

**SPRINGFIELD COLLEGE IN ILLINOIS
(BENEDICTINE UNIVERSITY)**

PSYC-291 SELECTED TOPICS IN PSYCHOLOGY

FALL 2006 COHORT

PRE-ASSIGNMENTS

- 1 Review Syllabus
- 2 Read Aronson Chapters 1-3. Be prepared to discuss.
- 3 Select a book for the Book Report. Call for approval if not on the list and begin reading.
- 4 Select a film from the Film List. If you select a film- view it and begin work on the outline. If undecided - options will be discussed in first class.
- 5 Rent and view the film **Second Hand Lions** (2003). Be prepared to discuss in first class.

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**PSYC-291 SELECTED TOPICS IN PSYCHOLOGY
(3.0 credit hours)**

FALL 2006 Cohort
DAWSON HALL 223
TUESDAYS 6-10 PM 11/7- 12/5/06

MARTIN MICHELSON
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525-7757 x 226

I Course Description: This course will focus on relevant selected topics in the field of psychology. Lectures may include: grief; effectiveness in schools; relationships and contemporary couples in crisis; application of psychology and related learning to daily life; cognitive dissonance; trends; the realities of practice in the field (therapy, social services, medical, HR, EAP, etc.); and current and/or relative events (social, political, international, and cultural).

Class activities may include viewing and discussion of selected films, guest speakers, and possibly a field trip to an offsite facility or workplace.

II Textbook and Materials

Required text: *The Social Animal*. Aronson, Elliot. WH Freeman Company, 2003.

Additional Readings: See attached Supplemental Readings List

III Mission Statement

The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership and service in a diverse world.

IV Goals, Objectives, and Outcomes

A. Goals: This course will focus on broadening awareness and interest in the field of psychology.

To expose students to a variety of topics relevant to the field of psychology, explore myths and misconceptions, and encourage critical thinking.

B. Common Student Learning Objectives:

The following Common Student Learning Objectives will be addressed.

Content Knowledge (Lifelong Learning) CK-1. Know and apply the central concepts of the subject matter.

Social Responsibility (Service and Leadership) SR-2. Make ethical and informed decisions.

Problem-Solving Skills (Lifelong Learning and Leadership) PS-3. Use self-reflection to enhance personal growth and understanding of content.

Self-Direction and Personal Growth (Lifelong Learning) SD-1. Develop a sense of intellectual curiosity.

C. Course Based Student learning Objectives

- 1 To provide information about the therapeutic process. (CK-1)
- 2 To present a variety of ethical and professional issues in counseling and guide the student in developing a position. (SR-1, SR-2)
- 3 To nurture an interest in reading in the counseling field. (PS-2, SP-1)
- 4 To develop self-evaluation, critical thinking, and writing skills. (CS-1)
- 5 To challenge the student to examine his/her own qualities that support and/or hinder attempts to be therapeutic to others. (SR-1)
- 6 To encourage students to assess potential careers in the field of psychology and related helping professions. (SD-1)
- 7 To promote personal growth (emotional, intellectual, and social) via introspection and discussion. (PS-1)

V Teaching Methods

The instructor will present material by lecture, discussion, and class activities. Students are expected to complete assigned readings prior to the respective class. Audio-visual media and guest speakers may be utilized to supplement students' learning.

VI Course Requirements

- 1 **Attendance and Participation:** Both are important and expected! It is the student's responsibility to discuss any attendance, participation, and or punctuality issues with the instructor prior to it becoming problematic. There will be a penalty for poor attendance.
- 2 **Assigned Readings:** Readings should be completed prior to class and students need to come prepared to discuss the material as it relates to experiences and real-life events.
- 3 **Book Review:** Students will select a book about the field of Psychology to read and review. Titles may be selected from the attached Supplemental Readings List or elsewhere. All books must be pre-approved by the instructor. Students will present the review in written format and by oral presentation in class. Format for the written report will be 5 pages minimum, typed, double-spaced (attached outline). Points will be deducted for grammatical, spelling, and punctuation errors.
- 4 **Film Review:** Students will select a relevant film, view, and review it (attached outline). This will be completed outside of class time. Students will present the review orally in class.
- 5 **Exams:** there will be a Mid-term and a Final exam covering material from readings, lecture, and class activities.

