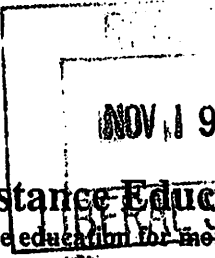


UWUCC 11/27/01
Senate 1/29/02

01-39



Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

Existing and Special Topics Course

Course: Psych 101 - General Psychology

Instructor of Record: Fedeoff phone: 7-4525 e-mail: LMFED

Step One: Attach signed Budget Approval Form to this form.

Step Two: Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

- 1. Will a qualified instructor teach the course? Yes No
- 2. Will the technology serve as a suitable substitute for the traditional classroom? Yes No
- 3. Are there suitable opportunities for interaction between the instructor and student? Yes No
- 4. a. Will there be suitable methods used to evaluate student achievement? Yes No
- b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)? Yes No

5. Recommendation:

Positive (The objectives of the course can be met via distance education.)

Negative

[Signature] 11/15/01
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

Step Three: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

Positive recommendation

Negative recommendation

[Signature] 12/18/01
signature of committee chair date

Forward this form to the Provost within 24 calendar days after receipt by committee.

Step Four: Provost

Approved as distance education course

Rejected as distance education course

[Signature] 12/19/01
signature of Provost date

Step Five:

Forward materials to Dean of the School of Continuing Education.

Step Two:

1. Will a qualified instructor teach the course?

Yes, Dr. Federoff is an Assistant Professor in the Department of Psychology and has taught 10 sections of General Psychology to date. Her evaluations indicate that she is competent and uses a variety of pedagogical strategies to impart material effectively. Regarding WebCT, Dr. Federoff has attended training sessions at the library and will continue to do so. She has also completed parts of the tutorial and will complete this exercise before presenting this class. In addition, she has loaded her current class syllabus and grades on WebCT and is successfully communicating grades and interacting with current students via the on-line calendar regarding assignments due, examination schedules, and any course changes. Feedback from students indicate they have been able to access their information successfully.

2. Will the technology serve as a suitable substitute for the traditional classroom?

Yes. Power Point overheads (original Allyn and Bacon presentation modified by Dr. Federoff), links to the Allyn and Bacon web site, as well as additional websites will be used to communicate text material. On-line chats will function to discuss the liberal studies text.

3. Are there suitable opportunities for interaction between the instructor and the student?

Yes. Dr. Federoff will hold office hours should the student require personal contact. She will also be present for real-time chats as well as be available to answer questions via email.

4. A. Will there be suitable methods used to evaluate student achievement?

Yes. Performance on 7 quizzes, a final examination, 6 papers, 6 on-line chats, and 10 written miscellaneous assignments comprise the course grade.

B. Have reasonable efforts been made to ensure the integrity of evaluation materials (academic honesty)?

Yes. Quizzes and examinations will be timed. On-line technology allows incorporation of time to answer individual questions. This technology will be utilized and examined on line by the instructor as the examination is completed to ensure academic integrity. Students are encouraged to discuss chat material but papers will be examined to ensure they are unique in points covered and mode of presentation.

SYLLABUS

Psychology 101

General Psychology

Spring 2002 WebCT

Instructor: Lynda M. Federoff, Ph.D.

Office: 214 Uhler Hall

Telephone: 357- 4525

E-mail: LMFED@grove.iup.edu

Office Hours: To be announced

Required Texts: Baron, R. A. (2002). Essentials of Psychology (3rd Ed.). Needham Heights, MA: Allyn & Bacon.

Briggs, D. C. (1975). Your Child's Self Esteem. New York: Doubleday.

Course Description: An introduction to the scientific study of behavior and mental processes.

Course Objectives: Course objectives are threefold: (a) to introduce the student to contemporary theories, research methods, and the terminology used in the broad field of psychology with appropriate attention to issues relating to minorities and women, (b) to motivate students to adapt a critical attitude with respect to the informal psychological theories they have developed over the years and to evaluate those informal theories in the light of the empirical research that characterizes modern psychology, and (c) to show students how their new knowledge of psychology can be applied to their daily lives.

Course Format: Course material will be presented via WebCT. A variety of pedagogical strategies will be utilized including a Power Point presentation for text material, resource links for additional information, and on-line chat sessions to address the liberal studies text. Quizzes will be taken on line and papers will be submitted electronically.

