

JEFFERSON COLLEGE

COURSE SYLLABUS

PSY120

APPLIED PSYCHOLOGY

3 Credit Hours

Prepared by:

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PSY120 Applied Psychology

I. CATALOG DESCRIPTION

- A. Pre-requisite:
- Reading proficiency
 - PSY101 General Psychology or PSY101H Honors General Psychology, with a minimum grade of “C”
- B. Credit hour award: 3
- C. Applied Psychology is a class which discusses the adjustments which individuals must accomplish as they live their lives. (F,S,O)
- D. Curricular alignment: Elective course applies toward AA or AAT degree.

II. EXPECTED LEARNING OUTCOMES WITH CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Examine ideas about psychological adjustment and reflect on how these ideas were formed and recognize the role that relationships and society play in shaping and contributing to one’s experiences in life	Formative learning activities Summative examination Written projects/papers
Recognize the elements of empirical psychological research and identify the advantages of implementing the scientific method to add to understanding of psychological adjustment	Formative learning activities Summative examination Written projects/papers
Demonstrate psychology information literacy and fundamental competence in interpersonal communication and writing skills to include use of American Psychological Association Style in crediting sources	Formative learning activities Written projects/papers
Explain how the study of psychological adjustment can promote beneficial civic, social, and global outcomes in a diverse society and demonstrate ethical and socially responsible behaviors	Formative learning activities Summative examination Written projects/papers
Integrate psychological theories and empirical findings, and use scientific reasoning to explain aspects of psychological adjustment including coping with stress, developing healthy relationships, and improving psychological and physical health	Formative learning activities Summative examination Written projects/papers

III. OUTLINE OF TOPICS

- A. Adjusting to modern life and positive psychology
 1. Paradox of progress
 2. Search for direction
 3. Psychology of adjustment
 4. Scientific approach to behavior
 5. Roots of happiness: an empirical analysis
 6. Scope of positive psychology
 7. Positive subjective experiences
 8. Positive individual traits
 9. Positive institutions
 10. Positive psychology: problems and prospects

- B. Understanding of self and social influence
 1. Self-concept
 2. Self-esteem
 3. Basic principles of self-perception
 4. Self-regulation
 5. Self-presentation
 6. Forming impressions of others
 7. Problem of prejudice
 8. Power of persuasion
 9. Power of social pressure

- C. Stress, coping, and physical health
 1. Nature of stress
 2. Major sources of stress
 3. Responding to stress
 4. Potential effects of stress
 5. Factors influencing stress tolerance
 6. Concept of coping
 7. Common coping patterns of limited value
 8. Nature of constructive coping
 9. Appraisal-focused constructive coping
 10. Problem-focused constructive coping
 11. Emotion-focused constructive coping
 12. Stress, personality, and illness
 13. Habits, lifestyles, and health
 14. Reactions to illness

- D. Relationships
 1. Ingredients of close relationships
 2. Relationship development
 3. Friendship
 4. Romantic love

5. Internet and relationships
 6. Challenges to the traditional model of marriage
 7. Deciding to marry
 8. Marital adjustment across the family life cycle
 9. Vulnerable areas in marital adjustment
 10. Divorce and its aftermath
 11. Alternative relationship lifestyles
- E. Careers and work
1. Choosing a career
 2. Models of career choice and development
 3. Changing world of work
 4. Coping with occupational hazards
 5. Balancing work and other spheres of life
- F. Gender & sexuality
1. Gender stereotypes
 2. Gender similarities and differences
 3. Biological origins of gender differences
 4. Environmental origins of gender differences
 5. Gender-role expectations
 6. Gender in the past and in the future
 7. Becoming a sexual person
 8. Interaction in sexual relationships
 9. Human sexual response
 10. Sexual expression
 11. Patterns of sexual behavior
 12. Practical issues in sexual activity

IV. METHODS OF INSTRUCTION

- A. Assigned student readings from textbook and supplemental materials completed outside class meetings and prior to other methods of instruction
- B. Learner-centered instruction during class meetings, online, and/or through service learning are primary methods of instruction
1. Participation in cooperative, active, constructive learning through simulations, case studies, reflective activities, professional journal article review, individual or team mini-presentations, discussion, role-play, mini-research projects and/or debate with peers
 2. Formative assessments designed to clarify content, promote application, provide retrieval practice, and encourage self-evaluation of learning
 3. Completing activities, graphic organizers, psychological measures, and/or writing assignments that relate to course content
- C. Brief instructional interactive lessons, educational media, and/or demonstrations in classroom or online

V. REQUIRED TEXTBOOK

Current edition: Weiten, W., Dunn, D. S., & Yost Hammer, E. (2015). *Psychology applied to modern life: Adjustment in the 21st Century* (11th ed.). Stamford, CT: Cengage Learning.

