

# California Lutheran University

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## Bachelor's Degree for Professionals

**Course Number and Title** PSYC 430 Applied Psychology Practicum

**Term:** Winter 2017, November 21, 2016 – February 16, 2017

**Campus & Classroom number:** Oxnard Campus 104

**Class time:** Wednesdays 6:00pm-9:30pm

**Drop Dates: Monday, December 5<sup>th</sup> Last day to add/drop without financial penalty**

**Tuesday, January 17<sup>th</sup> Last day to withdraw without academic penalty**

**Instructor:** Sodah Minty, MA, MS Doctoral Candidate

**Contact:** [sminty@callutheran.edu](mailto:sminty@callutheran.edu)

(805) 493-3543

**Office Hours:** Appointments available upon request.

### Course Description

This course involves the application of the psychological principles to personal and social problems of everyday life. Topics include positive psychology, the nature of personality, problem solving, stress, psychological disorders, career development and intimate relationships. Theory is integrated with practical application.

### Textbooks/Required Readings

Compton, William C. & Hoffman, E. *An Introduction to Positive Psychology 2<sup>nd</sup> Edition*. Wadsworth, Belmont, CA. 2013.

### Course Outcomes

At the end of this course, students will demonstrate the following:

*Critical Thinking Skills:* Develop the ability to engage in an analysis of a myriad of issues from a psychological perspective.

*Professionalism:* Develop the capacity to adhere to the ethics and theoretical principles that encompass the field of psychology.

*Communication Skills:* Be able to effectively and clearly communicate and defend opinions both orally and in written form.

*Application of Psychology*: Apply theories of psychology to personal and professional life.

**Class Format**

The course will be largely discussion-based, with a considerable amount of that discussion being student-led. The course will require each student to lead an in-class discussion of a chosen chapter in the text as well as a final project that will culminate in a class presentation and a written paper.

**Course Assignments/Requirements/Course Schedule**

\*Please complete assigned readings before the class for which the readings are assigned.  
Assignments are subject to change\*

<b>Week</b>	<b>Date</b>	<b>Topic/Assignment</b>	<b>Chapter in text/assignment</b>
1	11/23/16	Intro to course and positive psychology  Movie: <i>Happy</i>	Think about behavior change project topic
2	11/30/16	Emotion and Motivation	Ch 1 & Ch 2 Blackboard discussion  Emailed idea for Behavioral Change Project Due
3	12/7/16	Subjective Wellbeing	Ch 3
4	12/14/16	Leisure, Flow, Mindfulness and Peak Performance	Ch 4  Blackboard discussion
5	1/4/17	Mindfulness continued, Love and Wellbeing	Ch 5
6	1/11/17	Positive Health	Ch 6 Blackboard discussion
7	1/18/17	Creativity and Genius	Ch 7
8	1/25/17	Class discussion on Behavioral Change Project	Ch 8  Blackboard discussion  <b>Behavioral Change Project Due with Results</b>
9	2/1/17		Ch 9 and 10  <b>Real World Application Project Due</b>

			In- class Presentations
10	2/8/17	Cultural Well-Being	Ch 11 <b>Real World Applications Project Presentation</b>
11	2/15/17		<b>“Who Am I?” Project Due/ presentations</b>

### Student Workload/Carnegie Hours:

The expectation is that a 4-credit course will meet for 50 hours of instructional time and will have about 100 hours of out-of-class work (homework).

- As our 4-credit courses meet for about 36-37 hours in-person, the remaining 13-14 hours of instructional time need to be handled via online instructions (flipped classes, discussion boards, etc.).
- There should be approximately 9 hours of homework per week (of course this may vary depending on the week)

### Carnegie Hours Chart

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Readings of required text			5	55	Over 11 weeks, uneven distribution
Weekly Classes	3 hr. 20 min.	36 hrs. 40 min.			
Behavioral Change Project		2.5		10	Average, varies by student
Real World Application Project		2 hrs. 30 min.			Average, varies by student
“Who Am I?” Term Paper		2.5		10	Average, varies by student
Discussion Board I		1			Average, varies by student
Discussion Board II		1			
Discussion Board III		1			Average, varies by student
Discussion Board IV		1		15	Average, varies by student

Class lead chapter discussion		2		10	Average, varies by student
<b>Total</b>		<b>50</b>		<b>100</b>	

\*\* In this chart the Carnegie Instructional Hours have already been converted to traditional clock hours; these are based on a 60-minute clock hour.

