

COURSE SYLLABUS



COURSE TITLE: PSYC-130: Contemporary Issues

CLASS SECTION: RH05

TERM: Win 2023

COURSE CREDITS: 3

DELIVERY METHOD(S): Lecture

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Marty Donatelli

EMAIL: donatellim@camosun.bc.ca

PHONE: 250-370-3220

OFFICE: Paul 220

HOURS: Monday and Wednesday 1:30 – 2:20 Or by appointment

CALENDAR DESCRIPTION

This course acquaints students with major contemporary issues in psychology and considers their historical antecedents. Topics include the application of psychological knowledge on life span development, personality, abnormal behaviour, social cognition, social influence, and social relations to a variety of contemporary social issues. Topics vary with instructor and changing problems.

PREREQUISITE(S):

One of:

- C in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

See Pre-requisites

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Describe major contemporary issues in psychology and explain their historical antecedents.
2. Apply psychological theories and understanding of current psychological issues to personal experience.
3. Conduct impartial studies of psychological topics and arrive at logical inferences and conclusions from collected data.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Text:

Psychology (13th . Ed.). by Myers, David. & DeWall, C. Nathan (2021). New York, USA. Worth Publishers: ISBN: 978-1-319-13210-1

Students can purchase hard copy or rent the digital textbook through Vital source, our campus bookstore's ecommerce partner. https://www.camosuncollegebookstore.ca/buy_access_codes.asp

Or: The 13th ed., Vol 2 customized version for Psyc 130 sold in the bookstore. ISBN978-1-319-47044-9

D2L site for Psyc 130 (Go to Camosun.ca and click on 'D2L' at the top. Select Psyc 130)

Optional

Register with your text's Launchpad for study tools such as video, chapter quizzes, and tutorials. Access Code is in your textbook <https://www.macmillanhighered.com/launchpad/myers13e/19586704>

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Date	Topic	Required readings
3, 7, 9	Introduction, history, science	p. 2-5, 12-13, 16-18, 25-38
10, 14, 16	Personality	Ch 14
21, 23, 24	Development	Ch 5
28	Catch-up, review	
Mar 2nd	Test #1 (20%)	
3, 7, 9	Health	p. 441-466
10, 14, 16	Motivation	Ch 11
Apr 4, 6, 11	Emotions	p. 418-440
13, 14, 18	Social psychology	Ch 13
April 20 th	Test #2 (30%)	
21, 25, 27	Intelligence	Ch 10
28, May 1, 2	Disorders	Ch 15
May 4	Personal application project due	
4, 5, 8	Therapy	Ch 16
	Test #3 (20%) Date TBA	

Note Page numbers for the ebook/digital version will likely be different

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Tests Students will complete three non-cumulative tests. They will be composed of multiple choice and short answer questions.	70%
Online Quizzes Online quizzes on the readings and lectures are on D2L. They are posted weekly and must be completed each week. The student is responsible for checking availability and adhering to the deadline.	5%
Personal application project Students will apply course material to improve an aspect of their lives. Additional information is provided at the end of this course outline.	10%
In class discussions and activities Once or twice a week, the class will discuss important contemporary issues. As well, students will complete various activities that illustrate important psychological concepts covered in the course. In class discussions and activities can only be completed in class, therefor attendance is extremely important.	15%
TOTAL	100%

Grading system

Percentage	Grade	Percentage	Grade
90-100	A+	70-72	B-
85-89	A	65-69	C+
80-84	A-	60-64	C
77-79	B+	50-59	D
73-76	B	0-49	F

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Classes

Classes will be comprised of lectures, discussions, and experiential work. Material from the text and additional material related to current psychological issues and treatments will be explored.

Attendance

Attendance and participation are very important for learning. Students are expected to attend all classes and be on time. If you miss a class, it is your responsibility to acquire all information given during that class, including notes, hand-outs, changed exam dates, announcements, etc.

Technology

Exams:

No electronic devices are allowed during exams. This includes, but is not limited to; computers, electronic dictionaries, electronic translators, cell phones, tablets, smart watches, and other personal electronic devices.

