

SYLLABUS
Spring, 2019
PSY 646: Social Psychology for Applied Practice

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PSY 646 700 CRN- 42546 Online

REQUIRED MATERIALS

- **9780357700006 – Cengage Unlimited – One semester Instant Access Code - \$120 or**
- **9781337128117 – bundle of loose-leaf print and MindTap access - \$128**

***As hardcopies of text lead to greater comprehension and retention, I highly recommend spending the extra \$8 for the loose-leaf copy.**

Computer and internet access (high speed recommended) are required. Your web browser should be within 1-2 years of the current browser. This course requires *frequent* use of Blackboard. Blackboard works very well with Firefox and Chrome. You can download this browser free for both WIN and Mac from the Blackboard home page. **Please note that I am not an expert in technology issues and will not be able to provide support with technological issues. If you have any technical issues please contact WKU's IT support at <https://www.wku.edu/it/helpdesk/> or 270-745-7000. To save yourself stress, do not procrastinate.**

WKU Statements

Course Description:

Examines the impact of situations, relationships, and attributions on behavioral health and disorder development, diagnosis, and treatment. Explores the application of social psychological theories to the practice of clinical and school psychology.

Course Objectives (Students will be able to answer all of the following):

Chapter 1

- What is social psychology? How is it defined?
- What were the early influences and key ideas in social psychology?
- What is the ABC triad of social psychology?
- What are the different methods of data collection in social psychology?
- What did you learn from this chapter that you can apply to your practice?

Chapter 2

- How did the human brain evolve? Why did the brain evolve (according to your text)?
- How do culture and environment work together to affect behavior?
- What are the two systems of the duplex mind? How do they work together?
- How do inner processes serve interpersonal functions (according to your text)?
- What did you learn from this chapter that you can apply to your practice?

Chapter 3

- What is the importance of a complex self to humans, which are cultural animals?
- What are the different sources and motives of self-knowledge?
- How does self-knowledge inform self-concept?
- What are the benefits and costs of high self-esteem?
- What are the different functions of self-presentation?
- What did you learn from this chapter that you can apply to your practice?

Chapter 4

- What are the four patterns that influence the choices people make?
- How does a belief in free will affect behavior? Do you believe in free will?
- How does a hierarchy of goals affect planning and goal obtainment?
- What is TOTE (Test-Operate-Test-Exit)? How does it work?
- What are the two pathways to self-destructive behaviors?
- What did you learn from this chapter that you can apply to your practice?

Chapter 5

- What unique perspectives does social cognitive theory bring to social psychology?
- What are the five elements that distinguish automatic from deliberate processes?
- How do attributes affect our behavior and cognitions?
- What are the four main heuristics that affect the way we think?
- What are the biases and fallacies that lead to errors in thinking (as outlined in your text)?
- What did you learn from this chapter that you can apply to your practice?

Chapter 6

- What is the duplex mind's contribution to emotional experience?
- What is the difference between conscious emotional and automatic affect?
- What are the three theories of emotion (as outlined in your text)? What roles does physiological arousal play in each?
- What interpersonal functions do emotions fill?
- What is the role of emotion in relationships, behavior, learning, and decision making?
- What are the physiological changes associated with different emotions? How do these changes contribute to our conscious experience of emotion?
- What did you learn from this chapter that you can apply to your practice?

Chapter 7

- What are attitudes? Why do people have them?

- How does attitude formation occur?
- How does the major consistency theories and duplex mind relate to attitudes?
- What is the relationship between attitudes and behavior?
- What is the role of attitudes in trauma?
- What did you learn from this chapter that you can apply to your practice?

Chapter 8

- What are normative and informational influences? How do they differ?
- What are commonly used techniques of social influence and how can these techniques be resisted?
- What factors are most likely to elicit successful persuasion?
- How can you resist attempts to persuade you and change your attitudes?
- What did you learn from this chapter that you can apply to your practice?

