

## UMBC UGC New Course Request: PSYC 310 Psychology: Exploring the Discipline and Careers

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	Name	Email	Phone	Dept
Dept Chair or UPD	Chris Murphy	<a href="mailto:chmurphy@umbc.edu">chmurphy@umbc.edu</a>	X52567	PSYC
Other Contact	Zoe Warwick	<a href="mailto:warwick@umbc.edu">warwick@umbc.edu</a>	X52360	PSYC

### COURSE INFORMATION:

Course Number(s)	PSYC 310
Formal Title	<b><u>Psychology: Exploring the Discipline and Careers</u></b>
Transcript Title (≤30c)	Psychol Discipline Careers
Recommended Course Preparation	
Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	PSYC 100; ENGL 100; two additional PSYC courses, all with "C" or better ; at least 45 credits
Credits	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

### PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

**Course description:** Intended for newly-declared Psychology majors with 45+ credits and at least two PSYC courses beyond PSYC 100, this course develops the conceptual and methodological skills necessary for success in the Psychology major, including an understanding of the breadth and scientific basis of the discipline, critical reasoning skills, information literacy, quantitative reasoning, ethical and social awareness, and basic writing skills in the discipline. Students will learn about the generalizable skills acquired via the Psychology major and their applicability to a variety of career paths; the importance of academic planning; and availability of co-curricular experiences and support resources. Students cannot receive credit for both PSYC 211 and 310; cannot be used as upper-level PSYC elective.

### RATIONALE FOR NEW COURSE:

The three-course foundational sequence for Psychology majors (B.A. degree) is PSYC 100 (Introduction to Psychology) → PSYC 211 (Science and Profession of Psychology) → PSYC 311 (Research Methods in Psychology I). [The B.S. degree adds a fourth course, PSYC 312 Research Methods in Psychology II, which follows PSYC 311]. The objectives of PSYC 211 are: to provide an overview of the discipline and career opportunities, introduce the conceptual and methodological skills necessary for success in the Psychology major, and familiarize students with academic planning, co-curricular opportunities, and student support resources. For Freshman/early Sophomores, this lower-level course is an appropriate orientation to and preparation for the Psychology major; the "Four Year Academic Pathway" plan for both the B.A. and B.S. in Psychology recommends that PSYC 211 be taken second semester Freshman year.

However, PSYC 211 is less suitable for students with 3 or more semesters of college experience who decide to major in Psychology at UMBC after having already taken multiple PSYC courses beyond PSYC 100. These

students, who are typically Transfers but also include native UMBC students who eventually decide to major in PSYC, differ from the Freshman PSYC 211 audience in many ways. Through additional PSYC coursework, they have begun in-depth exploration of various subdisciplines in Psychology, and have been introduced to the empirical basis of the discipline and some of the methodologies used. As well, they possess the benefits accruing from multiple semesters of college coursework including progression in reasoning and information acquisition and synthesis. They need to be challenged with course content requiring higher-level critical thinking and analysis. With more exposure to college-level academics, they should have greater understanding of their personal strengths and weaknesses (e.g. in writing, math, and/or time management), and thus are ready for more targeted engagement with UMBC's academic support services. To fit in all required coursework for the major as well as other UMBC requirements in their remaining semesters, a heightened focus on academic planning is essential. Being closer to completion of their undergraduate career also dictates the need for greater emphasis on post-graduate planning; i.e. practical preparation for job-seeking, or graduate/professional school application.

This proposed course, PSYC 310, is for more advanced (45+ credits) students who have passed at least two additional PSYC courses beyond PSYC 100. For these students, PSYC 310 will substitute for PSYC 211 in the foundational sequence (PSYC 100 → **PSYC 310** → PSYC 311). It will cover the same general topics as PSYC 211 (e.g. overview of the discipline and career opportunities; skills necessary for success in the Psychology major; academic planning and student support resources), but in greater depth and with emphases that suits the unique strengths and needs of these students. For example, writing assignments will go beyond simple descriptions or summaries, and require comparison and/or synthesis. Coverage of Academic Planning will address the needs of advanced students who are closer to graduation, and Career Exploration will also include practical components such as drafting a resume, attending a Career Fair, and identifying potential writers of recommendation letters. Findings from classic studies in psychology will be compared to current research, with a focus on how the field has evolved in terms of methodology, ethical considerations, and consideration of human diversity and sociocultural influences.

*a) Why is there a need for this course at this time?*

To provide for more advanced (45+ credits) students who are embarking upon the Psychology major the knowledge and skills to prepare for success in the major, in a framework which builds upon their existing experience with college-level work and PSYC background.

In particular, this course is needed for Psychology majors at the Shady Grove campus. Shady Grove students typically arrive with 45+ credits and 2 – 3 additional PSYC courses beyond PSYC 100.