Course Grades: Course grades are based on achievement on (1) seven quizzes based on the Baron material (the lowest grade obtained on the quizzes will be dropped), (2) a final examination based on the Baron material, (3) six written assignments based on the Briggs material, (4) class participation on discussion days, and (5) miscellaneous assignments outlined below. Extra credit projects are also available for a maximum of 25 points. Attendance and participation in chat rooms will be utilized to assist in the potential adjustment of "borderline"

grades. Borderline grades are defined as being within 5 points of a cut-off grade. Final grades will be based on the total points accumulated throughout the semester as follows:

450 - 500 A

400 - 449 B

350 - 399 C

300 - 349 D

LT 300 F

Quizzes are worth 30 points each ($6 \times 30 = 180$), the final worth 90 points, written assignments and chat sessions on Briggs' material are worth 20 points each ($6 \times 30 = 180$), and miscellaneous assignments are 5 points each ($5 \times 10 = 50$), for a total of $180 + 90 + 180 + 50 = 500$ points. In addition, five extra assignments may be completed for a total of 25 extra credit points.

Format of quizzes: Seven quizzes will be administered over the course of the semester, occurring biweekly. Each quiz will consist of 30 multiple choice and short answer questions drawn from lecture material and text material (Baron only). Students must take quizzes on the administration date. **Barring extremely EXTRAORDINARY circumstances, make-up quizzes will be essay type.** Missed quizzes will be assigned a grade of zero. Although seven quizzes will be administered, the lowest quiz grade for the semester will be dropped. Therefore, six quiz scores will comprise the quiz portion of the course grade. Students may consider saving their "drop" quiz for later in the semester in case of an unexpected illness or absence.

Format of written assignments: One-page (i.e., typed, 12-point font, one inch margins) written assignments are due BEFORE each discussion chat regarding the Briggs material. **Late assignments will not be accepted without PRIOR approval from the instructor.** Topics for these papers and potential chat discussion questions are included at the end of this syllabus. Papers are worth 15 points each. Participation in the related chat is also worth 15 points. A grade of zero will be assigned to any late or missing papers. Inability to participate in chat discussions will result in a grade of zero for that discussion unless PRIOR approval is obtained from the instructor with documented, university-sanctioned reasons for missing the chat session. Any paper/chat that demonstrates that the student has read the material, integrated major points, and presented their thoughts in a logical and presentable (i.e., neat) manner with demonstrated participation during the chat discussion will earn a grade of 30 points. Chat participation will be graded by pass/fail criteria (i.e., a "perfect" paper with no associated discussion will earn a grade of 15, as will class participation without a corresponding paper).

Miscellaneous Assignments: Miscellaneous assignments are 5 points per completed assignment. Ten assignments must be completed to attain full credit for this portion of the points. Five

additional assignments may be completed for extra credit. The due date for all assignments that do not specify a due date below is TBA at the beginning of class. **Late assignments will not be accepted.** Miscellaneous assignments include:

- _____ Stop by my office and introduce yourself by TBA.
- _____ Hand in a brief paper classifying yourself regarding procrastination style (you MUST see instructor to use materials for this).
- _____ Report how many databases are listed on our library's web page and give me the address of the page and how you got there by TBA.
- _____ Develop and turn in a time management schedule showing me how you schedule your time by TBA.
- _____ On quiz days, turn in a vocabulary list you used to prepare for the quiz.
- _____ Turn in a newspaper article with a brief explanation regarding how it is pertinent to class material.
- _____ Turn in a paragraph or two suggesting how this class may be altered to be more efficacious for learning.
- _____ Submit a copy of your class notes for review and critique (within 1 week of class).
- _____ Submit corrections (1 paragraph per item) for items you missed on a quiz within 1 week of the quiz date.
- _____ Turn in a letter to Mom/Dad explaining some concept learned in class using examples.
- _____ Write a one-page paper on how what you learned in class may be applicable to your life.
- _____ Write a one-page paper on how what you learned in class may be apply to your career.
- _____ Turn in a cartoon with a brief explanation regarding how it is pertinent to class material.
- _____ Turn in a movie review with a brief explanation regarding how it is pertinent to class material.
- _____ Turn in a printout, URL, and brief explanation of a website related to psychology.

ONLY ONE OF EACH MISCELLANEOUS ASSIGNMENT WILL BE ACCEPTED EXCEPT FOR QUIZ VOCABULARY LISTS AND QUIZ CORRECTIONS. THESE WILL BE ACCEPTED FOR EACH QUIZ! That means you may turn in ONLY ONE cartoon, movie review, psych URL, etc. However, you may turn in vocabulary lists and corrections for each quiz (except quiz 7) for a total of 65 points.