Chapter 9

- How do reciprocity, social responsibility, equity and equality motivate helping?
- What is cooperation, forgiveness, obedience, conformity and trust from a social psychology perspective?
- What are the different explanations and motives for helping as outlined in your text?
- Who is most likely to provide and receive help?
- What is the bystander effect and what steps are involved in bystander intervention?
- How can we increase helping?
- What did you learn from this chapter that you can apply to your practice?

Chapter 10

- What are the different types of aggression as outlined in your text?
- What are the internal, external, and interpersonal causes of aggression?
- What role does cultures, nature and nurture play in aggression?
- What role do self-views and culture play in violence?
- What are the other nonaggressive forms of antisocial behavior identified in your text?
- What did you learn from this chapter that you can apply to your practice?

Chapter 11

- What drives the human need for belonging?
- What variables predict liking?
- What are two strategies for getting someone to like you?
- What is the role of reciprocity on liking?
- What are the inner reactions to rejection?
- What makes people feel lonely?
- What conditions lead to social rejection?
- What did you learn from this chapter that you can apply to your practice?

Chapter 12

- What are the different types of love discussed in your text?

- What is exchange and communal relationships?
- What are the four attachment styles? How do they differ?
- What factors are important to maintaining a relationship?
- How do the theories of sexuality explain sexual attitudes and behavior?
- What did you learn from this chapter that you can apply to your practice?

Chapter 13

- What are the differences between prejudice, discrimination, and stereotyping?
- How do stereotypes and prejudice impact people?
- To what extent do stereotypes and prejudice impact people?
- To what degree are stereotype and prejudice innate vs cultural?
- How accurate are stereotypes?
- How do inner processes affect prejudice?
- How can we overcome stereotypes?
- What did you learn from this chapter that you can apply to your practice?

Chapter 14

- How do we form groups?
- How do groups of humans differ from non-human animals?
- How do roles affect group behavior?
- How is individual behavior different when a person is individually identified vs. submerged in the group?
- What are brainstorming, groupthink and how do individuals within a group share information?
- What are the traits of a successful leader?
- What are the five crucial effects that power has on individuals?
- What did you learn from this chapter that you can apply to your practice?

WKU Disability Statement:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074 of the Student Success Center. The phone number is 270.745.5004. or email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

WKU Sexual Misconduct/Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eool/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.*

Being “Online”- The nature of this class

Using Blackboard

This class will be presented through “Blackboard,” which is the name of the website you will use to access materials, turn in assignments, participate in discussions, and take exams. To access Blackboard:

1. Go to www.wku.edu
2. In the lower left corner, you will see links to various sites, one of which is Blackboard. Click the word “Blackboard.”
3. You will be required to login using your WKU username and WKU e-mail password (what you use to access your WKU Topper e-mail and WKU Portal).
4. After logging in, on the right-hand side of the screen, you will see the course name underlined, Introduction to Psychology. Click on the course name.
5. Now you will see a screen that will have any current announcements in the center. To the left will be a list of menu items on white buttons, such as “Chapter Notes,” “Discussion Board” etc. Click on these, depending on what you want to do.

In general, I will communicate with the class through Announcements. However, if I need to contact an individual student, I will use e-mail. I count on you to check your WKU e-mail at least daily during the week. To protect your confidentiality, I will not respond to non-WKU emails (e.g., Gmail, Hotmail), so please email me from your WKU address. I will check my email at least twice a day—usually throughout the day during the week. You can expect me to reply to your email within 24 hours, but usually it will be sooner with the exception being during the weekends.

What to do if your computer or internet fails

This course is strictly online, therefore, computer or internet failure might prevent you from accessing this course. I do not accept late work, regardless of whether or not your computer/internet has failed. Because of this, I highly recommend that you **do not procrastinate**, and have a backup plan. Some backup plans could be:

1. Each WKU campus has a computer lab that you may use for free with your WKU student ID. Call your closest campus for hours of operation.

2. Several coffee shops and bookstores have free internet access. Check with your local shops for this availability and hours of operation.
3. Libraries most likely have computers and internet access available to the public. Check with your local library for this availability and hours of operation.
4. Ask an acquaintance if you may use their computer/internet as a backup plan.
5. Ask your employer if you may use their computer/internet as a backup plan.