*b) How often is the course likely to be taught?*

Fall semester

*c) How does this course fit into your department's curriculum?*

PSYC 310 will be the prerequisite for PSYC 311 (Research Methods in Psychology), in lieu of PSYC 211, for advanced (45+ credits) students with at least two PSYC courses beyond PSYC 100.

*d) What primary student population will the course serve?*

Newly-declared Psychology majors with 45+ credits and at least two additional PSYC courses beyond PSYC 100. The number of “eligible” students per year is estimated at 50 - 75.

*e) Why is the course offered at the level (i.e. 100, 200, 300, or 400 level) chosen?*

Designation at 300-level reflects course content requiring higher-level critical thinking and synthesis; inclusion of primary scholarly sources as learning materials; and four prerequisite courses (PSYC 100, ENGL 100, and two PSYC courses).

*f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).*

PSYC 100 is a prerequisite since this course is intended for students who have had an introduction to Psychology and plan to major in the discipline. Two additional PSYC courses are prerequisite since this course is intended for students who have some Psychology background beyond PSYC 100. ENGL 100 is a prerequisite to ensure basic writing composition skills, a necessary foundation for further development of writing in the discipline. At least 45 credits is prerequisite since this course is intended for students who have substantial college-level course experience.

g) *Explain the reasoning behind the P/F or regular grading method.*

Regular grading is appropriate since the course is a core requirement for the Major. Students must demonstrate satisfactory competence (grade of C or better) in PSYC 310 in order to enroll in the subsequent core requirement, PSYC 311 (Research Methods in Psychology I)

h) *Provide a justification for the repeatability of the course.*

N/A

**ATTACH COURSE OUTLINE (mandatory):**

## **PSYC 310 Psychology: Exploring the Discipline and Careers (3 credits)** (Sample course outline 4/4/16 ZW)

**Course description:** Intended for newly-declared Psychology majors with 45+ credits and at least two PSYC courses beyond PSYC 100, this course develops the conceptual and methodological skills necessary for success in the Psychology major, including an understanding of the breadth and scientific basis of the discipline, critical reasoning skills, information literacy, quantitative reasoning, ethical and social awareness, and basic writing skills in the discipline. Students will learn about the generalizable skills acquired via the Psychology major and their applicability to a variety of career paths; the importance of academic planning; and availability of co-curricular experiences and support resources. Students cannot receive credit for both PSYC 211 and 310; cannot be used as upper-level PSYC elective.

### **Course learning objectives**

*After completing this course, you should be able to:*

- Describe the major subfields of Psychology in terms of methodology and types of questions addressed
- Demonstrate developing skills in information literacy, APA-style writing, quantitative reasoning
- Explain how your progress towards degree completion is informed and supported by resources such as Academic Advising, Degree Audit, Student Support Services.
- Articulate the generalizable skills acquired via the Psychology major and how they apply to a variety of workplace settings
- Describe a range of career opportunities potentially available with a Psychology degree
- Describe Psychology's major historical events, schools of thought, and key individuals
- Demonstrate critical thinking skills, and describe common fallacies in everyday thinking (e.g., confirmation bias, post hoc explanations, implying causation from correlation) that can impair accurate conclusions and predictions
- Explain the scientific method and how it is applied to investigating topics in Psychology
- Explain Psychology's evolution in terms of methods, ethical principles, and diversity considerations in research and in application

**Prerequisites:** ENGL 100, PSYC 100, two additional courses in PSYC (all with grade of C or better); at least 45 credits.

**Format:** Your learning in this hybrid course will take place both in face-to-face (in-classroom) meetings, and via on-line components that will incorporate readings, videos, activities, and graded quizzes.

**Text (required):** Kuther, T. *The Psychology Major's Handbook, 4th ed.* Wadsworth Cengage, 2015.

**Additional learning materials:** Links to videos, websites, and other on-line materials are posted on Blackboard, within the relevant Module.

**Videos/Websites and associated worksheets:** Some of your learning will take place via on-line video and/or website content, and answering worksheet questions about what you have learned. Information/links and worksheets are posted on Blackboard, which you should download prior to viewing. You may neatly hand-write, or type, your answers on the worksheet, which will be submitted via Bb upload. Deadline to submit via Bb is 11:59pm on the due date. **File types accepted:** .doc, .docx, .odt, .txt, .rtf, .pdf **ONLY. Worksheets will NOT be accepted late.**

**Blackboard quizzes:** Quizzes must be completed by 11:59pm on the due date. After this time, the quiz will be unavailable, with **no late attempts permitted.** *You will have two attempts for each quiz, with a time limit of 30 minutes per attempt.* Your highest score is counted.

