

Psychology of Human Adjustment
PSYC 105B (T & R 1:10 – 2:20)
Spring 2013
PPHAC 233

Art Lyons, PHAC 226
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610-691-1330, until 9:30 p.m.
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Psychology 105

Introduction to basic theoretical principles of psychological coping and adjustment. Students will gain greater insight and efficacy in dealing with social and behavioral forces they encounter and will acquire an appreciation for the importance of psychology and its reliance on other disciplines to understand and improve complex social and behavioral phenomena. (M4)

Prerequisite: None

Course Objectives

1. To introduce you to a wide range of psychological concepts, ideas, and theories relevant to the problems of adjustment in today's complex world.
2. To demonstrate through lecture, discussion, and experiential activities the applicability of these concepts, ideas, and theories to our everyday lives.
3. To focus on you becoming the most successful student possible by applying the techniques learned in the course.
4. To enhance the quality of your life by application of this course material.
5. To stimulate and challenge you, thereby making the course an enjoyable and worthwhile experience for all of us.

Course Materials

Required

Weiten, W., Lloyd, M.A., Dunn D., & Hammer E. (2012). Psychology Applied to Modern Life. (10th ed.) Wadsworth Cengage Learning

Summary of Grading System

Quiz	10%
3 Tests (20% each)	60%
Behavior Modification Project	20%
Class Participation & Observed Effort	10%

Detailed Information on Grading System

Tests

The first test will be comprehensive and encompass all assigned reading and material presented in class up to that point in time. The second and third test will cover the remainder of the class material as indicated on the syllabus. The quiz will be composed entirely of objective questions. The three tests will also include essay questions that will be either comprehensive or applied in nature. These essay questions may require you to apply the basic psychological principles that you are learning in that portion of the course. Test and quiz dates appear on the class calendar.

Final Exam

There will be an optional final comprehensive final exam scheduled during finals week. You may choose to take this exam and if your performance exceeds any of the other test scores it will be used in place of it. If your final exam score is lower than your lowest previous test score it will not be utilized in computing your final grade. In other words, there is no penalty for trying to improve your performance in the course.

This comprehensive final also serves as a mandatory make-up exam for any of the regular semester tests that would be missed due to a documented illness or excused absence. If you are going to miss an in-class test please make sure to inform me of this before the test.

Behavior Modification Project

During the course of the semester we will discuss in detail the use of psychological methods for changing one's own behavior. For instance, one might wish to increase study time, decrease cigarette smoking, modify caloric intake, and so forth. You will choose some aspect of behavior that you wish to modify and then design and implement a program to do so. You will not be graded on the outcome of your program, but on your effort, quality of design of the project, and your written analysis of why the program worked or failed to succeed and your suggestions for improving the project.

You will begin the project with an in-class laboratory on 2/28. **This is a mandatory class to participate in if you want to do well on the project! Anyone who misses this class will receive a 5 point penalty deducted from the final grade for the paper.** You will identify the specifics of the project, participate in a peer review process, and hand in your behavior modification contract during the class on 3/12. Note your specific project and contract must be approved by me before you can begin your baseline data collection. **Failure to have your contract handed in during this class will automatically lower the final grade for this project by one full letter grade.**

You will be collecting data for 4 weeks (1 week of baseline and 3 weeks of treatment).

- 3/18 – 3/24 **Baseline Week**
- 3/25 – 3/28 **Treatment Week 1 (Shorter due to Easter recess)**
- 4/2 – 4/7 **Treatment Week 2 (Shorter due to Easter recess)**
- 4/8 – 4/14 **Treatment Week 3**
- 4/16 **Bonus due date for paper (+5 points)**
- 4/18 **Regular due date for paper**

Please note the policy on deadline for papers that appears below. Samples of previous projects are on Blackboard. Hard copies of your behavior modification project must be handed in at the start of the class. Email transmissions of papers are not acceptable.

Deadline for Behavior Modification Project

Due dates for papers are established primarily to space out assignments for both you and me, hopefully allowing me to return them to you promptly and thus aiding you in your learning. My expectation is that you will hand them in on time. For each 24 hour period from the beginning of class on the due date that they are late 10 points will be deducted from the final grade of the paper.