Class:

Student's use of laptops/tablets in class is restricted to note taking. Students using their laptops/tablets for other purposes will have their laptop privileges revoked.

All cell phones must be turned off during class (Unless prior permission is obtained).

Students may not use recording devices in the classroom without prior permission of the instructor. Should permission for recordings be granted, these recordings are for the student's personal use only, and distribution of recorded material is prohibited.

Exam Procedures

All exams must be written at the scheduled times with the exception of students requiring an accommodation by CAL (Centre for Accessible Learning). It is understood that emergency circumstances do occur (e.g. severe illness or family emergency); for such circumstances accommodation may be offered at the discretion of the instructor, provided the student: a) notifies the instructor in advance of the exam (not after), and b) provides documented evidence of the circumstance (e.g. medical certificate).

If an exam is missed with an excused absence, it is up to the instructor's discretion as to how the mark will be made up.

Be sure not to make travel plans for the end of semester until the final exam schedules are finalized and posted. Please ask any family members who might make travel plans on your behalf to consult you before booking tickets.

Studying

You should plan on a weekly minimum of 6 hours outside of scheduled class time for the completion of readings, assignments, and for general studying. Reviewing, filling out, and editing your lecture notes right after class is recommended. Contact the instructor to clarify any confusing concepts.

Distributed studying has been proven to be far more effective than massed practice (cramming). Testing yourself on the material (answering questions) is far superior to simply rereading notes/textbook.

FAQ & answers

If I get a grade on an assignment or test I don't like can I redo it? No

Can I do the in-class assignment on my own at home? No

Can I do extra work to improve my grade? No

Can I just have more marks/percentage points to bump up my grade? No

Will the instructor remind of us of due dates for upcoming assignments and tests throughout the semester?

No

Can I hand in work late without receiving a penalty? No. Late work is penalized 5% per day

Will you tell us what's on the test? No

If I complete an assignment and hand it in on time am I guaranteed to receive 100%? No

Can I use somebody else's words or ideas and claim they are mine? No, absolutely not. This is plagiarism and you will receive an F on the assignment, or an F in the course, or expulsion from the college, or all three.

Do I have to email/inform my instructor if I am going to miss a class? No, this is not required. But you may want to contact the instructor just to make sure there wasn't any important announcements about or changes to the course. Otherwise it is your responsibility to find out what happened in that class from another student or the instructor.

Do I have to share personal information about myself if I'm uncomfortable doing so? No
What is your expectation about sharing information in class? Students are encouraged to share information about themselves as relevant to the course. The expectation is that students will not share personal information learned about other people/students. As well, students must be aware that this is a public venue and confidentiality cannot be assured.

Will you be covering material in class that is not in the textbook? Yes
Can I use somebody else's words or ideas if I properly quote or cite the source? Yes
If I ask, will the instructor help me with the course requirements? Yes (but he won't do them for you)
Can I get feedback on written work from the instructor before I hand it in? Yes (general review. Submit at least 48 hrs before due date)
Can I get accommodation if I'm sick or experienced an emergency? Yes, if you have proper documentation.
If I choose to, can I withdraw from the course or switch to audit? Yes – prior to the change/audit date
If I am not clear on why I got the grade I did can I talk to the instructor? Yes, please do.
Can I talk to my instructor if I am unclear on what is expected for an assignment or course requirement? Yes
I missed last class. Did I miss anything important? Yes (It is your responsibility to ask a classmate to photocopy their notes)

Please come and see me during office hours if you need extra clarification and help.

No work will be accepted after 4:00 p.m. on May 11th

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

If you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres

Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.

Psychology 130: Personal application project

Students will apply course material to improve an aspect of their lives. Students will work on an aspect of their interpersonal skills, their academic motivation, or positive emotions.