**Plagiarism, and CITI Training Certificates of Completion:** Two of the on-line learning experiences (Indiana University Plagiarism Certificate; and CITI Training Certificate) require you to register (free); engage with learning materials; and successfully pass a test of completion. You should begin these well in advance of the due date. Your certificates of completion are due (uploaded via Blackboard) by 11:59pm on the due date. **File types accepted:** .doc, .docx, .odt, .txt, .rtf, .pdf **ONLY.** Certificates submitted within the "late acceptance time frame" (stated on Bb) will receive half credit.

**Module assignments:** Assignments (and grading rubrics) are posted on Blackboard within each Module and are due by 11:59pm on the due date. **File types accepted:** .doc, .docx, .odt, .txt, .rtf, .pdf **ONLY.**

**Writing Fellows assignment:** On this assignment you will receive individualized assistance from a Writing Fellow to develop your writing skills, as described below. Further details will be provided on Bb (Module 3).

**Term Paper:** *How has Psychology evolved?* Using one of the topic areas from among the classic Psychology studies discussed in Module 1, you will write a 3 – 5 page paper discussing changes over time in methods used, and ethical and diversity considerations. Additional details will be provided on Bb (Module 1).

**Do not wait until the last minute to submit via Blackboard, as you may encounter technical difficulties on your end. If there is a system-wide Blackboard problem (not a technical problem on your end) within 24 hours of a deadline, the deadline will be extended accordingly, and announced on the course's Blackboard site and by email.**

***If extraordinary circumstances beyond your control prevent you from meeting a deadline, you must contact the Instructor by email within 48 hours with relevant information and an explanation***

***of why you believe an extension without penalty is warranted. Official documentation may be required.***

**Writing Fellows Program:** Several students, called Writing Fellows (WFs), will be assisting with your writing development, by working with you individually outside the classroom to help improve the clarity and effectiveness of your writing. Please keep in mind that all writers, regardless of their writing skill level, can improve their writing by sharing works in progress and by making revisions based on constructive feedback. Your WF will read a Draft of the designated assignment, and meet with you to discuss your draft's strengths and weaknesses. Your WF does not grade your draft. You will then revise your Assignment to produce a Final version, and submit it via Blackboard by the deadline.

Please consider that the Writing Fellows are here as a resource for you but also have their own set of obligations and scheduling constraints. Here are some expectations about how to make this interaction work best:

- WFs will contact you before the due date of the assignment draft to set up a meeting to go over your paper. WFs will contact you using the contact information you provide on the scheduling questionnaire.
- Students are matched to WFs based on availability listed in the scheduling questionnaire and will block out time during the WF meeting period to work with you. If your schedule changes and you are not available to meet during those times please let the WF know ASAP so that he or she can help get you connected with another WF who meets your scheduling needs.
- Once your meeting with the WF is scheduled you are expected to attend. WFs will report back to the course instructor about missed meetings and these can negatively impact your grade. However, should an emergency arise that precludes you from attending, please contact the WF as soon as possible to let him or her know and to reschedule.
- If you do not respond to the WFs request to set up a meeting, the WF will send one reminder. If you do not make any effort to attend a meeting, this will produce an **automatic 50-point deduction**.

**Exams:** The Exams may include both a take-home and an on-line portion. The Final exam will be given during the officially-scheduled time block.

**Determining your course grade:** Your course grade will be determined as follows:

	<b>Maximum possible points</b>
Seven assignments @ 20 pts each	140
Writing Fellows assignment	150
Midterm exam	100
Final exam	150
Seven worksheets @ 10 pts each	70
Seven Blackboard quizzes @ 20 pts each	140
Term paper	150
Plagiarism certificate	50
CITI Training certificate	<u>50</u>
Total:	1000

Course letter grades will be assigned as follows:

≥90% = A; 80-89% = B, 70-79% = C; 60-69% = D, <60% = F

**Questions concerning a grade must be submitted in writing (email or hardcopy) to the Instructor, no more than one week after the grade is received.**

### **Student Disability Services/Student Support Services**

UMBC is committed to eliminating discriminatory obstacles that disadvantage students based on disability. Student Disability Services (formerly Student Support Services) is the UMBC department designated to receive and maintain confidential files of disability-related documentation, certify eligibility for services, determine reasonable accommodations, develop with each student plans for the provision of such accommodations, and serve as a liaison between faculty members and students regarding disability-related issues. If you have a disability and want to request accommodations, contact SDS in the Math/Psych Bldg., room 213 or at 410-455-2459, or <http://sss.umbc.edu>. SDS will require you to provide appropriate documentation of a disability. If you require accommodations for this class, make sure you have notified the course instructor.

