

Request for existing general education course to be included in

Pitt State Pathway

(Undergraduate Course Numbers through 699)

- A. Submission date: **December 31, 2018**
- B. Department: **Psychology and Counseling**
- C. College: **Education**

If two or more Colleges, please indicate which Colleges will be involved in teaching the course: **Click or tap here to enter text.**

- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):
(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.) **Dr. David P Hurford, Chair**
- E. Course prefix: **PSYCH**
- F. Course number: **155**
- G. Credit hours: **3**
- H. Title of course: **General Psychology**
Is this a change in the title of the course? **No**
If "Yes," a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.
- I. Will this course require a new course description? **No**
If "Yes," please insert new course description here. A Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.
Click or tap here to enter text.
- J. Does this course include a co-requisite laboratory course: **No**
If "Yes", please provide the co-requisite course name and number:
Click or tap here to enter text.
- K. Will this course be available on-line: **Yes**
If "Yes", please provide a detailed explanation: **One section will be offered online each fall, spring, and summer.**
- L. Semester(s) course will be offered (choose all that apply): **Fall - Spring - Summer**
- M. Prerequisite(s): **None**
- N. Co-requisite(s) —other than lab course named above: **None**
- O. Select the Pitt State Pathway **Core Element** or **Essential Studies Element** based on the identified Learning Outcome to be covered in the course (choose only **one** set):
(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document located on the Faculty Senate web site under Pitt State Pathway.)

Select One Element

- Communication
 - **Written Communication**
 - Students will communicate effectively.
- Communication
 - **Verbal Communication**
 - *Students will communicate effectively.*
- Quantitative/Analytic Methods and Scientific Literacy
 - **Quantitative/Analytic Methods**
 - *Students will analyze data logically.*
- Global Understanding and Civic Engagement
 - **Human Experience within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Human Systems within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Natural World within a Global Context**
 - *Students will explore global systems conscientiously.*
- Personal and Professional Behavior
 - **Wellness Strategies**
 - *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? **Yes**
(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.)

If “Yes,” please select one: Scientific Inquiry

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Benchmark
(Refer to definitions, hierarchy, and rubrics in the Pitt State Pathway document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department Chairperson..... Approved Not Approved
David F. Hufsch 1-2-19
Department Chairperson Signature Date

Faculty Senate General Education Committee..... Approved Not Approved

FSGEC Chairperson Signature Date

Faculty Senate..... Approved Not Approved

Faculty Senate Recording Secretary Signature Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please **complete** the entire form and acquire the Chair's signature, and email to psupathway@pittstate.edu.

PSYCH 155, General Psychology
Administrative Master Syllabus
Department of Psychology and Counseling
College of Education
Pittsburg State University

This syllabus outlines goals, objectives, requirements, and assessments common to all sections of PSYCH 155. The syllabus of a specific instructor will contain requirements, procedures, and assessments specific to their section(s) and may contain any additional goals and learning objectives.

COURSE DESCRIPTION

This course serves as an introduction to the study of psychology and is a prerequisite to most all other psychology courses. It will provide a basic understanding of the scientific study of psychological principles and theories in several different areas, including biological, cognitive, and affective bases of behavior. Such an understanding should provide the foundation upon which one can build his or her repertoire of psychological knowledge.

General Psychology is a part of the required General Education program. General Education is the study of humans in their global setting. The general education curriculum, therefore, acts as the heart of a university education by developing the capacities that typify the educated person and providing a basis for life-long learning and intellectual, ethical, and aesthetic fulfillment. General education examines the world around us and fosters an understanding of our interactions with the world and our place in the universe. General education celebrates the creative capacities of human kind and helps to preserve and transmit to future generations the values, knowledge, wisdom, and sense of history that are our common heritage.

TEXTBOOK

Myers, D. (2016). Exploring Psychology, 10th Edition. Worth Publishers. ISBN: 9781464154072

STATE OF KANSAS CORE OUTCOMES

Upon successful completion of this course, students will achieve the following goals from the State of Kansas Core Outcomes for General Psychology:

1. Identify historical foundations and current trends in psychology.
2. Distinguish methods of research in psychology.
3. Identify the biological basis of behavior including physiology of the brain.
4. Distinguish principles and theories of learning and cognition.
5. Recognize theories and applications of motivation and emotion.
6. Demonstrate an understanding of human life span development.
7. Identify the major theories of personality.
8. Recognize categories of psychological disorders and treatments.
9. Recognize the major theories and findings in social psychology.