Final Examination: The final exam will be cumulative. Only text (Baron) and lecture material will be included on the final. Students are advised to keep quizzes and take advantage of opportunities to submit corrections of items missed on quizzes as quiz material will be represented heavily on the final. **No make-up finals will be administered except as a result of direct conflict with another final with verification of the conflict.** Failure to take the final at the appointed time will result in a grade of zero for that exam.

Attendance Policy: Consistent with IUP policy, students are expected to attend class. It is recognized, however, that students may miss class as a result of illness or personal emergencies. Three unexcused class absences will be allowed without ramifications. However, students who miss class must assume responsibility for obtaining information, including assignments, disseminated during the missed class. Please inform the instructor as soon as possible regarding upcoming missed classes so that a strategy for handing in assignments in a timely manner may be negotiated.

Academic Integrity: Violations of academic integrity (including sharing written assignments, turning in another's work as one's own, allowing another student to copy your work, etcetera; see Undergraduate Catalog, p. 31 for additional details) will result in sanctions as outlined in the IUP Undergraduate Catalog, p. 34, performance on previous work notwithstanding. There will be no "grading on a curve" in this class. Therefore,

no competition exists between students. Although written material may not be plagiarized or shared, for the enrichment of the learning experience, students are encouraged to study together and share ideas and perceptions.

Students with special concerns: Students with special concerns (e.g., learning, sensory, or physically disabled) are asked to communicate with the instructor during the first 2 weeks of the semester during regular office hours or by appointment so that provisions can be made to accommodate your needs. All such contact will be confidential.

Grade record form: Students are encouraged to utilize the following form to keep track of their progress in Psychology 101.

Grade Record Form

Quiz Grades	Miscellaneous Assignments	Extra Credit Assignments	Briggs Papers
Quiz #1 _____	Misc. Assign #1 _____	Extra Credit #1 _____	Paper #1 _____
Quiz #2 _____	Misc. Assign #2 _____	Extra Credit #2 _____	Paper #2 _____
Quiz #3 _____	Misc. Assign #3 _____	Extra Credit #3 _____	Paper #3 _____
Quiz #4 _____	Misc. Assign #4 _____	Extra Credit #4 _____	Paper #4 _____
Quiz #5 _____	Misc. Assign #5 _____	Extra Credit #5 _____	Paper #5 _____
Quiz #6 _____	Misc. Assign #6 _____		Paper #6 _____
Quiz #7 _____	Misc. Assign #7 _____		
	Misc. Assign #8 _____		
	Misc. Assign #9 _____		
Drop low score	Misc. Assign #10 _____		

Total quiz _____/180 Total Misc. Assign _____/50 Total Extra Credit _____/25 Total Paper Grade _____/180

Paper Topics

Question to be addressed on Paper #1: Discuss the author's concept of parents being "mirrors" as well as consequences of the "quality" of that mirror.

Potential questions for discussion #1:

- Discuss the impact of parent's expectations on a child's self-esteem.
- Discuss conceit and bravado, in the author's opinion.
- Discuss the stability of self esteem.
- How do our own needs affect our parenting?
- How does our marital relationship affect our ability to nurture our child's self esteem?
- How does our own self esteem affect our ability to nurture the self esteem of our children?
- Discuss ramifications for a child from fitting in with parental (versus self) expectations.
- How does an adult increase one's own self esteem?

Question to be addressed on Paper #2: Discuss the implications of “I-reactions” versus “You-judgments” both on a developing child’s self esteem and on a college student. Why would “I” messages enhance a child’s self esteem?

Potential questions for discussion #2:

Integrating material from sections 1 and 2, imagine you are the child of a parent who has always regretted not going to college and that you, yourself, do not want to go college. Imagine your parent pressuring you to attend college despite your wishes. “See” and “feel” how your parent must feel - in other words, empathize. How would the experience of a death of a loved one change if you could practice “focused attention” (also called mindfulness) all the time.

Discuss the relative importance of verbal versus nonverbal communication.

Discuss the pros and cons of parents being open about their mistakes with regard to the effect on a child’s self esteem.

Question to be addressed on Paper #3: The author explains a lot of “deviant” behavior within the context of “normal” given the times (i.e., late 1960s). Discuss your thoughts on this: Is she making excuses (i.e., being overly permissive) or being realistic?

Potential questions for discussion #3:

Why do parents have to be “told” by a professional to “allow” their children to be what they really are?