Note

Plagiarism of tests, quizzes, papers, or any other assignment is a serious breach of student conduct standards and will result in disciplinary action. **Plagiarism is defined as:** "The act of appropriating literary composition of another, or parts or passages of his writing, or the ideas of language of the same and passing them off as the product of one's own mind. To be liable for plagiarism it is not necessary to exactly duplicate another's literary work, it being sufficient if unfair use of such work is made by lifting of substantial portion thereof."

VII Means of Evaluation

Final grades will be earned as follows:	MID-TERM EXAM	30%
	FINAL EXAM	30%
	WRITTEN PAPER	10%
	ORAL FILM REPORT	5%
	ORAL BOOK REPORT	5%
	ATTENDANCE & PARTICIPATION	<u>20%</u>
		100%

Tests will be graded and recorded as a percentage of questions answered correctly. Students can determine the letter grade according to the following scale:

100–90% = A 89-80% = B 79-70% = C 69-60% = D BELOW 60% = E

Optional extra credit will be given for references and/or other writing assignments. Specifics may be discussed with the instructor.

VIII Course Outline

DATE	TOPIC	READINGS	NOTE
11/07/05	Course requirements and overview; Conformity; Media and Persuasion	Aronson chapters 1-3	
11/14	Social Cognition; Self-Justification; Cognitive Dissonance	Chapters 4-5	
11/21	Aggression; Prejudice	chapters 6-7	Film reports due TEST I (MIDTERM)
11/28	Grief; Relating; Ethics	chapters 8-9	
12/5	BOOK REPORTS		TEST II

Springfield College in Illinois / Benedictine University provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in college sponsored programs, activities, and services or to meet course requirements should contact the Director of the Resource Center of Student Affairs as early as possible.

X Assessment

Goals, objectives and learning outcomes that will be assessed in the class are stated in this syllabus. The instructor will use *Pre/Post Testing*, *Three Question Survey*, and *Assignment Assessment*, and/or other Classroom assessment techniques as deemed necessary in order to provide continuous improvement of instruction. Students are required to take part in all assessment measures

XI Confidentiality

Lab experiences in this class will provide students with the opportunity to talk about and deal with personal aspects of themselves, which will impact their learning and future employment opportunities within the helping professions. Ideally these lab experiences will provide a safe environment where students can disclose commensurate with their comfort. The lab experiences are designed to be CONFIDENTIAL; however, it is imperative that students use common sense and good judgment when choosing what to disclose. The following points further illustrate what confidentiality means for this class:

1. Confidentiality continues beyond the end of the class.
2. Confidentiality means awareness and sensitivity to third parties.
3. Exceptions to confidentiality: the legal and ethical standards of mental health professionals require a breach of confidentiality in the event that a group member is determined to be a danger to him or herself or to the property or person of other(s), or in the case of child abuse/ neglect or elder abuse/neglect.

FILM LIST FOR PSYCHOLOGY 291 (SPECIAL TOPICS)

NOTE: This is a partial list. You may choose from this list or select another film; however, all films must be pre-approved by the instructor.

ABOUT SCHMIDT	AMERICAN BEAUTY
ANTWONE FISCHER	AS GOOD AS IT GETS
THE BAD SEED	BIG FISH
THE COLOR PURPLE	DAVID AND LISA
DEAD MAN WALKING	THE EDGE
THE FISHER KING	FREQUENCY
FRIED GREEN TOMATOES	GOOD WILL HUNTING
KRAMER VS KRAMER	LEAN ON ME
LEAVING LAS VEGAS	MEN OF HONOR
MISSISSIPPI BURNING	MR HOLLAND'S OPUS
MOONLIGHT MILE	THE NOTEBOOK
THE ODD COUPLE	ONE HOUR PHOTO
PARENTHOOD	PATCH ADAMS
THE PATRIOT (2000)	PAY IT FORWARD
PLANES, TRAINS, AND AUTOMOBILES	SCENT OF A WOMAN
RAIN MAN	STAND AND DELIVER
SLEEPERS	TWELVE ANGRY MEN
STAND BY ME	UNFORGIVEN
UNCLE BUCK	WHITE SQUALL
WAG THE DOG	
THE WORLD ACCORDING TO GARP	

FILM REPORT

Students should utilize the following format.

