COURSE NUMBER AND TITLE: PSYC-101-02 Introduction to Psychology
CREDIT HOURS: 3
TIME AND PLACE: Mondays 3:00pm to 5:30pm, MLH100
GENERAL EDUCATION COMPETENCY AREA: Social and Behavioral Ways of Knowing
INSTRUCTOR: Thea Skalicky, MS, CDP, MAC, SAP
EMAIL: Preferred: dskalicky@qbhs.org or daskalicky@lcsc.edu
OFFICE PHONE (direct line): (509) 769-6038
CELL PHONE: (208) 791-9072
OFFICE: Instructor has a mailbox in Room 12 of the Administration Bldg.
OFFICE HOURS: Mondays Only and By Appointment Only

- When emailing the instructor, please type “Psych 101/last name” in the subject line.
- Please DO NOT email assignments unless instructed to do so; the instructor wants them in hardcopy in class on the day they are due.

Course Description: This general survey of psychology typically explores research methodology, the biology of behavior, human development, memory, consciousness, motivation, emotions, personality, psychological disorders, therapy, social psychology, etc.

Text: Exploring Psychology, 9th ed., by David Myers

A note to persons with disabilities: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please schedule an appointment with me as soon as possible. My contact information is above.

General Education Learning Outcomes: Upon successful completion of this course, you should be able to demonstrate the following competencies:
1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
2. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
3. Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

Course Specific Learning Outcomes: Upon completion of this course, the student will be familiar with major concepts in the discipline of psychology, such as
1. Thinking critically
2. Biology of behavior
3. Major developmental theories
4. Developing through the lifespan
5. Basic research designs
6. Behavioral learning theories
7. Happiness and stress
8. Theories of personality
9. General psychological disorders
10. The general goal of the course is to increase our interpersonal and intrapersonal intelligence.

Class Attendance/Participation: Attendance is expected, especially with the once a week class. It will be YOUR responsibility to sign in during each class period. If you know ahead of time that you will be absent, please let me know in writing (on the sign-in sheet or via email). Should there be circumstances out of your control or circumstances that will interfere with your attendance; I suggest you register for the online version of this course.

In addition, attendance and active class participation are expected and count toward your final grade. To be counted as present, students must be actively engaged in class and present for the entire class. Students who do not appear to be actively engaged (e.g. texting during class, working on other assignments, etc.) will be counted as absent. This does not necessarily mean that you cannot make a good grade if you have to miss a class due to illness or family emergency, etc. Your participation grade takes into account several different factors, including the level of engagement you demonstrate in the class, your involvement in group activities, your contributions to class discussions, and your completion of any out-of-class activities that may be announced over the course of the semester. You cannot participate if you are not here, and so you are encouraged to attend all classes. In the event that you miss a class, it is extremely important that you get the notes from a classmate, including any announcements or changes to the syllabus/schedule that were made in the class session you missed.

Cell Phones/Laptops: Please be respectful and ensure that cell phone ringers are turned off and put away during class. Also, no matter how much you try to hide it, professors at the front of the class can see you texting. Again, please be respectful. Based on research involving the potential negative impact of laptops on student learning in the classroom, I would prefer for students to not use laptops in class, unless an assignment requires it. However, if you feel you need to use a laptop in class please schedule a meeting with me to discuss your reasoning. And if you are finding others’ use of technology distracting, please inform me of the issue ASAP.

Tests: There will be 3 tests given in this course worth 100 points each. We will use class time to discuss major theories and concepts in the text, but you will need to read the whole chapter (unless otherwise indicated). We will also be discussing some material from outside the text, for which you will also be responsible. Tests will be multiple choice.

Group Projects: In small groups, you will complete three projects.

Project One: Demonstrate your knowledge of research design in psychology by designing an original research study. Choose a topic (that hasn’t been discussed in class or the book as a research topic) and design a correlational or experimental study to examine that topic. Identify
1. Your research question, including why it’s an important question to be answered
2. Your independent and dependent variables
3. Your population and sample
4. Your method (e.g., observation, survey, experiment, etc.)
Project Two: Demonstrate your knowledge of learning theory, developmental psychology, and social psychology by designing a program to address the following scenario.
Design a developmentally appropriate program that will teach ______ age students about the importance of thinking about their actions (e.g., when they should and shouldn’t help a stranger in an emergency and when they should and shouldn’t “do what they’re told.”). Consider
1. The students’ age, cognitive development, and stage of psychosocial development
2. How to use learning principles to encourage learning
3. Your knowledge of the bystander effect and obedience to authority
4. When and how to “not obey”
5. Using songs, games, simulations, etc. to teach about thinking about your actions
6. Helping them stay safe, whatever the situation

Ages of students (each group will have a different age):
- PreK (age 4)
- 2nd grade (7-8)
- 5th grade (10-11)
- 8th grade (13-14)
- 11th grade (16-17)
- College students (20-ish)