Emails

Students are expected to correspond using WKU email addresses not personal (e.g., Gmail) accounts. When communicating students should do the following:

- Be formal (e.g., *Dear Professor Lockwood*)
- Specify – state your first and last name, and the class you are emailing me about
- Be clear
- Be courteous
- Proofread your email before sending
- Avoid the use of emojis and all caps

Privacy

The Internet may change or challenge the notions of what is private and what is not. Although the course is protected by a password, no one can guarantee privacy online. Privacy for every student depends on the actions of each individual student – sharing your password with a friend is a violation of privacy to your classmates. Do not share passwords with anyone else or allow access to this course to those not registered in it.

Discussion of Grades:

Sometimes students want to discuss their grades via email. However, email is not a secure nor private form of communication. I cannot disclose student information via email without a legal signature from that student. Although I can make some general statements about your progress via email, I am always happy to chat more about your grades during office hours or via phone.

Academic Honesty

All students are expected to conform to the WKU Academic Integrity Policy. Refer to the policy outlined in the Student Code of Conduct which includes academic dishonesty, plagiarism, and cheating. Student work may be checked by plagiarism detection software. An incident of any kind of academic dishonesty may lead to serious consequences

Assignments and Grades:

- Exams: There will be two exams in the class (each will have 50 questions). Each exam will be worth 100 points. You will have 1.5 hours for each exam and they are forced completion. Please make sure that you have a quiet space and the time to complete an exam before you begin one. Exams must be submitted by 11:59pm; due dates are provided below.

- Quizzes: There will be 14 quizzes throughout the semester and only the 13 highest quiz scores will count towards the final grade. Each quiz will be worth 10 points. The quizzes will be accessed through Mindtap. A link to Mindtap is provided in the contents section of Blackboard and the quizzes can be accessed in the “Test & Quizzes” section of Blackboard. These are not timed and are not forced completion. Quizzes must be submitted by Saturday @ 11:59pm; due dates are provided below. As I drop the lowest quiz score and you can work ahead, no exceptions will be made for emergencies, etc.
- On-line participation: You will be required to make a minimum of three contributions to each chapter (one post of your own and two replies to other posts). These should be substantive, showing that you have read the assignments and have thought about the material. Your personal opinion of the topic, without supporting evidence, is not acceptable. You must make your initial post by Wednesday of each week and final posts by Saturday. The topic of each week’s discussion will be, “what did you learn for this week’s readings that you can apply to your practice?” For instance, when I read the text you are using for this course (this is the text that I used as a graduate student) I was shocked to learn in chapter three that depressed people see the world more accurately than “normal” people do. Normal people overestimate their control, are overly optimistic, and tend to not take blame for their failures. In short, it seems that “normal” people are delusional and depressed people live in reality! (p. 94). I use this information when teaching CBT skills in that I do not ask patients to challenge irrational beliefs (like REBT suggests) but to ignore unhelpful ones. I encourage my patients to be delusional! Also, I try to be delusional myself (with too much success some would say).
- Short Papers: You are to find one article from the past 10 years that pertains to 10 of the 14 chapters and summarize each article. It will be your choice which chapters you summarize. These **one-page** papers (double-spaced) are designed to give you experience in reading articles and drawing connections among readings. Correct APA Style is extremely important in these short papers. Put the full citation of your chosen article at the top of the page. Name the document using your last name and the number of the chapter, and submit it to via email. Email me the source article as well. It is also extremely important that you submit the papers in the .doc version.
- Videos, articles and other supplementals: Videos, activities and article links have been provided (most can be accessed through MindTap). You are not required to utilize these (unless explicitly stated by the instructor) though they may be useful to aid in learning.
- Review paper: You will be required to complete a review paper using the following steps:
 - Step 1: Topic Idea for Review Paper and Abstracts Due: 2/25

1-2 pages for ideas + 10 abstracts w/ full citations.