Students will select one of the following three options, implement it for 2 weeks, keep an ongoing journal, and write a final report about what they did, experienced, and learned. You will submit a written report and the journal. The written report (not the journal) will be 550-650 words long. Include a word count at the end of your report. Abide by APA standards for student papers:

Double-space all regular text. Use 2.54cm margins on all sides. Use 12-point font size and a serif font type, such as Times New Roman. Number all pages in the upper-right corner using Arabic numerals (1, 2, 3, 4, etc.). Title page text is centered and double spaced. Write the following on each line; paper title, your name, institutional affiliation (Camosun college), Course number and name, instructor's name, due date. Indent the first line of every paragraph. Leave the right margin ragged.

1. Interpersonal skills

The importance of and how to connect with others is mentioned throughout your text. (Chapter 5 p.206 Love, Ch 16 p. 601 active listening, Ch 11 p. 407 Affiliation and belonging, Ch 10 p. 357 Emotional intelligence, Ch 12 p. 457-8 social support, CH 13 p. 507-8 Companionate love, CH 14 p.529-30 person-centered perspective, Ch 11 p.385 Maslow's hierarchy of needs love/belonging.) The purpose of this project is the development of your interpersonal skills.

Week 1 you will be observing the positive and negative interpersonal skills of others.

Positive statements towards others include: compliments, support/reassurance, encouragement, smile, appropriate touch

Effective listening: paraphrasing (Repeat their message back to them in your own words. "So you mean.."), relevant questions, minimal encouragers (uh huh, yeah, right, ok), non-verbals (Head nod, Eye contact, Body posture/orientation)

Assertive communication: speaking up by addressing important or serious situation in a calm, mature, and respectful manner. Making a request in a respectful, clear manner. Using 'I language'. Appropriate self-disclosure

Poor interpersonal skills include: Insults, intimidation/threats, interruptions, stage hogging, stonewalling (ignoring)

Ethics. Your observations can only include those interpersonal messages directed at you, or ones occurring in a public space where there is no expectation of privacy. You must not listen in on people's private conversations. You will not identify the person (use their name) in your journal or final report. You will simply refer to them as person 1, person 2, etc. Do not interact with the people you hear in public. In other words, do not do things like go up to them and ask them to repeat what they said.

Week 2 You will implement the effective interpersonal skills listed above on a daily basis with the people you talk to. If people ask why you are talking differently than you normally would, be honest. Tell them you are trying to improve your interpersonal communications skills for the psychology course you are taking.

Journal/document what you observed. Keep a daily record of what you noticed (week 1) or did (week 2), and its effects.

Plan on journaling at least 3 examples per day. You could set a daily reminder on your phone. Each example/entry will include a brief explanation of the context, the interpersonal message, and any apparent impacts/effects. It should also include any thoughts or observations you have.

Final report: Part 1. Outline the general trends you noticed, interesting observations, and overall conclusions regarding the interpersonal skills of 'people' (Week 1). Part 2 Describe your experiences incorporating effective interpersonal skills. (Week 2) Then reflect on the effectiveness of your interpersonal skills, what you experienced and learned. How have you changed? Append your journal to the end of your report.

2. Academic Motivation

Complete the 'schedule' option for a week, and then 'strategies' option for another week. In your final report you will compare and contrast these two approaches.

Schedule

Motivation to complete one's tasks can come from outside tools. Create a weekly schedule of your classes and other commitments. Then schedule in 2 hours for studying/academic work each day. They do not have to be consecutive. In fact, it is a good idea to ensure there is at least a 15-minute break between them. It is quite acceptable to complete more than 2 hours of work on a single day. However, you must never complete less than two hours of course/homework per day.

During these scheduled work hours, you will read, study, research, write, prepare reports, etc. for your courses. You must work continuously for the whole hour. There must be no stoppages nor distractions. When the hour is up you must stop. No going over time. Remove all distractions from your study environment; no phones, social media, music playing, TVs, other people, etc.

Strategies

Motivation can also occur by using some psychological strategies. Frequently our thoughts and feelings can get in the way of having the motivation to complete our required tasks. To address this, select 2 or 3 of the following strategies and apply them daily for the entire second week.