Class attendance and participation

Attendance and participation at all regularly scheduled classes is both desired and expected and is central to the learning process in this course. We will explore material in

class that is not covered in our textbook. This material may include classroom projects, workshops, and/or class exercises. These experiences are a vital part of learning how psychology can be applied to your modern life. In addition, class exercises may be assigned as homework. You are expected to have all homework assignments and reading specified on the class calendar done before class meets. Missing class is not an acceptable excuse for missed assignments. At the end of the semester I will make a subjective assessment of your effort in this area of the course.

In order to earn a superior grade for participation a student will attend all classes, arrive on time, be prepared for each class, and regularly contribute to class discussions, experiential activities, and share in the responsibility for making our class experience an enriching one for all of us. I will be keeping track of which students behave in this fashion throughout the semester in order to make this determination. If you find it extremely difficult to contribute to class discussions please make an effort to discuss the material with me during office hours as a way to demonstrate your superior effort.

Policy on Plagiarism

The Moravian College faculty has become increasingly concerned about the occurrence of plagiarism on campus. The Psychology Department's policy on this subject is important for students to understand. Simply put, plagiarism is the intentional misrepresentation of someone else's work as your own. This includes such diverse situations as quoting directly or paraphrasing from a published work or a source on the internet without giving the author credit, having your roommate write the paper, "borrowing" from fraternity or sorority files, buying a paper from a professional service on the internet and so on. Students are to keep all notes and rough drafts of a paper until the grade is assigned. The instructor may request these materials, along with the source materials, at any time. Evidence of plagiarism will be dealt with in accordance with the college policy on academic honesty, copies of which are available at the departmental secretary's desk.

Extra Credit

Three types of extra credit are available to all students. The first involves participating as a human subject for psychological research. It is explained further down below

The second type of extra credit requires attendance at and a short reaction paper to any approved psychology related program that is announced in class. These will be announced, along with their extra credit point value, in class as they are publicized during the course of the semester. In order to receive the extra credit the reaction paper must be handed in within one week of the program.

The third option is to complete 2 online practice web quizzes for each chapter within one week after the chapter is assigned. You will earn a bonus point on the appropriate test for each chapter that you do so with 100% accuracy. You can correct your quizzes by writing

in the correct answer for any you got wrong before handing them in to me after our class. You may also take screen shots of the quizzes and include any corrections in the body of the email that you send to me. Please be sure to put your name on both quizzes.

To access the quizzes simply go to:

<http://coursemate.cengage.com/CPReader/View/9781111186807/default.aspx?anon=True#home>

You can bookmark this page then if you would like. There you will be asked to choose a chapter. After doing so you will be provided with a variety of chapter resources including a glossary, flashcards, a crossword puzzle, and the practice quiz.

Human Subjects in Psychological Research

There is a college wide policy with respect to use of human subjects in research projects. This policy spells out the correct procedures to follow. We will go over this policy in detail in class at the appropriate time in the semester. For now it is important for you to know the general procedures to be followed to earn extra credit by serving as a subject.

Subjects are recruited via sign-up sheets. All sign-up sheets include: a brief title and description of the project and what will be expected of the subject; the name of the experimenters and how to contact them; the approximate length of time the subject will need to commit (minimum is 30 minutes); the time, date, and place to which the subject will need to report to participate; and the initials of an instructor which certifies that the sign-up criteria have been met and that the design meets ethical standards.

Subjects who complete a study are given the bottom half of the informed consent form, completed and signed by the researchers. This form is then presented to the departmental secretary with the course noted that the subject is applying the extra credit to. Subjects who fail to report as scheduled lose all extra credit earned for the course if they are a "NO SHOW" for an experiment during the semester.

For each half-hour of subject pool participation students will receive a bonus of 1 point on their poorest test grade. This option allows a student to earn a maximum of 5 bonus points in total on one of the tests (two and a half hours of total subject pool participation).

