

Spring 2012

Psych 430 – Applied Psychology Practicum (MW + TBA 11-12:05 in Swen 120)

Dr. Kuehnel

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Course Goals:

This course fulfills the Capstone requirement in Psychology. It is also an opportunity for you to integrate and apply theory, concepts and research in the discipline to enhance your personal life, plan for future careers, and understand the world around you. The course is student centered/directed (rather than instructor centered) in order to support your exploration of areas relevant to you and increase your ability to formulate and address issues, problems and applications.

Course Objectives:

As a result of this course you will develop the following:

1. Communication skills: develop and reinforce your ability to communicate clearly to a variety of “audiences” both orally and in writing.
2. Professional Preparation: develop the skills inherent in theory and content of the discipline as well as the ethical and empirical orientation of psychology.
3. Critical Thinking: engage in the analysis of issues from psychological perspectives.
4. Applications of Psychology: Apply psychological concepts, theory and research to personal and career development as well as to social issues.

Text: An Introduction to Positive Psychology by William Compton ;
www.authentic happiness.org.

Class Schedule: Dates on Class Schedule (Calendar) and topics may be (and probably will be) modified to meet the needs of the class

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| Jan 18 (W) | Introduction to course + Positive Psychology <ul style="list-style-type: none">○ Assign: “Guerilla Kindness” |
| Jan 23 (M)) | Does Psychology make a Difference? (on Black Board) <ul style="list-style-type: none">○ Questions attached (DHP) |
| Jan 25 (W) | Chapter 2 (Emotions and Motivation) – WC <ul style="list-style-type: none">○ Questions attached (Ch 2 – WC) |
| Jan 30 | Orientation to Community Service projects <ul style="list-style-type: none">○ Bring 3-4 interview questions to class |
| Feb 1 | Chapter 3 (Subjective Well Being) |

- Take 2 of the Emotion Questionnaires from the “authentichappiness.org” website. Reflect on your results (ie. do you think the results are valid for you – why or why not? What did you learn about yourself? What could you do to improve in these areas?)
- Intro – “Mission Statement”

Feb 6 Report on Interview due/Mission statement due
 Feb 8 Chapter 6 (Wellness, Health & Positive Coping) WC

Feb 13 Chapter 8-9 (Positive Mental Health...) WC

Feb 15

Presidents Holiday

Feb 22 (W)

Feb 27 **Assignment #1 proposal due**

Feb 29 Chapter 5 (Love and Wellbeing) WC; take “Close Relationships Questionnaire” from website and reflect on your results.

Mar 5

Mar 7

Mar 12 **Assignment #3 due**

Mar 14

Mar 19 Cindy Lewis

Mar 21 **Assignment #5 due + 4 copies;**
 Take “Work-Life Questionnaire” on website - reflect

Mar 26

Mar 28 Chapter 7 (Excellence Aesthetics, Creativity & Genius)

Spring/Easter Break

Apr 11(W) **Assignment #5 due (final)** Chapter 10 (Religion, Spirituality & Well Being) WC; Take “Gratitude Questionnaire” and “Transgression Motivations Questionnaire” from website and reflect.

Apr 16 **Assignment #4 due**

Apr 18

Apr 23 **Assignment #1 due**

Apr 25

Apr 30

May 2

May 7-11 Final Exam week

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Assignments:

1. Self-Change Project (**Due Apr 23; proposal due Feb 27**)
2. Chapter Discussion Questions/exercises
 - to be assigned and must be word processed
3. Paper/Presentation: Application to work or family life (due **Mar 12**)
4. Paper/Presentation: Service Learning (or option 2) (**Due Apr 16**)
5. Resume and letter of interest (job) or Resume and personal statement (grad school). Draft and 4 copies **due Mar 21**, final **due Apr 11**.
 - Research a specific job or grad school of interest and customize a resume, and letter of intent (job) or personal statement (grad school)—Samples provided.
6. Participation: Includes attendance, participation in class discussions and exercises, and **3 credits of research participation** (each credit worth 10 points)

Grading:

Each of the six assignments above is worth 100 points for a total of 600 points possible.

540 – 600 =	A- to A
480 – 539 =	B- to B+
420 – 479 =	C- to B+
360 – 419 =	D- to D+

Assignments:

1. Self-Change Project:

Pick something about yourself that you would like to change. This may be based on something from the text to improve well being, changing maladaptive behavior(s) related to work, a relationship, a habit. Design an intervention to change/improve the problem and implement it. The paper/project will include:

- specific definition of the problem
- goal(s) (including rationale for goal)
- description of the method and justification based on theory or research (use at least 2-3 sources and cite them APA style)
- how you measured progress
- results (include graph or table)
- discussion of results

You will present your results in a small group presentation.