PITTSBURG STATE GENERAL EDUCATION GOALS

General Psychology targets the Essential Studies element of Wellness Strategies and the Companion Element of Scientific Inquiry.

The Wellness Strategies element is described in the **Pitt State Pathway**:

Wellness encompasses the concepts and importance of physical fitness and/or activity over the lifetime, chronic disease prevention/management, nutritional knowledge, mental health awareness, and continuous involvement in an exercise or physical/leisure time activity program to ensure students create a healthy lifestyle plan throughout their lifetime.

Scientific Inquiry is described as:

The scientific method is the systematic approach to understanding the world around us. Through experimentation and hypothesis testing, students will apply analytical skills and appropriate methods of scientific inquiry (i.e. qualitative and quantitative) to solve a variety of research questions

PSYCH 155 specifically addresses the goals of *understanding the principles of behavior and mental processes and wellness strategies for life long health*, and the scientific inquiry companion goal of *drawing logical conclusions, assessing for gaps or weaknesses, and addressing potential consequences and implications*. The highest level of anticipated achievement for the Regents' Outcomes is Mastery. The elements-achievement level matrix for Essential Studies indicates an *expected* achievement level of Benchmark (understanding) for learning the principles of behavior and mental processes. Considering the breadth of course content (including exams and related demonstrations/exercises) student achievement levels will range from Benchmark

(understanding) to Mastery (creation) depending on the course outcome being addressed and its corresponding assessments.

DESCRIPTION OF ASSESSMENTS

General Assessment Strategies

Students learning will be assessed through a variety of strategies including, but not limited to, objective exams, written assignments, laboratories, journals, and presentations. Individual instructors will have freedom to choose the number and types of assessments in order to maximize their own strengths and in order to adapt to the format of individual course sections, whether face-to-face, online, writing-to-learn, or hybrid. However, instructors of all sections must conduct at least four labs, and administer one summative assessment designed to assess the *Essential Studies* and *Companion Elements* described in the *Pitt State Pathway* document.

Wellness Strategies Essential Studies Element and Scientific Inquiry Companion Element

Labs. Students in all sections will complete at least four psychological labs that connect the Essential Element of Wellness Strategies and the Companion Element of *Scientific Inquiry* with the Regents' Core Outcomes. Included with the demonstration is information about the original research behind the lab, its place in the scientific method (hypothesis generation, testing, revision and finally synthesizing testable hypotheses in to scientific theory, which then generates more advanced hypotheses, etc.), how the demonstration has led to *understanding behavior and mental processes*, and how it leads to a *wellness strategy for life long health*. Each lab will be presented with the accompanying lecture or reading material that relates to each specific topic area in the General Psychology course. Each lab will include questions that target the Essential Element and other questions that target the Companion Element. Scores on these labs will be collected using either a dedicated Canvas course or an external tool.

Labs will involve groups and/or individuals. Specific labs will be chosen from a menu by individual instructors, because some are more appropriate for face-to-face sections of the course and others are more appropriate for online sections of the course. The course instructor will select the most appropriate lab for his/her class.

Summative Assessment. Students in all sections will take an objective exam consisting of questions sampled from course objectives. The exam will be administered near the end of the course and will generate the three subscales of

scientific inquiry, understanding of behavior and mental processes, and wellness for lifelong health.

COURSE OBJECTIVES ORGANIZED BY UNIT AND KANSAS CORE OUTCOMES GOAL

History and Methods of Psychology (Core Outcomes Goals 1 and 2)

- Define psychology.
- Describe the history of psychology and name important historical figures in its development.
- Explicate current trends and perspectives in psychology.
- Describe the basic and applied areas of research in psychology.
- Explain the scientific method and the basic procedures of experiments.
- Compare and contrast the experimental method with non-experimental research methods.
- Describe guidelines for the ethical treatment of human and animal research subjects.
- Explain the use of statistical procedures in psychological research.