Why do adolescents with high self-esteem often display a less-intense teenage rebellion?

How does high self-esteem throughout the stages of development discussed in the book make the going easier (or more difficult) for children?

What do parents have to do to “make” their children want to come back to them as friends once adolescence is over?

Question to be addressed on Paper #4:

The author repeatedly advocates active listening and listening to feelings rather than words. Discuss your thoughts about these practices (if, indeed, they are different) within some of the situations offered by the author as well as situations in your own life.

Potential questions for discussion #4:

The author discusses ways to handle “feelings constructively,” specifically, “hear empathically, accept feelings, and provide acceptable outlets” within the context of child-rearing and enhancing self-esteem. Discuss the possible role of this behavior in your life as a college student interacting with your peers. Is it adaptive? Possible? Unrealistic?

The author discusses how many different emotions are expressed as anger. How does a child learn to express other emotions? How do they learn the difference between, for example, disappointment and frustration?

Discuss your thoughts about the author describing anger as a “negative” emotion but then saying that it is wrong to think about anger as being “bad.”

Question to be addressed on Paper #5: One could make the inference, based on the author’s discussion on disciplining children, that 100% of the responsibility for how the child “turns out” rests on the parent’s shoulders. Let’s revisit the nature/nurture controversy we have discussed throughout the semester. In your opinion, how much of how a child ‘turns out’ is nature versus nurture and why might your awareness of your

views on this be an important insight regarding your chosen child-rearing practices?

Potential questions for discussion #5:

The author says that it's easier for a child to follow a rule that she/he believes in. What is necessary for children to be able to believe in rules? What can a parent do to encourage/foster this belief?

Do you agree that an authoritarian style of disciplining children encourages long-term dependency in the child?

What thoughts did you have about the author associating types of disciplining strategies with an adult child's alcoholism and homosexuality?

What are your thoughts about a democratic home reducing the need for children to rebel and increasing their self-esteem?

The author is clear about her feelings about spanking as effective discipline. She says that spanking engenders feelings that "work against the best interests of parent and child." (p. 234). What is your opinion regarding this statement? Consider from long term versus short terms risks and benefits.

Question to be addressed on Paper #6: To be announced

Potential questions for discussion #6:

What do you think about the author's concepts of "healthy sex attitudes?"

How do you think self-esteem impacts one's sexuality? What examples have you seen? Have your ideas changed your attitude toward people who are promiscuous?

What are your thoughts about transsexuals (i.e., people who think they were born in a body of the "wrong" sex?

Is it inborn or learned or a combination of the two?

What do you think about what the author said about discipline impacting sexuality (e.g., over-permissiveness leads to selfishness)?

Do you think ideas about or knowledge of childbirth impacts one's sexuality? If so, how?

What is personal integrity and how does it relate to self-esteem?

Good luck and remember, timely communication with faculty regarding special needs or situations is advised in this, as in all courses.

Sample Semester Outline (from Fall 2001; dates will be added as they become available)

Week #	Date	Topic	Assignment
1	8/27	Course Introduction	
	8/29	The History of Psychology	Baron Ch 1 (pp. 1-15)
	8/31	Psychological Research	Baron Ch 1 (pp. 16-32)
2	9/3	<u>No Class. Labor Day.</u>	
	9/5	Statistics	Baron Appendix (pp. 591-600)
	9/7	Quiz #1	Baron Ch 1 & Appendix
3	9/10	Quiz Review/Neurons	Baron Ch 2 (pp. 36-50)
	9/12	Brain	Baron Ch 2 (pp. 51-75)
	9/14	Discussion	Briggs Section 1 (pp. 1-57) Paper #1 due at beginning of class
4	9/17	Sensation	Baron Ch 3 (pp. 76-104)
	9/19	Perception	Baron Ch 3 (pp. 105-117)
	9/21	Quiz #2	Baron Ch 2 & 3
5	9/24	Quiz Review/Consciousness	Baron Ch 4 (pp. 120-141)
	9/26	Hypnosis/Mind Altering Drugs	Baron Ch 4 (pp. 141-155)
	9/30	Discussion	Briggs Section 2 (pp. 61-117) Paper #2 due at beginning of class
6	10/1	Classical Conditioning	Baron Ch 5 (pp. 156-171)
	10/3	Operant Conditioning	Baron Ch 5 (pp. 171-197)
	10/5	Quiz #3	Baron Ch 4 & 5
7	10/8	Quiz Review/Memory	Baron Ch 6 (pp. 198-235)
	10/10	Cognition	Baron Ch 7 (pp. 236-256)
	10/12	Discussion	Briggs Section 3 (pp. 121-176) Paper #3 due at beginning of class
8	10/15	Language/ Intelligence	Baron Ch 7 (pp. 257-267)
	10/17	Intelligence, Testing	Baron Ch 7 (pp. 267-289)
	10/19	Quiz #4	Baron Ch 6 & 7