VI. REQUIRED MATERIALS

- A. Course Home Page available through www.jeffco.edu
- B. A computer with internet access and basic software to include word processing (Jefferson College provides access to computers on campus)
- C. Current American Psychological Association (APA) Style Guide
 - 1. American Psychological Association. (2010). *Publication Manual of the American Psychological Association, 6th Edition (second or later printing)*. Washington, DC: author (Available at the library reference desk or for purchase or rent from the bookstore)
 - 2. American Psychological Association. (2012). *APA Style Guide to Electronic References* (6th ed.). Retrieved from www.apa.org/pubs/books (Available at the library reference desk or for purchase/download from www.apa.org/pubs/books)

VII. SUPPLEMENTAL REFERENCES

- A. Current library resources: Current Book, Video, and Periodical Collection
 - 1. *Publication Manual of the American Psychological Association*
 - 2. Access to peer-reviewed scholarly journal articles
- B. Current internet resources
 - 1. Textbook companion website
 - 2. Online reference materials

VIII. METHODS OF EVALUATION

- A. Class activities related to student participation in cooperative, active, constructive learning in classroom and/or online - worth up to 12.5% of total course grade; options include:
 - 1. Minute paper
 - 2. Muddiest point
 - 3. Directed paraphrasing
 - 4. One sentence summary

5. Real-world application cards
 6. Exam evaluation questions
 7. Student-generated exam questions
 8. Small group projects
 9. Think-Pair-Share or Predict-Observe-Explain
 10. Short in-class writings or reflections
 11. Subject matter warm-ups (review notes in pairs)
 12. Discussions
 13. Debates
 14. Case studies
 15. Role-plays
 16. Graphic organizers
 17. Psychological measures
 18. Personal response systems or clickers
 19. Field trips (real, simulated or virtual)
 20. Blackboard course orientation for online and/or hybrid course
- B. Formative assessments completed online and/or in classroom designed to clarify content, promote application, provide retrieval practice, and encourage self-evaluation of learning - worth up to 12.5% of total course grade; options include:
1. Small unit/chapter quizzes
 2. Clicker questions
- C. Written projects/papers - 1-5 assignments focused on application - worth up to 25% of total course grade
1. All written assignments require:
 - a. Fundamental competence in writing skills (clear, organized writing with appropriate vocabulary, correct spelling, grammar, and punctuation, and proper sentence and paragraph construction)
 - b. Academic integrity with ethical and responsible use of information and technology and avoidance of plagiarism
 - c. Use of appropriate scholarly psychological sources to support conclusions with in-text citation of sources and reference listings in American Psychological Association (APA) Style
 2. One or more assignments must require:
 - a. Use of feedback from a peer or professional (i.e. course instructor or Writing Lab) to revise a written draft
 - b. Use library databases to identify and retrieve articles that report original, empirical, psychological research published in scholarly peer reviewed publications
 - c. Recognize the elements of empirical psychological research and identify the advantages of implementing the scientific method to add to understanding of psychological adjustment.
 - d. Demonstrate psychology information literacy and fundamental competence in interpersonal communication and writing skills to

include use of American Psychological Association Style in crediting sources.

- e. Integrate psychological theories and empirical findings, and use scientific reasoning to explain aspects of psychological adjustment including coping with stress, developing healthy relationships, and improving psychological and physical health
 - f. Projects/papers may involve:
 - i. Case study analysis
 - ii. Journal article summary
 - iii. News article reflection
 - iv. Research paper
 - v. Website evaluation
 - vi. Music evaluation
 - vii. Video evaluation
 - viii. Observation
 - ix. Application reflection
 - x. Book review
 - xi. Service learning
- D. Summative examinations (2-6 examinations) completed in classroom or approved proctored testing center - worth up to 50% of total course grade
Instructor developed tests (objective and/or essay)
- E. Extra credit – worth maximum 5% of total course grade
- 1. Offered at the discretion of the instructor for each course unless there is a psychological research study participation opportunity mandated for all psychology courses. Within a course section, all extra credit opportunities are available equitably to all students in that section
 - 2. Must involve an additional or alternate method of assessing mastery of a course expected learning outcome and/or student participation in a psychological research study approved through the division chairperson and the Jefferson College Institutional Review Board. When psychological research study participation is available to students as an option for extra credit, there will be an alternative assignment of equal value available
- F. Grading Scale
- A= 100-90%
 - B= 89.9-80%
 - C=79.9-70%
 - D=69.9-60%
 - F=59.9-0%

IX. ADA AA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (TC 101; phone 636-797- 3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College website, <http://www.jeffco.edu>).

XI. ATTENDANCE STATEMENT

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.

XII. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading, studying, and completing assignments. Specifically, time spent on academically related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.