Biological Psychology (Core Outcome Goal 3)

- Describe how neurons function in order to transmit information
- Describe the roles of neurotransmitters in neurotransmission.
- Explain how drugs can affect neurotransmission and the behavior of humans and animals.
- List and describe the main divisions of the nervous system.
- Describe the functions of the endocrine system and explain how it interacts with the nervous system.
- Describe the structure and function of major components of the brainstem and limbic system.
- Identify the location of and describe the function of representative structures of the cerebral cortex.
- Explain how the study of genetics and evolution contributes to our understanding of behavior.

Sensation and Perception (Core Outcome Goal 3)

- Identify the main structures of the eye.
- Compare and contrast the characteristics of rods and cones.
- Describe the main visual pathway to the human primary visual cortex and explain how the visual cortex identifies features and objects.
- Explain how visual cues and properties contribute to perceptual organization and perceptual constancies.

- Describe the basic structures of the ear, and explain how the inner ear converts sound energy into neural messages.
- Explain the mechanisms that support our perception of loudness, pitch, and sound location.
- Explain how we sense the body's position and movement.
- Describe the sensory mechanisms of smell and taste.

Learning (Core Outcome Goal 4)

- Define learning, and identify basic forms of learning.
- Define the basic components of classical conditioning.
- Summarize the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination in classical conditioning.
- Define operant conditioning.
- Explain how operant behavior is reinforced and shaped.
- Explain how the different reinforcement schedules affect behavior.
- Discuss how punishment and negative reinforcement differ, and explain how punishment affects behavior.
- Identify applications of classical and instrumental conditioning to human health and well-being.
- Explain how biological constraints and cognitive processes affect classical and instrumental conditioning.
- Define observational learning and explain its basic principles.

Memory (Core Outcome Goal 4)

- Define memory, and explain how it is measured.
- Distinguish between explicit and implicit memories.
- Describe the forms of sensory memory and their characteristics.
- Describe the capacity and duration of our short-term memory.
- Describe the capacity of long-term memory, and discuss whether our long-term memories are processed and stored in specific locations.
- Describe the roles played by the frontal lobes, hippocampus, cerebellum, and basal ganglia in memory processing.
- Explain how changes at the synapse level affect our memory processing.
- Discuss how emotions affect our memory processing.
- Explain theories of why we forget.
- Explain how misinformation, imagination, and source amnesia influence our memory construction.
- Describe factors affecting creation of false memories.

Cognition and Intelligence (Core Outcome Goal 4)

- Describe the cognitive strategies that assist our problem solving, and identify the obstacles that hinder it.
- Describe how heuristics and other factors influence our decisions and judgments.
- Define creativity, and explain what fosters it.
- Describe how we acquire language, including the milestones in language development and the critical period for acquiring language.
- Identify the brain areas involved in language processing and speech.
- Describe what we know about other species' capacity for language.
- Give psychologists' definition of intelligence, and identify the arguments for g.
- Compare theories of intelligence, and discuss the criticisms they have faced.
- Define intelligence test, and explain the difference between achievement and aptitude tests.
- Discuss how aging affects crystallized and fluid intelligence.
- Define heritability and environmental influences affect cognitive development and mental ability scores.
- Discuss whether intelligence tests are biased or unfair.

Motivation and Emotion (Core Outcome Goal 5)

- Define motivation as psychologists use the term, and identify the perspectives from which they view motivated behavior.
- Describe the evidence for a human affiliation need and describe how social networking influences us.
- Define achievement motivation, and identify some ways to encourage achievement.
- Describe the physiological, cultural, and situational factors that produce hunger.
- Describe how obesity affects physical and psychological health, and identify the factors involved in weight management.
- Compare and contrast theories of emotion.
- Describe the physiology of emotion.
- Describe how facial expressions and nonverbal expressions of emotion are understood within and across cultures.

Lifespan Development (Core Outcome Goal 6)

- Describe the course of prenatal development, and explain how teratogens affect that development.
- Describe the development of the brain and motor skills from infancy through childhood.
- Explain cognitive development from the perspectives of Piaget, Vygotsky, and modern researchers.
- Describe the formation of attachment bonds and effects of abuse or neglect on those bonds.