Week #	Date	Topic	Assignment
9	10/22	Quiz Review/Motivation	Baron Ch 9 (pp. 350-375)
	10/24	Emotions	Baron Ch 9 (pp. 375-389)
	10/26	Discussion	Briggs Section 4 (pp. 177-224) Paper #4 due at beginning of class
10	10/29	Personality	Baron Ch 10 (pp. 390-417)
	10/31	Personality Assessment	Baron Ch 10 (pp. 417-427)
	11/2	Quiz #5	Baron Ch 9 & 10
11	11/5	Quiz Review/Stress and Coping	Baron Ch 11 (pp. 428-443)
	11/7	Health Psychology	Baron Ch 11 (pp. 443-467)
	11/9	Discussion	Briggs Section 5 (pp. 225-260) Paper #5 due at beginning of class
12	11/12	Social Thought	Baron Ch 14 (pp. 550-569)
	11/14	Social Behavior	Baron Ch 14 (pp. 569-590)
	11/16	Quiz #6	Baron Ch 11 & 14
13	11/19	<u>No Class. Thanksgiving Break.</u>	
	11/21	<u>No Class. Thanksgiving Break.</u>	
	11/23	<u>No Class. Thanksgiving Break.</u>	
14	11/26	Quiz Review/Psych Disorders	Baron Ch 12 (pp. 468-511)
	11/28	Psychological Disorders	Baron Ch 12 (pp. 468-511)
	11/30	Discussion	Briggs Sections 6 & 7 (pp. 263-307) Paper #6 due at beginning of class
15	12/3	Psychotherapy	Baron Ch 13 (pp. 512-537) All miscellaneous assignments due
	12/5	Biomedical Therapy	Baron Ch 13 (pp. 537-549)
	12/7	Quiz #7	Baron Ch 12 & 13
16	12/10	Final Exam Review	

SAMPLE – POWERPOINT SLIDES FOR
health psychology module

Essentials of Psychology
3rd edition
Robert A. Baron
Chapter 11
Health, Stress and Coping

PowerPoint Presentations Produced by:
Joe Rizzo - Professor of Behavioral Sciences
Rick Lizotte - Curriculum Developer
Felix Rizvanov - Instructional Designer
@ Northern Essex Community College

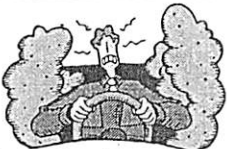
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Health Psychology

- Behavioral and biomedical knowledge
 - Prevention and treatment of medical conditions
 - AKA Behavioral Medicine
- Many leading causes of death can be attributed to lifestyle.
 - Patterns exist between people's behaviors and health outcomes.

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Stress



- Stressors are events or situations that cause stress:
 - Intensity can produce overload.
 - Produce incompatible tendencies to approach and avoid the same object or activity.
 - Be beyond our limits of control.

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General Adaptation Syndrome: Sequence of responses to stress

- Alarm stage
 - Body prepares for action.
- Resistance stage
 - Arousal is lower as the body continues to cope.
- Exhaustion

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Stressful Life Events

- Increase incidence of illness.
 - Hassles - minor sources of stress
 - Major life events appear to sensitize people to minor negative events.
- Work overload
 - Being asked to do too much
- Work underload
 - Being asked to do too little
- Role conflict
 - Conflicting demands or expectations



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Effects of Stress

- Stress plays role in 50-70 percent of illnesses.
 - Heart disease
 - High blood pressure
 - Hardening of the arteries
 - Ulcers and diabetes

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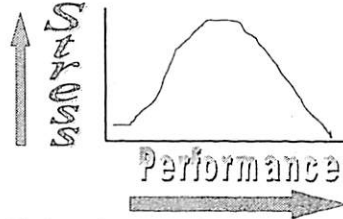
Effects of Stress

- Reducing negative effects through
 - Optimism
 - Regular exercise
 - Feelings of control
 - Social support



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Stress and Performance



- First, performance increases as stress increases.
- Beyond a point, stress becomes distracting and performance drops.