3. Applications to work, personal, or family life:

Choose a concept from any area of psychology (i.e., classical conditioning, attachment theory, cognitive dissonance, cognitive development, modeling,

positive or negative reinforcement—the possibilities are endless) and show how it may be applied to a specific aspect of one of the following domains in your current or future life: personal, careers, family, interpersonal.

- Includes a 10 minute oral presentation and you will lead a small group discussion on your topic, and a 5 page paper (plus references)
- The paper will include an introduction and description of the concept (1 page), a summary of the literature and/or theory (2 pages), descriptions and examples of how it could be applied in the domain you chose (2-3 pages), and a reference page (APA format). Sources should be cited in text using APA format.
- The oral presentation will include a 1 page handout.

Includes a 10 minute presentation and a 5 pg paper. The paper will include all three of the above components (including citation and references for the third component) -5 ds pages.

- Change names and identifying information on your ‘subjects’ to protect their privacy.

4. **Applications through Service Learning:**

You may volunteer (15 hrs) at any agency, service organization etc. that interests you and that focuses on an underserved population (i.e., Homeless, mentally ill, at risk children). This assignment includes a 10 minute oral presentation and a 5 page paper.

- The oral presentation should include a visual aid and you will facilitate questions and discussion
- The paper will include:
 - Brief description of the problems served by the organization, the goal(s) of the organization and your role (what you did)
 - How did you serve, what did you contribute?
 - What did you learn ? What did you gain personally or professionally from the experience?
 - What was a highlight of your experience (a memorable event)?
 - Analysis (based on psychology) of what contributes to the problem and what would help with the problem
 - Evidence that you have fulfilled the hours requirement

Option 2 (if you cannot do service learning hours)

Imagine that you have an opportunity to ‘brief’ someone in authority (president, governor, congress, etc.) about a current event/problem or social issue. With your background in psychology, how would you analyze the event/problem/issue using theory and research? Based on your analysis what would you recommend? Some possible options include:

- public health issues such as HIV-AIDS, obesity, etc.
- diversity challenges, prejudice, racism
- criminal and law applications such as – should teens be tried as adults? Should prison focus on rehabilitation or punishment?
- responses to catastrophe/disasters
- mental health issues (i.e. PTSD, suicide) in soldiers in combat
- gangs
- influence of media
- foster care system
- poverty, child welfare system

This assignment includes a 10 minute oral presentation and a 10 page paper.

- The oral presentation should include visual aid and you will facilitate questions and discussion
- The paper will include:
 - Brief description of issue/problem
 - relevant theory and research
 - analysis of and redefinition of problem based on theory/research
 - recommendations based on theory/research
 - a reference page (minimum 5 references)
 - APA style citations in text and format for references
 - Use headings

Special Needs:

California Lutheran University is committed to providing reasonable accommodations to students with various documented disabilities including, but not limited to, physical, learning, visual, hearing, or psychological. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Coordinator for Students with Disabilities (Center for Academic and Accessibility Resources, Ext. 3260) for the facilitation and verification of need. Faculty will work together with you and your coordinator to provide necessary accommodations.

Academic Honesty Policy:

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

1. Go to the website mentioned in the chapter. Identify and **describe** 3 applications from it that you find particularly interesting or significant. – **why**?
2. Give an example of useful applications of psychology in each of 3 areas of research (i.e. perception, developmental, physiological, etc.) Why is research important? Isn't it all just "common wisdom?"
3. What career areas are available with a psychology major (identify and describe 3)? What careers (pick 2) are **you** interested in and why?
4. Report the outcome of the "guerilla kindness" assignment (what did you do and how did it feel?)
5. Take the "Compassionate Love Scale" on the 'authentichappiness.org' website. Reflect on your score and how it relates to question 4.

Chapter 2 Questions – WC

1. BEFORE YOU READ THIS CHAPTER, write a paragraph about your conception of what creates a "good life"/ happiness/life satisfaction.

Then analyze (compare and contrast) what you wrote based on the assumptions, concepts in Chapter 2.
Identify 2 things you are doing now to create a 'good life' for yourself.
2. Use the model for Emotional Intelligence (p 28) to reflect on your own "emotional intelligence"; give examples of how you have expressed or demonstrated each characteristic; which characteristic do you want/ need to work on? How might you do this?
3. What is Social Interest (see Adler) and why is it relevant to creating a "good life"? What does your score on the Social Interest Scale mean to you? How do you (or don't you) express Social Interest?