### **Academic integrity at UMBC**

*“By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC’s scholarly community in which everyone’s academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory.”*

### **Psychology Department statement on diversity**

UMBC is committed to diversity at all levels and seeks to create a campus community rich in intellectual, cultural, and ethnic diversity. Diversity is defined in its fullest scope embracing racial and ethnic identity, gender identity, sexual orientation, religious affiliation, disability, foreign nationality, non-traditional student status, family income, body size, and other important characteristics. All participants in this class—including the professor, teaching assistant(s), and students—should strive to create an atmosphere that welcomes, encourages, and respects all members of the class and diverse viewpoints. During this course many viewpoints may challenge your thinking on a topic.

### **How does this course fulfill PSYC major/minor requirements?**

B.A. degree: Is required for students taking the core sequence PSYC 100→310→311

B.S. degree: Is required for students taking the core sequence PSYC 100→ 310→ 311→312

PSYC Minor: does not fulfill minor requirements

### **How does this course fulfill UMBC requirements for the Bachelor’s degree?**

GFR/GEP: is not a GFR/GEP course

Credits: Contributes 3 credits toward the 120 academic credits needed.

**Can this course be taken Pass/Fail?** No. To count towards the Psychology major, PSYC 310 must be taken for regular grading and a “C” or better earned.

### **Required format for ALL submitted work**

- Your name in the top right corner, student number below
- Assignment identifier (e.g. Assignment 2) in the top left corner, the date below
- Typed in 12-point Times New Roman or other professional-style font (e.g. Arial)
- Double-spaced lines; margins approximately 1 inch
- Text left-justified only; indent the start of a new paragraph
- Citations in APA format

- File types (uploading via Blackboard) .doc, .docx, .odt, .txt, .rtf, .pdf ONLY

Work submitted via **Blackboard**:

You will write your assignment off-line, and then upload it as a file. Your file **must be named** as follows: LASTNAME FIRSTNAME PSYC 310 Assignment [number]  
SemesterYear

Example: SMITH JOHN PSYC 310 Assignment1Fall2016.doc

Work submitted in **hardcopy** format:

Either single- or double-sided printing is acceptable  
Multiple pages **must be stapled** (not paper-clipped)

### **Email communication**

An **informative subject line** includes the course name/number and a summary of your email's topic.

Example: "Subject: PSYC 310 student Plagiarism tutorial log-on problem"

All email correspondence should begin with **identifying information**: most of your Instructors teach multiple courses and may have hundreds of students. Make it easy for them to know who you are, and the topic of your email.

Example: "My name is John Smith, and I am in your PSYC 310 course that meets on Mondays at 9am. When I attempt to log on to the Plagiarism tutorial site..."

### **Classroom etiquette**

No eating during class. If you arrive late, quietly find a seat. After class, it is a courtesy to tell the Instructor your reason for lateness.

## **MODULE 1: Overview of the course and of the discipline of Psychology (2 weeks)**

**Overview:** PSYC 310 is a "hybrid" course, meaning your learning will take place both in the classroom and via on-line learning experiences. This Module will orient you to the overall learning objectives of this course; its structure; and the expectations and responsibilities associated with hybrid learning and academic integrity. Building on your knowledge from PSYC 100 and two additional PSYC courses, this Module will further acquaint you with the many subdisciplines in Psychology, including their focus, methods of study and real-world applicability.

### **Learning objectives**

*Upon completion of this Module, you should be able to:*

- State unique challenges and responsibilities of hybrid vs. traditional classroom learning
- Use Blackboard to access learning materials, submit assignments, check grades
- State the principles of academic integrity, and UMBC's expectations for compliance and consequences for violations
- Demonstrate appropriate forms of written and spoken interaction with college instructors and teaching assistants
- Identify the major subdisciplines of Psychology and their key characteristics (e.g. types of questions asked; methodology)
- Give examples of how psychological science can contribute to improved health and performance.

- Summarize a “classic” Psychology study using everyday, non-technical language

### Learning materials:

(text) Kuther, ch 1: “What is Psychology?”

(pdf) Stanovich, ch 1: “Psychology is alive and well (and doing fine among the sciences)”

(video) “Discovering Psychology: Past, Present, and Promise”

(videos) APA “Psychology: Science in Action”

(pdf) Readings from Hock, R.R. “Forty studies that changed Psychology, 6<sup>th</sup> ed” Pearson, Upper Saddle River NJ, 2009.

“Watch Out For The Visual Cliff!” Gibson, E. J., & Walk, R. D. (1960).

“What You Expect Is What You Get” Rosenthal, R., & Jacobson, L. (1966).

