’s “The Greatest Generation” Film in Prosser: <i>Persepolis</i> (7PM) Discussion of the book and the film	Brokaw’s Book Reaction Due
Wed. 4/1 Fri. 4/3	TBA SIOP – work on research projects	
Wed. 4/8 Fri. 4/10	Happiness and Social Support EASTER BREAK	Myers (2000)
Wed. 4/15 Fri. 4/17	Discussion of Gladwell’s “Outliers” continued	Gladwell’s Book Reaction Due
T 4/21	MORAVIAN COLLEGE SCHOLARSHIP AND CREATIVE ARTS DAY	
Wed. 4/22 Fri. 4/24, Wed. 4/29, Fri. 5/1	Literature Review Presentations Literature Review Presentations continued	All Literature Presentations Due
FINAL EXAM PERIOD SLOT:	Literature Review Presentations continued	

TH 5/7 8:30am – 11:30am