Imagine it done. Often times our motivation gets drained when we think about the enormous amount of work required for the task. The mountain looks too big so we don't want to climb it. If this thought occurs to you follow it up with another thought – how nice it will be when it's done. Think about how you will feel (relief, accomplishment) and what you will do (enjoyable activities) when it is done.

Just 5 minutes. Often we feel demotivated when we think of how much time something is going to take. It's therefore tough to get started. The trick is to overcome the hurdle of starting. Tell yourself you will do just five minutes. Doing five minutes of the task gets you started, and often time once you get going, a momentum is created that leads to more than 5 minutes of the task being completed.

Sub-goals and incentives. Large daunting tasks can seem more doable if we break them down into smaller tasks. Take your large goal (e.g. complete this paper) and break it down into smaller more manageable sub-goals. (e.g. read 3 articles, create three thesis options, write an outline, write an introductory paragraph, ..., have a friend read draft for feedback, make final revisions, submit, etc.). After each sub-goal is completed, stop, do not move onto the next sub-goal. Reward yourself for completing the sub-goal. Incentives (rewards) can serve as a motivator to complete the sub-goal. Rewards could include: coffee, walk, lunch with a friend, treat, etc.

Social strategy. We are social creatures, and as such can be influenced by others. Identify important people that can help motivate you to complete your academic requirements. One such person is a *role model*. Pick

someone who has been successful academically, learn more about them, think about them when it comes to your academic work. What would so-and-so do? Another person is a *study partner*. Pick someone who works well and works well with you. Someone who helps you when you are struggling and encourages you to keep going. Someone who is not a distraction. The final person is your *accountability person*. This is a person who you will report to (text?) on a daily basis and tell them what you accomplished that day. Their role is to keep you accountable, to ensure you are doing your work regularly. You are not to let them down.

Journal/document what happens. Keep a daily record of what you did, what happened, and any thoughts or observations you have. You could set a daily reminder on your phone.

Final report: Describe what you did. Then reflect on the effectiveness of each option; strategies and schedule. What did you experience and learn. What effect did each have on your motivation? Include your journal.

3. Emotions

For this application project you will be using some psychological strategies to manage your emotions. We will not be focusing on reducing negative emotions. These can often be serious challenges that require professional assistance. Therefore we will focus on fostering positive emotions.

There are four positive feelings in particular you will focus on; joy, meaning, gratitude, peace of mind.

Select two of these positive emotions. Use the strategies outlined below daily to bring them about. Do this for one week. Then select the other 2, focus on actions to bring them about. Do this for the second week.

Joy; Identify the things you enjoy, people you enjoy, and the activities you enjoy. Spend time with or do at least one per day for 15-30 minutes.

Meaning: Identify your greatest value/ the most important thing to you. (health, fame, money, environment, family, religion, helping others, animals, justice, beauty, community, peace, discovery, etc.). This is an introspection/reflection exercise. Each day think about this cherished value, elaborate on it. Additional topics of thought: think about the things you've done that support it, think about the things you are doing that support it, think about the things you could do (and are not currently doing) to support it. You will not address all of these topics each session.

Gratitude; each day think about 3 things in your life that you are grateful for (has to be something different each day). Write them down and reflect on them. Or each day send an expression of gratitude: send someone a message telling them how much you appreciate what they've done for you.

Peace of mind; Spend 5 minutes each day calming your mind. Find a comfortable, quiet place where you will not be disturbed. Sit in a comfortable position, close your eyes and concentrate on your breathing. Breathe through your nose. Breathe in for 4 seconds, hold for 4, out for 4, hold for 4. Empty your mind. Let all thoughts and images disappear. If something pops into your head let it in and pass right through - empty your mind again. Some people find it easier to prevent other thoughts by holding onto one simple thought; a word, image, experience of breathing

Journal/document what happens. Keep a daily record of what you did, what happened, and any thoughts or observations you have. You could set a daily reminder on your phone.

Final report: Describe what you did. Then reflect on the effectiveness of the project. What did you experience and learn. What effect did it have on your emotions? Include your journal.