“I Can See It All Over Your Face!” Ekman, P., & Friesen, W. V. (1971)

(website) UMBC Academic integrity

(website) U Milwaukee “Are hybrid courses for me? Tips for success”

(website) “Discovering Psychology: Approaches in Practice.”

### Assessments:

Worksheets: videos

Assignment: “Personal strengths”

Quiz: Blackboard Module 1

## MODULE 2: Resources for Success (1 week)

**Overview:** This Module will familiarize you with on-campus resources that can support your progress towards completing your Bachelor's degree. Since you have already accomplished many semesters of college-level work, you should be aware of your own areas of academic and personal strengths, and areas that you could use some assistance with. Did you know that help is available with written assignments; Math courses; most lower-level high-demand courses; as well as confidential counseling and workshops on life enhancement? Resources are also available to serve the special needs of commuter students; and for students with disabilities. And at UMBC they are all FREE!

### Learning objectives

*When you have completed this Module you should be able to:*

- State the role of your Academic Advisor in supporting your progress toward a degree
- Identify academic support services at UMBC (e.g. Learning Resources Center; course TAs; Instructor office hours)
- Identify personal support services at UMBC (e.g. University Counseling; Student Support Services; Off-Campus Student Services)
- Identify academic and/or personal areas that would benefit from one (or more) of the available support services

### Learning materials:

(text) Kuther, ch 3: “Take an active role in your education”

(text) Kuther, ch 4: “Study tips: Tools for academic success”

(pdf) “Ten habits of successful students” (posted on Bb)

(video) “Discovering Psychology: Applying Psychology in Life”

### Assessments:

Assignment: “Utilizing academic and personal support services at UMBC”

Worksheet: Video

Quiz: Blackboard Module 2



## MODULE 3: Information Literacy and Writing (2 weeks)

**Overview:** Are all sources of written information equally believable? No! In this Module you will learn how to identify and use objective, trustworthy sources of psychology information. The elements of scholarly writing will be covered from the perspectives of both writer and reader, and you will learn about the various types e.g. empirical research; review articles, brief communications, scholarly books. Appropriate citation of the ideas and work of others will be emphasized, as will the causes and consequences of plagiarism (even if it is inadvertent.) Strong writing and information-gathering skills can be an important advantage in landing a job (or being admitted to a graduate program) and in helping you to progress and succeed throughout your career.

### Learning objectives

*When you have completed this Module you should be able to:*

- Articulate criteria for identifying objective, credible, trustworthy sources of psychology information
- Identify and navigate psychology databases and other legitimate sources of psychology information
- Describe the peer review process, and its value
- State the basic elements and purpose of APA style
- Appropriately cite the work/ideas of others so as to avoid plagiarism;
- State when and how to use direct quotations from sources vs. paraphrase
- Distinguish among common forms of writing in psychology, including primary empirical research articles, qualitative and quantitative reviews, and non-peer reviewed/ popular press
- Compose scholarly summaries of psychological research studies

### Learning materials:

(text) Kuther ch 5 "Writing a literature review"  
(text) Kuther ch 6 "Writing an empirical paper"  
(website) Indiana University "How to recognize plagiarism"  
(website) APA "The basics of APA style"  
(website) Purdue OWL  
(pdf) "Finding what you need with PsycInfo"

### Assessments:

IU Plagiarism tutorial: Certificate of Completion  
Assignment: "Using PsycInfo"  
Worksheet: APA Style  
Quiz: Blackboard Module 3

## MODULE 4: Academic and Career Planning (3 weeks)

**Overview:** It is never too soon to start exploring career opportunities! In this Module you will learn how the knowledge and skills acquired through studying Psychology can apply to a wide range of jobs. You will learn which types of careers are open to those with a Bachelor's Psychology degree, and which careers require graduate training (Master's or Doctoral degree.)

An internship or other type of hands-on experience can be valuable in helping you decide whether a specific career really does fit with your interests and skills, and research experience is very important if you are planning on applying to graduate school. UMBC has great resources for obtaining internships

and/or research experience; these experiences can complement traditional classroom learning and strengthen your post-baccalaureate career and/or educational pursuits.