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Understanding Health Needs

- Symptoms
 - Sensations underlying medical conditions
 - Persons with few distractions more likely to notice symptoms
 - Good mood = less symptoms
 - Interpretation of symptoms influenced by comparisons and expectations

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Health Beliefs

- Seeking help depends on
 - Perception of threat.
 - Belief that it can be reduced.
- Perception of threat depends on
 - Health values.
 - Beliefs concerning susceptibility and seriousness.



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Doctor-Patient Interaction

- Communication from doctors can focus on mechanics of the illness.
- Physicians' opinions regarding their role has changed in recent decades.



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Behavioral and Psychological Correlates of Illness

- Lifestyle (risk factors) affects chances of becoming ill.



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Smoking

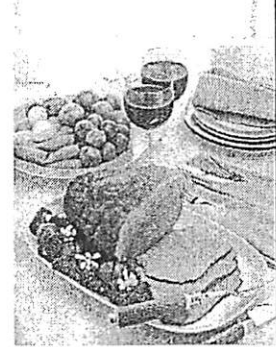
- Largest preventable cause of illness and death in the U.S. (before age 65)
 - Genetic basis
 - Psychosocial factors
 - Cognitive factors



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Diet and Nutrition

- Eating vegetables reduces risk of cancer.
- Diet is factor in cardiovascular disease.
 - 12 million Americans are severely overweight.
 - Genetic, behavioral, and social factors.



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Alcohol Consumption

- Moderate drinking associated with
 - Health benefits
 - Increased earnings
- Heavier use related to
 - Cancer
 - Cirrhosis of the liver
 - Impaired cognitive and sexual functioning
 - Suicide



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Emotions and Health

- Inhibiting the expression of negative feelings has detrimental effects.
- Expression of distress can aid recovery.
- Unexpressed anger related to hypertension
- Cynical hostility leads to increased heart disease.



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AIDS:

Acquired Immune Deficiency Syndrome

- Viral disease
- Reduces immune system's ability to defend itself against disease.
- Caused by HIV
 - Human Immunodeficiency Virus
 - Incubation period can be as long as ten years.

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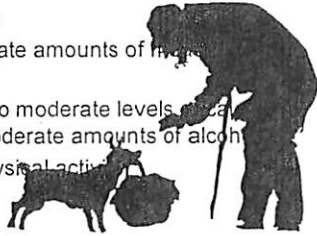
AIDS 2

- Most HIV infections acquired through
 - Unprotected sexual intercourse
 - Infected blood or blood products
- Worldwide, AIDS is transmitted primarily
 - Through heterosexual intercourse
- IMB, Information-Motivation-Behavioral Skills Model
 - Useful in developing intervention programs

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Promoting Wellness

- Communities where many live 100+ years
 - High fiber diet
 - Low to moderate amounts of saturated animal fat
 - Maintain low to moderate levels of cholesterol intake and moderate amounts of alcohol
 - Engage in physical activity



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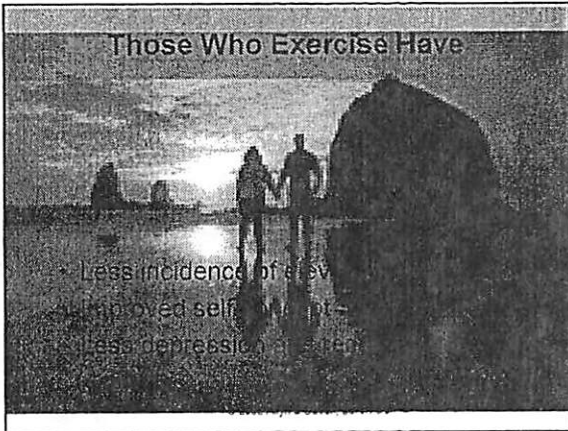
Primary Prevention: Decreasing the Risks of Illness

- Mass media campaigns on health behavior
 - Have limited success.
 - Commercials promote unhealthy habits.
- Exercise reduces
 - Coronary heart disease.
 - Premature death.
- Only one in five Americans exercise sufficiently.

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Those Who Exercise Have

- Less incidence of stroke
- Improved self-esteem
- Less depression



Secondary Prevention: Early Detection of disease and illness

- Screening can decrease
 - The incidence of cardiovascular disease.
- Screening could reduce
 - Cervical cancer
 - Colon cancer
 - Prostate cancer
 - Testicular cancer
 - Breast cancer



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