- Identify and describe the four main parenting styles and the outcomes associated with each style.
- Describe the effects of childhood disorders such as autism on development.
- Define adolescence.
- Describe the cognitive, social, and physical changes of adolescence and describe the contributions of parents and peers to adolescent development.
- Describe adolescent cognitive and moral development, according to Piaget, Kohlberg, and modern researchers.
- Explain the cognitive, social, and physical changes that accompany adulthood and later adulthood.
- Describe the range of reactions to the death of a loved one.

Personality (Core Outcome Goal 7)

- Define personality, and identify the major classes of personality theories.
- Describe Freud's theory of personality and Freud's stages of psychosexual development.
- Discuss how contemporary psychologists view Freud's perspectives.
- Describe how humanistic psychologists viewed personality
- Discuss influences of humanistic theories in psychology and discuss criticisms of these theories.
- Explain how psychologists use traits to describe personality and employ personality inventories to assess personality.
- Discuss whether research supports the consistency of personality traits over time and across situations.
- Describe how social-cognitive theorists view personality development, and explain how they research behavior.
- Discuss strengths and weaknesses of social-cognitive theories.
- Explain the importance of research on the self, and discuss the importance of self-esteem to our well-being.
- Describe how individualist and collectivist cultures differ in their values and goals.

Psychological Disorders (Core Outcome Goal 8)

- Discuss distinctions between normal behavior and psychological disorder.
- Discuss how the medical model and the biopsychosocial approach influence our understanding of psychological disorders.
- Describe how clinicians classify psychological disorders, and explain criticisms and controversies concerning diagnostic labeling.
- Describe categories of anxiety disorders and describe how conditioning, cognition, and biology contribute to these disorders.

- Describe substance use disorders, and explain the roles that tolerance, withdrawal, and addiction play in these disorders.
- Discuss the biological, psychological, and social-cultural factors that contribute to drug abuse.
- Explain how major depressive disorder and bipolar disorder differ.
- Discuss biological and social-cognitive perspectives concerning major depressive disorder and bipolar disorder.
- Identify the factors that increase the risk of suicide.
- Describe the patterns of thinking, perceiving, and feeling that characterize schizophrenia.
- Identify anatomical and physiological markers associated with schizophrenia and identify generic and environmental factors contributing to schizophrenia risk.
- Describe the three major eating disorders, and discuss how biological, psychological, and social-cultural influences make people more vulnerable to them.
- Describe the dissociative disorders, and discuss why they are controversial.
- Describe personality disorders and identify the characteristics that are typical of personality disorders in general.
- Discuss whether people with psychological disorders are more likely to commit violent acts.

Mental Health Therapies (Core Outcome Goal 8)

- Explain how psychotherapy and the biomedical therapies differ.
- Discuss the goals and techniques of psychoanalysis, and describe how they have been adapted in psychodynamic therapy.
- Identify the basic themes of humanistic therapy, and describe the goals and techniques of Rogers' person-centered approach.
- Explain how the basic assumptions of cognitive and behavior therapies differ from the assumptions of psychodynamic and humanistic therapies.
- Describe the principles, goals, and techniques of cognitive-behavioral therapies.
- Discuss the aims and benefits of group and family therapies.
- Discuss whether psychotherapy works and explain how well designed studies can assess the effectiveness of therapies.
- Discuss whether some psychotherapies are more effective than others for specific disorders.
- Discuss how culture and values influence the client-therapist relationship.
- Identify what a person should look for when selecting a therapist.
- Describe biomedical therapies, and explain how double-blind studies help researchers evaluate the effectiveness of these therapies.
- Describe what may help prevent psychological disorders.

Social Psychology (Core Outcome Goal 9)

- Explain how we perceive and process information about others and ourselves within a social context.
- Define attitude, and discuss how attitudes and actions affect each other.
- Explain how experiments conformity and obedience reveal the power of social influence.
- Describe how the presence of others and other factors influence our actions
- Define altruism, and identify factors that influence helping behaviors.
- Define prejudice, and describe factors that contribute to prejudice.
- Describe factors that contribute to attraction and choice of mate.
- Discuss psychological and social-cultural factors contributing to aggressive behavior.
- Identify social processes and factors that fuel social conflict and those that can de-escalate conflict.

RESEARCH PARTICIPATION REQUIREMENT

All instructors are expected to inform students of the department's research participation requirement, as described below.