Psychology majors can choose to pursue either a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree. Which degree you select should be based on your interest and strengths -- one is not inherently "better" than the other. Whether you choose to pursue the B.A. or the B.S. degree, you should begin early in your undergraduate career to plan your "path" towards completion of the major. This Module overviews Psychology Major (and Minor) requirements, as well as UMBC graduation requirements

### **Learning objectives**

*When you have completed this Module you should be able to:*

- State the requirements for the Psychology major, including differences between B.A. and B.S. degree paths
- Formulate tentative course selections and a timeline for fulfilling major requirements
- Describe the pros and cons of Summer/Winter/Transfer coursework, and the process for determining whether an outside course can transfer in
- Describe optional curricular opportunities to complement Psychology major (Concentrations; Certificate; Honors; minor/second major)
- State the role of your Academic Advisor in supporting your progress toward a degree
- Locate information on UMBC's graduation requirements, and one's personal progress toward degree (Degree Audit; Transcript)
- Identify resources for obtaining internships/research experience, and describe how these experiences complement traditional classroom learning and strengthen career/educational pursuits
- Describe applications of information literacy skills to other components of undergraduate education
- Articulate the generalizable skills acquired via PSYC major and how they apply to a variety of workplace settings (e.g. business, healthcare, education)
- Describe a range of career opportunities potentially available with a Psychology degree
- Identify Psychology careers that require graduate training; state the distinction between Masters and Doctoral training and between the Ph.D. and Psy.D.

### **Learning materials:**

(text) Kuther, ch 7: "What can I do with a Bachelor's degree in Psychology?"

(text) Kuther, ch 8: "Finding a job with your Bachelor's degree"

(text) Kuther, ch 9: "What can I do with a graduate degree in Psychology?"

(text) Kuther, ch 10: "Applying to Graduate School in Psychology"

(pdf) APA, "Careers in Psychology"

(video) Deluty, R. "Career paths and educational requirements related to clinical/counseling psychology"

(pdf) UMBC Psychology Majors handbook

(video) "The costs of graduate school and how to pay for it"

### **Assessments:**

Assignment: "FOCUS 2 Academic and career planning"

Worksheet: Videos

Blackboard Module 4 quiz

## **MODULE 5: History of Psychology (2 weeks)**

**Overview:** As a distinct area of study, Psychology is relatively new compared to many other academic disciplines. From its origin in the late 1800s as the study of mental and physical activity based upon careful observation, rather than philosophical speculation, psychology has made tremendous contributions to our ability to explain, predict, and shape behavior and to alleviate mental and physical distress. Through the 1900s many different “schools of thought” in Psychology emerged, as various ways of thinking about and approaching the study of mental activity and overt behaviors. Examining the strengths and limitations of each of these schools of thought helps to clarify the challenge and complexity that is inherent in Psychology. Recent advances in techniques and technologies have vastly increased our understanding of brain structure and function, and of the biological bases of behavior, sensation and thinking, but much remains unknown. Who knows what new knowledge the next hundred years of Psychology will bring?

### Learning objectives

*When you have completed this Module you should be able to:*

- Explain what (in the late 1800s) distinguished the new discipline of Psychology from philosophers’ explanations of thinking, feeling and behavior
- Describe the defining characteristic of the following schools of thought in Psychology: structuralism, psychoanalysis, functionalism, behaviorism, Gestalt, social psychology, cognitive psychology
- Explain a strength and limitation of each of the schools of thought
- Explain what is meant by the “nature/nurture” debate; and state changes over time in views on the role of nature and nurture in how people think, feel and act
- Construct a timeline of Psychology’s major historical events
- Discuss how developments in brain imaging have advanced the understanding the relationships among brain activity, behavior, and mental activity

### Learning materials:

(pdf) Gazzaniga 1.2 “What are the scientific foundations of Psychology?”

(pdf) Gazzaniga 1.3 “What are the latest developments in Psychology?”

(video) “History of Psychology”

(video) “History of Neuroscience”

### Assessments:

Assignment: “History of Psychology”

Worksheet: videos

Quiz: Blackboard Module 5

## MODULE 6: The Science of Psychology (3 weeks)

**Overview:** While the discipline of Psychology encompasses a wide variety of topics and approaches, the common foundation is a **knowledge base obtained from research which uses the scientific method**. This Module will expand your understanding of the conceptual and methodological fundamentals of scientific study in Psychology, and the hallmarks and importance of critical thinking. The evolution of methods and techniques in Psychology will be examined by comparing selected classic studies with more recent work on the topic.

### Learning objectives

*When you have completed this Module you should be able to:*

- Distinguish between correlational and experimental research designs, and state the strengths and limitations of each

- Explain the scientific method and how it is applied to investigating topics in Psychology
- Define basic terminology used in Psychology research
- Describe common fallacies in everyday thinking (e.g., confirmation bias, post hoc explanations, implying causation from correlation) that can impair accurate conclusions and predictions
- Describe some key advances in recent decades in the methods and tools available to facilitate human and animal psychology research.
- Manipulate and interpret simple data sets, and construct simple summaries of qualitative and quantitative data