TITLE:

YEAR OF PRODUCTION/RELEASE:

PRINCIPAL ACTRESSES/ACTORS:

GENRE:

RUNNING TIME:

I SUMMARIZE THE FILM (SETTING; MAIN AND SUB-PLOTS; CONFLICTS AND/OR CRISES; MESSAGE/MORAL):

II MAIN CHARACTERS:

A DESCRIBE 2 OF THE PRINCIPALS IN DETAIL

B DESCRIBE YOUR EMOTIONAL REACTION TO EACH

C WHAT WERE SOME OF HER/HIS ISSUES

III WHAT WERE THE PSYCHOLOGICAL THEMES IN THE STORY AND HOW WERE THESE ADDRESSED?

IV WHAT FACTORS INFLUENCED YOU IN CHOOSING THIS FILM?

V WOULD YOU RECOMMEND THIS FILM TO OTHERS?
WHY OR WHY NOT?

VI WHAT MEANING WOULD YOU ASCRIBE TO THE TITLE?

VII RATING : Choose a # (1 – 10) and A DESCRIPTOR

EX: 1 = POOR, WORTHLESS, SHINEOLA

10 = GREAT, WUNDERBAR, BRAVISSIMO

SUPPLEMENTAL READING LIST PSYCH 291 (SPECIAL TOPICS)

NOTE: This is a partial list. You may choose from this list or select another book; however, all books must be pre-approved by the instructor.

HEALING THE SHAME THAT BINDS YOU. Bradshaw, John. Health Communications, 1988.

THE ART OF HELPING IN THE 21ST CENTURY (8TH ed). Carkhuff, Robert R. Human Resource Development Press, 1999.

THE FIVE LOVE LANGUAGES. Chapman, Gary. Moody, 1995

THE STRONG-WILLED CHILD: BIRTH THROUGH ADOLESCENCE. Dobson, James C. Living books, 1992.

MAN'S SEARCH FOR MEANING. Frankl, Viktor E. Pocket Books, 1997

MEETINGS AT THE EDGE. Levine, Stephen. Anchor, 1989.

THE DRAMA OF THE GIFTED CHILD. Miller, Alice. Basic Books, 1996.

GHOST RIDER: TRAVELS ON THE HEALING ROAD. Peart, Neil. ECW Press, 2002.

THE LOST BOY: A FOSTER CHILD'S SEARCH FOR THE LOVE OF A FAMILY. Pelzer, Dave. Health Communications, 1997.

IN AND OUT THE GARBAGE PAIL. Perls, Frederick S. Real People Press, 1969.

REVIVING OPHELIA: SAVING THE SELVES OF ADOLESCENT GIRLS. Pipher, Mary. Ballantine, 1995.

A WAY OF BEING. Rogers, Carl. Mariner, 1995.

THE WAR AGAINST BOYS. Sommers, Christina Hoff. Simon and Schuster, 2000.

BOOK REPORT

Students should utilize the following format.

TITLE:

AUTHOR:

YEAR OF ORIGINAL PUBLICATION / LATEST EDITION

PUBLISHER:

I SUMMARIZE THE BOOK (SETTING; MAIN AND SUB-PLOTS; CONFLICTS AND/OR CRISES; MESSAGE/MORAL):

II MAIN CHARACTERS:

A DESCRIBE 2 OF THE PRINCIPALS IN DETAIL

B DESCRIBE YOUR EMOTIONAL REACTION TO EACH

C WHAT WERE SOME OF HER/HIS ISSUES

III WHAT WERE THE PSYCHOLOGICAL THEMES IN THE STORY AND HOW WERE THESE ADDRESSED?

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