Office Hours

Monday	by appointment
Tuesday	9:00 – 10:00 & 2:30 – 3:30
Wednesday	10:45 – 11:45
Thursday	2:30 – 3:30
Friday	by appointment

If you need to see me at some other time, both office and home phone numbers are listed on the first page. My email address is also listed there. Please contact me and we will arrange for a mutually convenient time to get together.

Note:

Please note that it within the instructor’s purview to apply qualitative judgment in determining grades for any assignments and for the course final grade.

I do not generally round up your cumulative average when computing your final grade. The one exception to this policy is that if I note that you have been extremely conscientious throughout the semester, completed all homework assignments, participated effectively in class, and worked hard to take advantage of extra credit opportunities then I reserve the option of rounding up your final grade.

Please note while I will try to hold to the flow of the syllabus it is subject to change over the course of the semester.

I am always willing to discuss your performance in the course outside of class, either during office hours or at another scheduled appointment. I will not, however, respond to email inquiries about such matters.

Blackboard Course Site

Please sign up for Blackboard. As long as you all register I will be able to post announcements, course assignments, and send you all email. I will also post your grades on Blackboard as soon as I have completed the grading process. You can also see your cumulative course grade average on Blackboard at any time during the semester.

Students with Disabilities

“Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.”
Use of a laptop in class is an accommodation requiring such documentation.

Class Calendar

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|----------------|---|
| 1/15 &
1/17 | Introductory remarks & exploring class expectations
Chap. 1 - Adjusting to Modern Life up to The Scientific Approach to Behavior (p. 11) |
| 1/22 &
1/24 | Reminder of Chap. 1 - Adjusting to Modern Life (except application section) |

- 1/29 Chap. 1 – Application: “Improving Academic Performance”
Homework assignment: Within the next week please watch all 5 videos on How to Get the Most out of Studying and complete the homework assignment that is posted on Blackboard – **Due 2/5**
- 1/31 & 2/5 Chap. 2 – Theories of Personality – Please read The Nature of Personality & Psychodynamic Perspectives up to page 43
- 2/7 Quiz**
 Chap. 2 - Behavioral Perspectives (pages 43 to 50)
- 2/12 Chap. 2 - Humanistic Perspectives (pages 50 to 55)
- 2/14 Complete chapter 2
- 2/19 Test 1**
- 2/21 Chap. 3 – Stress and its Effects up to the subtopic: The Potential Effects of Stress on page 87
- 2/26 remainder of chapter 3 (except application section)
 Please browse through chapter 5 for possible topics for your behavior modification project.
- 2/28 Chap. 3 - Application, "Reducing Stress Through Self-Control" Behavior Modification Proposal Workshop**
- 3/5-3/7 Spring break
- 3/12 Peer review of behavior modification proposal & contract submitted for approval**
 Chap. 5 - Psychology and Physical Health – Please read pages 138 to 164)
 Note: Formal approval of behavior modification treatment plan must be obtained before you begin baseline data collection!
- 3/14 Chap. 5- Psychology and Physical Health – remainder of the chapter
- 3/19 & 3/21 Chap. 4 - Coping Processes
In-class workshop – refining our contingencies of reinforcement based on our observations to date
3/18 – 3/24 Baseline Week
- 3/26 Test 2**
3/25 – 3/28 Treatment Week 1 (Shorter due to Easter recess)
- 3/28 Application section of Chap. 6 Building Self-Esteem

- 4/2 & Chap. 7 – Social Thinking and Social Influence
4/4 **4/2 – 4/7 Treatment Week 2 (Shorter due to Easter recess)**
- 4/5 last day for “W”
- 4/9 & Chap. 8 Interpersonal Communication
4/11 **4/8 – 4/14 Treatment Week 3**
- 4/16 & Chap 11 Gender and Behavior – selected sections
4/18 GENDER STEREOTYPES
ENVIRONMENTAL ORIGINS OF GENDER DIFFERENCES
GENDER-ROLE EXPECTATIONS
GENDER IN THE PAST AND IN THE FUTURE
Bonus due date for paper (+5 points) handed in at the start of class
4/16
Due date for paper (4/18)
- 4/23 Test 3**
- 4/25 Course evaluations and feedback on performance to date
- 5/2 **Optional Final Exam - 8:30**