### Learning materials:

- (pdf) APA, “How to be a wise consumer of psychological research”
- (pdf) Stanovich, ch 4: “Testimonials and Case Study Evidence”
- (pdf) Stanovich, ch 5: “Correlation and Causation”
- (pdf) Gazzaniga Sect 2.1, 2.2, 2.4
- (video) “Discovering Psychology: Understanding Research”
- (website) Discovering Psychology interactive: “Research Methods”
- (video) “Against All Odds: What is statistics?” parts #1, 2, 4, 14.
- (pdf) Adolph, K. E. (2000). *Specificity of learning: Why Infants Fall Over a Veritable Cliff*. *Psychological Science* (Wiley-Blackwell), 11(4), 290.
- (pdf) Rosenthal, R. (2003). *Covert Communication in Laboratories, Classrooms, and the Truly Real World*. *Current Directions in Psychological Science*, (5). 151
- (pdf) Sadr, J, Jarudi, I, & Sinha P. (2003). *The role of eyebrows in face recognition*. *Perception*, 32 (3), 285-293.

### Assessments:

- Worksheets: Video
- Assignment: “Designing and interpreting research”
- Quiz: Blackboard Module 6

## Module 7: Ethical and Diversity Topics in Psychology (2 weeks)

**Overview:** Although Psychologists work in a wide variety of settings such as private practice, schools and Universities, Government, law enforcement and research labs, all are bound by principles of ethical behavior and by enforceable standards of conduct. Research using animals must conform to strict requirements regarding their humane treatment, and the anticipated benefits from research results towards contributing to scientific knowledge. Additionally, Psychology’s goals of understanding, predicting, and/or changing behavior must take into account human diversity in its many forms. This Module introduces the ethical principles and standards which govern Psychologists’ professional activities, and the importance of considering diversity in psychology research and practice. The evolution of ethical and diversity considerations will be examined by comparing the Module 1 classic studies with more recent research on the topic, discussed in Module 6.

### Learning objectives:

*When you have completed this Module you should be able to:*

- Explain the five General Principles in the APA’s Ethics Code
- Distinguish between the Ethics Code’s General Principles, and the Ethical Standards in terms of their purpose, and enforceability
- State the purpose of the Belmont report and its foundational ethical principles
- State the general mission of the IRB; its composition; and review process

- State the general mission of the IACUC; its composition; and review process
- State the advantages and limitations of animal research in Psychology
- Identify human diversity in its many forms, and describe why findings based upon a relatively homogeneous group of people is incomplete and potentially misleading
- Describe key revisions in recent decades in what is considered ethically permissible in human and animal psychology research.
- Describe advances in recent decades in acknowledging and incorporating human diversity considerations in psychology research and practice.

**Learning materials:**

(website) "Ethical principles of Psychologists and code of conduct"

**(pdf)** APA "Research with animals in Psychology"

(pdf) Gazzaniga, Sect 2.3

(pdf) Henrich, J., Heine, S. J., & Norenzayan, A. (2010). *Most people are not WEIRD*. *Nature*, 466 (7302), 29-29.

(website) CITI Human Subjects Social/Behavioral Research Course

**Assessments:**

Assignment: "Ethics and standards in Psychology research and practice"

CITI course Certificate of Completion

Quiz: Blackboard Module 7

## Grading rubrics

### Assignments (20 points each)

The rubric for each assignment will have four content-specific criteria, and a fifth criterion on writing mechanics/formatting. Each item is worth up to four points. Sample assignment and rubric:

**Title:** “*Personal strengths*” [adapted from Dr K. Mark, PSY 200, Illinois State University]

**Purpose:** The purpose of this assignment is to start you on the process of connecting your personal characteristics with your career plans.

**Topic:** You will write an essay telling a concrete story based on real-life experiences that describes you at your best and illustrates your highest personal strength. The story itself should have a clear beginning, middle, and end. Conclude with a paragraph identifying what strength(s) this essay illustrates about you and how you might connect this strength in guiding your career choice. If you already have identified career options to pursue, how does this strength relate to these careers? If you have not yet decided on a career path, what careers might be related to your identified strength? How can you apply this strength in the career(s) that you are considering? While your story might include an example of an accomplishment, the true intent of this assignment is to identify an example from your life that illustrates a strong personal characteristic.

**Length:** One to two pages.

**Grading:** Your assignment will be graded via the following rubric, for a maximum of 20 points.

Criteria	Missing/ unacceptable	Partially addressed	Satisfactory /strong
Describes life experience	0	1-2	3-4
States personal strength	0	1-2	3-4
Describes how strength connects to career choice	0	1-2	3-4
Clear beginning, middle, end to story	0	1-2	3-4
Correct spelling, punctuation, grammar. Correct format per syllabus	0	1-2	3-4

### Worksheets (10 points each)

Worksheets receive 10 points for completion; 5 points if some answers are missing or incomplete; 0 if not submitted.