The content of General Psychology courses is the result of many kinds of scientific research endeavors. It is important that you learn to think critically about research and the scientific method. Participation in an experiment not only increases your understanding of this important process, it helps students who are studying other research roles. Psychology experiments examine a wide range of topics and use many different forms of measurement. For example, to measure things like perceptual judgment or memory, participants may perform some task. In studies to learn about things like dating decisions, personality, or social problems, however, participants may take a test or fill out a questionnaire.

General Requirement: Each student enrolled in PSYCH 155 General Psychology is required to complete the equivalent of two research requirements by **end of Dead Week**.

To complete the research requirement, you can either serve as a participant in psychological research (e.g., studies or experiments) worth the equivalent of two credits or complete two alternative assignments.

If you do not completed this requirement by the deadline, your final course grade will be reported as incomplete. Failing grades, however, will be reported regardless of participation.

To participate in an experiment:

1. As experimental sessions become available, sign-up sheets are posted on the second floor hallway of Whitesitt Hall, on the countertop across from room 201. Sessions may be limited, so check frequently for new sheets and sign up early. These sign-up sheets should provide you with information regarding whether your participation is worth 1 or 2 research credits.
2. Sign-up for a convenient session; take note or a picture of the date, time, and location so you will ensure that you attend this session.
3. Show up a few minutes early for your experiment. Failure to show up on time creates an inconvenience for the experimenter, and prevents other students from participating at that time. If you cannot keep your session appointment, you must call the office (235-4523) prior to the experiment to cancel.
4. You will be given a form to document your participation at the end of the research session. If you decide to withdraw from the study after the session begins, you will not be penalized. You will not receive the form, however, and are still required to complete an experiment or one of the alternative assignments listed below.

Alternative assignments:

If you are unable to participate in a research study, you must complete an alternative assignment. You have two choices:

1. Reaction Paper — You may elect to write one reaction paper, based on articles you have read in psychology journals or in the popular media. One of the best sources for psychological research findings, which are easily comprehended, is Psychology Today. Other magazines, such as Time and Newsweek, occasionally include articles pertaining to psychological issues. Reaction papers need to be typed, double-spaced, and 300-500 words in length. It is not necessary that you regurgitate what the study found, but your paper should specify your reactions to what you read and learned. Do you agree/disagree with the findings? Are there ways in which you might apply these findings to your own life, etc.? Is there any information contained in the articles which will impact your own personal view of life and its activities? Please submit a copy of the article with your reaction paper.
2. Positive Psychology Happiness Survey — Positive Psychology is a new school of psychology, pioneered by Martin Seligman and Michael Csikszentmihalyi. The school is founded on the belief that, while useful, psychological research has placed too much focus on what is wrong with people instead of what is right. Positive psychology "uses theory and research to better understand the positive, adaptive, creative, and fulfilling aspects of human existence."

To promote the advancement of positive psychology, Martin Seligman has created the Authentic Happiness website. The site has numerous resources, including on-line administration and scoring of a variety of empirically developed, positive psychological assessments.

To complete this assignment, you must perform the following tasks:

Register for access to the Authentic Happiness website at:

www.authentichappiness.sas.upenn.edu/

The activities and resources on this website are free, but you are required to register with the site. Registration is quick and easy.

Once registered, log into the site with your username and password.

On the homepage, find and click on the link for the BRIEF STRENGTHS TEST.

Follow the instructions and complete the assessment. When finished, submit the test for scoring and review your results.

After reviewing your top strengths, discuss the results in a one-to-two page reaction paper. Do you agree with the results? Do you disagree? How do you think you might benefit from understanding your top strengths? How do you think psychology as a field might benefit from understanding strengths as opposed to weaknesses?

ACADEMIC INTEGRITY POLICY

The Department of Psychology and Counseling will not tolerate academic dishonesty. Students who exhibit academically dishonest behavior will be treated in accordance with the Pittsburg State University's rules and regulations regarding such behavior. The official policy on academic honesty and integrity may be found on the following web page:

http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=124&sid=1&menu_id=7980

SYLLABUS SUPPLEMENT

All instructors should attach the syllabus supplement developed by the University. Access the supplement by following the [Syllabus Supplement link](#) on the Registrar's Office site.