The first step in the process is to determine the subject of your review paper. Your topic must focus on social research and/or social theories. It is important that you discuss your topic with me, in-person, so I can help you focus on something that will be "do-able." Please email me a time to meet during my office hours.

You will perform an on-line search to identify at least 10 preliminary psychology journal articles that bear on your topic. Please cut and paste the abstracts from that search to your topic paper, along with the complete citation for each article. The topic you choose should be broad enough that you can easily identify 10 articles, most of which should be from the list of high impact journals in the field of Social Psychology. If you don't know which these are, look here:

https://scholar.google.com/citations?view_op=top_venues&hl=en&vq=med_socialpsychology

Step 2: Outline of Review Paper and List of References Due: 3/25

Finalize the title of your paper - "The Social Psychology of -----" and submit 2-4-page outline including a full list of references to be used.

The more complete your outline is, the more guidance I can give you on how to modify your paper to meet the requirements for a review paper. Make sure your references are presented in correct APA style.

Step 3: Submit Review Paper using safe assign Due: 4/29 early
submissions greatly appreciated!

In summary (tentatively):

Online Quizzes [10 points each]	= 130 points
Online Participation [5 points each]	= 70 points
Short Papers [10 points each]	= 100 points
Review Paper	= 200 points
3 Exams [100 points each]	= 300 points
Total Points	= 800 points

Grading Scale:

A 90%-100%

B	80%-89%
C	70%-79%
D	60%-69%
F	< 60%

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Changes-The instructor reserves the right to modify this syllabus during the semester if necessary. Due to this, grades will be based on percentage not points.

Course Outline and Schedule [tentative]:

Week	Date	Topic / Readings	Due
1	1/22	Chapter 1: The Mission and the Method <i>Rethinking the Crisis in Social Psychology: A Dialectical Perspective</i>	Chapter 1 Quiz
2	1/28	Chapter 2: Culture & Nature	Chapter 2 Quiz
3	2/4	Chapter 3: The Self	Chapter 3 Quiz
4	2/11	Chapter 4: Choices & Actions	Chapter 4 Quiz
	2/16	Exam 1: Chapters 1-4	
5	2/18	Chapter 5: Social Cognitions	Chapter 5 Quiz
6	2/25	Chapter 6: Emotion & Affect	Chapter 6 Quiz
7	3/4	Spring Break!	
8	3/11	Chapter 7: Attitudes, Beliefs, & Consistency	Chapter 7 Quiz
9	3/18	Chapter 8: Social Influence & Persuasion	Chapter 8 Quiz
10	3/25	Chapter 9: Prosocial Behavior	Chapter 9 Quiz
	3/30	Exam 2: Chapters 5-8	
11	4/1	Chapter 10: Aggression & Antisocial Behavior	Chapter 10 Quiz
12	4/8	Chapter 11: Interpersonal Attraction & Rejection	Chapter 11 Quiz
13	4/15	Chapter 12: Close Relationships	Chapter 12 Quiz
14	4/22	Chapter 13: Prejudice & Intergroup Relations	Chapter 13 Quiz
15	4/29	Chapter 14: Groups	Chapter 14 Quiz
16	5/8	Exam 3: Chapters 9-14	

Please note that weekly materials are due Saturday (e.g., Quiz 1 is due 1/26) by 11:59pm

FAQ

Q: Can I work ahead?

A: Yes, you can work ahead with one exception. You are required to keep up with the discussion board each week. You may not post ahead of the Monday of the topic week.

Q: My computer (or internet) died. Will you make an exception?

A: I'm sorry but no exceptions. For this reason, I would suggest completing quizzes and exams at least a few hours before they are due. This will allow you plenty of time should something go wrong.

Q: Exams are due on Saturday, but I use Saturday as a day to (have fun, relax, worship, etc.). Can I take the exam on Friday?

A: Yes. As mentioned earlier, you can work ahead in each section. I make the due dates on Saturday for those who need the extra time. I highly encourage taking the weekend off for those who are able to do so and still complete their work.