## Grading

CRITERION	PORTION	GRADING SCALE GRADE PERCENTAGE
1. Real World Application Project	25%	A 95-100 A- 90-94.9 B+ 86-89.9
2. Attendance, participation, BB discussions	20%	B 83-85.9 B- 80-82.9 C+ 76-79.9
3. Leading Class Discussion	10%	C 73-75.9 C- 70-72.9
4. "Who A I?" Term Paper	25%	D+ 67-69.9
5. Behavioral Change Project	20%	D 55-66.9 F 0-54.9

## Assignments:

### Leading Class Discussion

Over the course of the term, each student is required to lead an in-class discussion(s) on an assigned reading from the text. Depending on the number of students enrolled, each student should expect to present at least twice. We will assign the chapters on the first week of the course. \*Please do not provide us with a "Cliff Notes" version of the chapter. Rather, discuss what you found most interesting\*

Students are asked to:

- Pick a specific aspect of the assigned reading to focus the discussion.
- Facilitate an in-class discussion (students may wish to prepare questions to prompt the class discussion).
- Write a 1-2 page paper on the topics to be discussed in the presentation and highlighting what aspects of the reading struck you most. Also include in your paper questions you have about the chapter (due the day of the discussion).

### **Behavioral Change Project: Due Week 8**

Select something about yourself that you would like to change. This may be based on something from the text to improve your well being, changing maladaptive behavior(s) related to work, a relationship, or a habit. You may think of improving your diet, increasing exercise, making time for yourself to meditate and reflect, quit smoking, spend more time with a partner, saying “no” to unreasonable requests, etc. Design an intervention to change/improve the problem and implement it.

The brief written paper/project will be typed, double spaced, and **2-4 pages in length**. Written portion should include:

- specific definition of the problem you are addressing
- goal(s) (including rationale for goal)
- description of the method and justification based on theory and research
- how you measured progress
- results (you may include graphs or tables)
- discussion of results

Students will submit their behavior change idea to Instructor Minty via email before class on week 2 and will share behavior change agreement to class. Results will be presented in class discussion (no PPT) on week 8 and the written assignment will be turned in.

### **Real World Applications Project Due Week 9:**

This project asks students to propose and generate ideas for a solution to a social problem through the veil of positive psychology.

Students are required to develop a plan for implementing the chosen idea. Students will present their proposals on week 9 and 10 (students will be assigned a week to present)

Use theory and research to support your claim. Examples include of social problems include:

- Public health issues such as HIV-AIDS, obesity, etc.
- Diversity challenges, prejudice, racism
- Criminal and law applications such as – should teens be tried as adults? Should prison focus on rehabilitation or punishment?
- Responses to catastrophe/disasters
- Mental health issues (i.e. PTSD, suicide) in soldiers in combat
- Gangs
- Influence of media
- Foster care system
- Poverty, child welfare system
- Family violence
- Adoption
- Alcohol and drug abuse and dependence
- Adult protective services
- Can you think of other issues? Instructor is open to your suggestions. (in the past, students have selected topics like: adoptions by LGBT parents, “doping” in professional athletes, re-thinking the 3 strikes law, etc.).

The project incorporates three aspects:

1. The student's personal reflection about the chosen topic from positive psychology (including why this is an important topic to be implemented in society)
2. The student's written proposal, a **5-7 page paper** that includes:
  - Relevant theory and research
  - Recommendations based on theory/research
  - Reference page (minimum 5 references) APA style citations in text and format for references (\*Please refer to <http://owl.english.purdue.edu/owl/resource/560/01/> for information on APA style writing\*)
3. Presentation of the proposal to be held on weeks 9 and 10. The oral presentation may include visual aids. Students will facilitate questions and discussion.