Project Three: Demonstrate your knowledge of biological psychology, emotion, stress, consciousness, and psychological disorders by designing a program to address the following scenario.
According to HealthLine.com, depression is an epidemic among college students. Some of the more alarming statistics:
1. 1 out of every 4 college students experiences some form of mental illness, including depression
2. 44 percent of American college students report having symptoms of depression
3. 75 percent of college students do not seek help for mental health problems
4. Suicide is the third leading cause of death among college students (many studies show it’s the second leading cause of death)
   - 6.88 students per 100,000 students die by car accident
   - 6.18 students per 100,000 students die by suicide
   - 4.88 students per 100,000 students die by alcohol-related incidents
5. Young people diagnosed with depression are five times more likely to attempt suicide than adults
6. 19 percent of young people in the United States either contemplate or attempt suicide every year
7. 4 out of every 5 college students who either contemplate or attempt suicide show clear warning signs

Design a campus awareness program that could help encourage students to reach out and get help.
Consider:
1. Ways of preventing depression in college students
2. Issues like anxiety, loneliness, financial stress, hopelessness, etc. that correlate with depression
3. Ways of identifying depression
4. Ways of getting help
5. Ways of identifying risk of suicide
6. Using songs, skits, simulations, dialogues, etc. to capture their attention
Each member of your group MUST participate in each of the group projects in order to get the points. If a group member is absent during group presentations, he or she WILL NOT receive credit for the presentation.

**Reflection Paper:** Write a 4-6 page reflection on your experiences in this course, including the readings, the notes, the videos, etc. What did you learn? What surprised you? What will you take away from the course? What do you think should be done differently? Please use Times New Roman, 12-point font, and 1” margins and double space. Submit via email with your name and Reflection Paper and Psyc 101 in the subject line to dskalicky@qbhs.org or dskalicky@lcsc.edu

**Extra Credit:** There will be an opportunity for students to earn extra credit (added to total points earned in class) in a few ways:

1) **Research Participation:** A very important aspect of psychology is research. Students may participate in research studies sponsored by the Psychology Department (all have been approved by the Institutional Review Board). For each questionnaire that you complete in class for a research project of a student doing their senior research project, you earn 5 points (up to 20 points).

2) **Research Articles:** Students may complete 1-page, typed reviews of research articles that relate to psychology theories or other related areas. Students will receive three points for each article they review (up to 15 points).

3) **Psychological Beauty Testimonial (an awesome extra credit idea from Dr. Diessner!):** Think about people in your life that have had a positive impact on your own psychological development. Choose one of them that you feel very grateful to. Write a one page description explaining why you are grateful to this person (one page max), and give it to the instructor. This is worth 10 points. If you want to earn an additional 10 points (20 pts total) and increase the impact of this assignment, then you will read your testimonial in front of the person that you are writing about. If you can bring the person to class, and seat them on the stage (they will not have to talk), and read your beauty testimonial to them and the class. If you plan to earn the extra 10 points, let the instructor know you would like to schedule a presentation date to bring your beautiful person to class and the instructor will return the testimonial with a date written on it to invite your person to attend class. After you make your presentation in class, give the testimonial back to the instructor so she remembers to record your additional points. These are accepted until one week prior to finals week.

4) There may be other opportunities to earn extra credit throughout the semester. These will be announced during class.

<table>
<thead>
<tr>
<th>Tests (3@100 pts each)</th>
<th>300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>75</td>
</tr>
<tr>
<td>Group Projects (100 pts each)</td>
<td>300</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>100</td>
</tr>
<tr>
<td>Final Comprehensive Exam</td>
<td>200</td>
</tr>
</tbody>
</table>

Optional Assignments/Extra Credit:

<table>
<thead>
<tr>
<th>Research Participation</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Articles</td>
<td>15</td>
</tr>
<tr>
<td>Beauty Testimonial</td>
<td>20</td>
</tr>
<tr>
<td>Other possible EC</td>
<td>20</td>
</tr>
</tbody>
</table>
Evaluation:
(950 pts plus 90% on 2 of 3 tests and final) = A Distinguished (Exceptional)
(850-949) = B Superior
(700-849) = C Average (Minimal Expectation)
(600-699) = D Below Average
(599) = F Failing

Academic Honesty: “Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychological development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts, and current understanding.” Even one instance of cheating on a test warrants expulsion from this course with a grade of F. If possible, do not sit behind or next to anyone that you know during tests and the final exam. If I suspect a student has committed an act of academic dishonesty, I will document the incident and notify the Dean of Student Services for official disciplinary action.

Personal note about myself: I am an adjunct professor and my primary focus of teaching is in the addictions’ field. I work full time Tuesday through Friday as a Substance Use Disorder Therapist working with both adults and adolescents. Even though I am in the counseling field, my position here at LCSC is an adjunct professor. If you feel you may need some counseling or need to see a mental health therapist, please go to the Student Life Office in Reid Hall, and ask to see one of the college’s professional psychotherapeutic counselors. Their services are free to students and fully confidential and professional. You may also call them for an appointment at 792-2211.

Missing a test or assignment: If you miss a group presentation, there is no way to make it up so please try to pick a time to present that’s conducive to any sports activities, etc. If you miss a test, it’s possible for you to make it up with a valid/documentated excuse with a scheduled appointment. Notes from a doctor, or documented “away game” for athletes entails no penalty. But if is an undocumented, non-emergent excuse, you will be deducted 20 points from your score.
Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/consumer-information/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to dis-enroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).
**Diversity Vision Statement**
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

**Disclosures**
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

**Student Feedback**
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

**Student Work**
Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.