### Writing Fellow assignment (150 points)

**Title:** “*Can students multitask?*”

**Purpose:** In this assignment you will gain experience in reading and summarizing different types of psychology-related articles. You will also advance your writing skills by working with your Writing Fellow (WF) to strengthen and improve your writing. Your WF will read your first draft, and provide feedback

and suggestions. You will then revise your paper in accordance with this feedback, and resubmit the final version.

**Topic:** Read the two articles listed below (pdf/link posted on Blackboard).

Taylor, J. (2011). Technology: Myth of multitasking: Is multitasking really more efficient? *Psychology Today*.

Bowman, L. L., Levine, L. E., Waite, B. M., & Gendron, M. (2010). Can students really multitask? An experimental study of instant messaging while reading. *Computers & Education*, 54, 927-931.

Write a clear, well-organized paper based upon these readings, in which you address:

- The main themes of each article
- The general importance/relevance of each article's topic in today's society
- A link between the articles' topic(s) and your own life or that of a family member/friend
- A content-relevant similarity, and a difference, between the two articles
- How the scientific method was used (or not used) to obtain evidence discussed in each article
- Your conclusions and idea for a follow-up question to further clarify this topic

Presentation and format should reflect the following:

- Clear and informative introductory paragraph
- Well-organized, clearly written body paragraphs
- Final summary paragraph
- Correct writing mechanics and format per syllabus

**Length:** Three to four pages

**Grading:** Your paper will be graded using the following rubric, for a maximum of 150 points.

Criteria	Unacceptable or missing	Partially addressed	Satisfactory /strong
[draft] on-time submission of draft	0	1-5	6-10
[draft] meet with WF	0	1-5	6-10
[draft] guidelines re: length, organization, content, format met	0	1-5	6-10
[draft] incorporate WF feedback into final paper	0	1-5	6-10
State main theme of articles being reviewed	0	1-5	6-10
State general importance/relevance of articles' topic	0	1-5	6-10
Explain link between articles' topic and writer's life (or friend/family member)	0	1-5	6-10
Statement of similarity between articles	0	1-5	6-10
Statement of difference between articles	0	1-5	6-10
Statement of scientific bases for evidence cited in articles	0	1-5	6-10
Conclusions and follow-up idea	0	1-5	6-10
Clear and informative introductory paragraph	0	1-5	6-10
Body paragraphs well-organized and	0	1-5	6-10

clearly written			
Final paragraph summary	0	1-5	6-10
Correct writing mechanics and format per syllabus	0	1-5	6-10

## Term Paper (150 points)

**Title:** “How has Psychology evolved?”

**Purpose:** This assignment will enhance your understanding of Psychology’s changes over time in terms of methodology, ethical and diversity considerations. It will provide you with further practice with locating and interpreting scholarly research, and in writing skills.

**Topic:** Based upon the topic of one of the classic Psychology studies discussed in Module 1, you will write a paper discussing changes over time in methods used, and in ethical and diversity considerations. You will select one of the classic studies covered in Module 1; the corresponding more recent study from Module 6; and a third article which you will find describing related, empirical research (recent or historical, your choice.)

Write a clear, well-organized paper based upon these three readings, in which you address:

- The main research question, and main finding, in each article
- The general method used in each study, and how methods have changed over time
- The ethical considerations (or lack thereof) in each of the three studies, and how these have changed over time
- The diversity considerations (or lack thereof) in each of the three studies, and how these have changed over time
- Your idea for a follow-up research question in this area

Presentation and format should reflect the following:

- Clear and informative introductory paragraph
- Well-organized, clearly written body paragraphs
- Final summary and conclusion paragraph(s)
- Correct writing mechanics and format per syllabus

**Length:** Three to four pages

**Grading:** Your paper will be graded using the following rubric, for a maximum of 150 points.

Criteria	Unacceptable or missing	Partially addressed	Satisfactory /strong
State main research question and main finding in article #1	0	1-5	6-10
State main research question and main finding in article #2	0	1-5	6-10
State main research question and main finding in article #3	0	1-5	6-10
Summary of general method used in each of the three articles	0	1-5	6-10
Discussion of how methods have changed over time	0	1-5	6-10



Summary of ethical considerations in each of the three articles	0	1-5	6-10
Discussion of how ethical considerations have changed over time	0	1-5	6-10
Summary of diversity considerations in each of the three articles	0	1-5	6-10
Discussion of how diversity considerations have changed over time	0	1-5	6-10
Follow-up research question idea	0	1-5	6-10
Clear and informative introductory paragraph	0	1-5	6-10
Well-organized, clearly written body paragraphs	0	1-5	6-10
Summary and conclusion paragraph(s)	0	1-5	6-10
APA-style format and references	0	1-5	6-10
Correct writing mechanics	0	1-5	6-10