**“Who Am I and What is My Model of Practice in Psychology?” Due Week 11. Ten to fifteen page paper addressing:**

**“Who Am I and What is My Model of Practice in Psychology”**. Paper requirements are as follows: **10-15 pages**, typed, double-spaced to examine the following:

- An exploration/explanation of “Who am I”? (Include: what are my strengths, virtues, and vulnerabilities? Your conflict resolution style, and/ or an explanation of your attachment style).
- What bio-physical-social-spiritual-psychological influences have helped to shape who I am? What added to *resilience* and what may have contributed to “vulnerabilities”? You may include information about your family of origin, school history and experiences, community influences, church or other spiritual support influences, marriage, divorce, children, athletic activities, social activities, music, learning differences, etc.
- What influenced my decision to major in psychology? If you are not a psychology major, what is your major and how does this course fit into your curriculum?
- What are my educational goals? (Immediate/short term goals, intermediate goals, long term goals)?
- What are my career goals? (Immediate/short term goals, intermediate goals, long term goals)?
- What is my model for how humans function and how humans change. How did my model develop or evolve? (Can include influences from your favorite theorists/theories such as social learning theory, behaviorism, attachment theory, object relations theory, client centered theory, etc.). Include references, as appropriate.
- What is my plan for my life? (5 years? 10 Years? 20years?).

\*We will discuss the paper on the last day of class.

## **Attendance Policy**

Please attend all classes on time. If for any reason you will be late or need to miss a class in case of an emergency, please contact the instructor ASAP.

## **Course Evaluations Statement**

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>

## **Disability Statement**

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing [wjimene@callutheran.edu](mailto:wjimene@callutheran.edu)

## **Statement on Academic Honesty**

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of Cal Lutheran's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

## **University Harassment Policy**

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights**, please go to the following link:

[Student Life Handbook](#)

### **Sexual Misconduct**

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

### **Pearson Library**

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at [ywilber@callutheran.edu](mailto:ywilber@callutheran.edu)
- General Library email: [CLUlibrary@callutheran.edu](mailto:CLUlibrary@callutheran.edu)
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

### **Cal Lutheran Writing Center**

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at [www.callutheran.edu/writing\\_center](http://www.callutheran.edu/writing_center) or call 805.493.3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

### **Veterans Resources**

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/>. Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, [veterans@callutheran.edu](mailto:veterans@callutheran.edu) or 805.493.3648, for more information.

### **Help Desk**

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to [helpdesk@callutheran.edu](mailto:helpdesk@callutheran.edu), click on the following link for more information [http://www.callutheran.edu/iss/technology\\_services/helpdesk.php](http://www.callutheran.edu/iss/technology_services/helpdesk.php) or call: 805.493.3698

### **Final Note**

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

### **Leading Class Discussion and Paper Rubric**

*I. Power Point Presentation*

The power point presentation was clear and easy to follow (5 point)

*II. Discussion*

The presenter was able to articulate why a particular aspect of the chapter was interesting or confusing and engage the audience in a productive discussion (10 points)

*III. Paper*

The paper is 1-2 pages, double-spaced and in APA format. The student was able to discuss what was presented and includes questions/disagreements he or she had about the chapter (5 point)

### Rubric for Behavioral Change Project

Criteria	Addresses in Detail
1. Subject of change is specifically addressed and clearly operationalized in the paper	8 points
2. Goal for change is fully explained including rationale.	8 points
3. Clear description of the methodology utilized in order to attain desired goal.	8 points
4. Presentation/paper addresses how the process of change influenced your thoughts(s) and personal learning.	8 points
5. Text and or additional materials, works, authors or theory contributors are accurately addressed in order to support justification for chosen intervention.  Exceptional work will include additional, external, and particularly scholarly articles.	4 points
6. Paper meets APA requirement of font, margins, spacing and grammatically correct.	4 points

### Real World Application Project Rubric

Criteria	Addresses in Detail
1. The student is able to address why the chosen issue is an important topic to be addressed in society	15 points
2. Use of relevant research and theory to support claims.	15 points
3. Clearly articulated recommendations for changing the chosen issue.	15 points
4. Presentation is easy to follow and thoughtfully prepared. Student is able to highlight and explain the various elements of the paper and is able to engage a class discussion based on the chosen issue.	10 points
5. Paper meets APA requirement of font, margins, spacing and grammatically correct.	5 points

### “Who Am I” Paper Rubric

Criteria	Addresses in Detail
1. Student is able to communicate thoroughly and use relevant background information to support how they have been shaped to be the person writing the paper today.	8 points
2. The student is able to address why they have chosen psychology and how that study has influenced their life perspectives.	8 points
3. Clear articulation of educational and career goals.	8 points
4. Student is able to discuss their preferred theoretical orientation (psychological model) and why that theory resonates most strongly with them (e.g. attachment theory, cognitive behavioral theory, psychodynamic...)	8 points
5. Paper is 10-15 pages in length	4 points
6. Paper meets APA requirement of font, margins, spacing and grammatically correct.	4 points

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