
Term Information

Effective Term Autumn 2015

General Information

Course Bulletin Listing/Subject Area Psychology
Fiscal Unit/Academic Org Psychology - D0766
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1200
Course Title Applied Psychology: Human Behavior in the Wild
Transcript Abbreviation Applied Psychology
Course Description This course will examine how psychological concepts & phenomena are applied in real world contexts, such as law, medicine, social communities, education, sports, business & engineering. It will introduce constructs & research in applied psychology with a focus on domains not covered in traditional intro psych courses. Practicum sessions will be used for student discussion & interactive activities
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Laboratory, Lecture, Recitation
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 42.0101
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore

Requirement/Elective Designation

General Education course:
Individual and Groups; Social Diversity in the United States

Course Details

Course goals or learning objectives/outcomes

- Understand applications of core phenomenon in human behavior and cognition
- Use scientific reasoning to interpret psychological phenomena in context
- Become aware of professions using skills and tools of Psychology

Content Topic List

- Psychology in sports
- Psychology in medicine
- Psychology in law
- Psychology in business and engineering

Attachments

- Psych 1200 Syllabus.doc: syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)
- Psych 1200-Sample-Recitation-Activities.docx: recitation information
(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)
- Psych 1200-GE-Proposal-Info.docx: GE Proposal
(GEC Course Assessment Plan. Owner: Paulsen, Alisa Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen, Alisa Marie	04/18/2014 07:45 AM	Submitted for Approval
Approved	Vasey, Michael William	04/18/2014 08:04 AM	Unit Approval
Approved	Haddad, Deborah Moore	04/18/2014 10:31 AM	College Approval
Pending Approval	Vankeerbergen, Bernadette Chantal Nolen, Dawn Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole Hanlin, Deborah Kay	04/18/2014 10:31 AM	ASCCAO Approval

Psychology 1200
Applied Psychology: Human Behavior in the Wild
Fall 2015

3 Credits Course #NNNN

This course fulfills the GE Categories of Diversity and Social Science-Individuals & Groups

Lecture Sessions:

Room #

Time Mondays, 4 – 6pm

Instructors Dr. X and Y (to be drawn from the set of Cheavens, Peters, and Wagner)

All students in the class will attend the lecture sessions together.

Recitation/Lab Sections:

Room, Time, Instructor Variable (These sessions will be 55 minutes)

There are N Recitation/Lab sections for you to choose from. You must enroll in ONE such section in addition to the lecture sessions. These sections will be taught by graduate teaching assistants.

Contact Information:

	<u>Office #</u>	<u>Email</u>	<u>Phone</u>	<u>Office Hours</u>
Dr. X	PSnnnn	drx.1@osu.edu	8-nnnn	Mondays at 2
Dr. Y	LZnnnn	dry.2@osu.edu	8-mmmm	Thursdays at 8am

Recitation/Lab Section instructors will provide contact information at their first session

Course Description: In this class, we will examine how psychological concepts and phenomena are applied in real world contexts, such as the domains of law, medicine, education, sports, business and engineering.

Pre-Requisites: There are no pre-requisite course requirements for this class: All students are welcome to take it. Students who have previously taken Psych 1100 are allowed, and even encouraged, to take this course as well.

Course Materials: The required textbook for this course is Baye, R. & Jinks, G. (eds) (2013). *Applied Psychology*. Los Angeles: Sage. The text book may be purchased at the Barnes & Noble on High street, or via any retailer of the students' choice.

In addition to the text, several shorter texts will be required reading. These texts will be made available on the course Carmen site.

Attendance Policy:

All students are expected to attend all lectures and recitation sessions. Students are responsible for all material covered in these classes and if you cannot attend for any reason, it is your responsibility to get the material from other students in the class. Some portion of the lectures may be made available through the Carmen website, but these are not intended to be a complete record of the contents of class.

Course Requirements:

(1) Exams (150 total points)

There will be two in-class exams and one final exam. All exams will be non-cumulative and consist of a combination of multiple choice and short-answer questions. Questions may be drawn from material covered in the lectures, material in the assigned readings, and material in the recitation/lab class. Each exam will be worth 50 points. Exam dates are in the course schedule below.

(2) Activities (40 total points)

Each student is responsible for completing reaction papers for **four** of the activities to be conducted in the recitation sections. Each activity will consist of a preparatory activity to be done before the recitation class (such as keeping a daily journal for a week or making a series of observations) and an in-class activity. Although participation is expected for all activities, you are only responsible for completing the reaction paper associated with four of the activities. Each reaction paper is worth 10 points. These papers are due one week following the in-class activity and late papers (i.e., after the start of the class the following week) will not be accepted.

(3) REP (14 total points)

Students will participate in the department's Research Experience Program to learn first hand how experimental practices are conducted and contribute to psychological understanding. Details can be found in the additional REP packet, but in short, students are required to participate in a total of 7 hours of research participation (or they may opt to write short papers instead). Each hour of REP participation is worth 2 points.

Extra Credit Opportunities: Students may earn up to an additional 4 points by doing either (1) Two additional hours of Research Experience Program participation or (2) Writing one additional reaction paper for an activity.

Grading:

There are a total of 204 points in this class. The following grade pattern will be used:

	A	189 – 204 points	A-	183 – 188 points
B+	B	169 – 176 points	B-	163 – 169 points
C+	C	148 – 156 points	C-	142 – 147 points
D+	D	122 – 135 points		
F		121 or fewer points		

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Expected Learning Outcomes:

1. Attain knowledge and understanding about areas of Applied Psychology, in professional domains such as Educational Psychology, Forensic Psychology, Behavioral Medicine and Health Psychological, Psychology of Business, and Sports Psychology.
2. Assess and critically analyze applications of psychological phenomena within non-academic settings as they are discussed in textbooks, newspapers, periodicals, and the internet.
3. Become aware of how knowledge of Psychology is used within various professions and is useful for pursuing diverse career goals.

GE Expected Learning Outcomes (Diversity):

1. *(Diversity, General) Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.*

The course discusses how individuals operate within societal institutions (such as courts, teams, and hospitals) as well as within a general community context. A core theme of the course is understanding that these institutions and communities are products of individual people and considering how the different Psychological elements that shape individuals will help us better understand how these institutions work, and how they can sometimes work better. This theme will recur throughout the sections of the course, and it will also be addressed in detail in our classes on Community and Cultural Psychology.

2. *(Diversity, Social Diversity in the United States) Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.*

This course will consider how differences among individuals (including a range of social categories) influence the ways that people interact with social institutions as well as the way that social institutions shape personal behaviors and vice versa. Moreover, we will especially consider how social and cultural differences among individuals can be leveraged to promote a greater range of leadership styles, improve human-technology interactions, and improve personal self-actualization.

3. *(Diversity, Social Diversity in the United States) Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.*

The course will highlight the Psychological ways that one's personal background influences social interactions and even information processing. Through the lectures – and more extensively through the lab/recitation activities – students will be asked to adopt multiple perspectives on societal institutions and practices, including perspectives different from their own. The value of having diverse perspectives readily available will be a recurring theme in the course and will also be discussed at length in the classes on Community and Cultural Psychology.

GE Expected Learning Outcomes (Social Sciences- Individuals & Groups):

1. *(Social Sciences, General) Students will understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.*

The core phenomena of Psychology center on human behavior and cognition, as well as how humans interact with society in various ways. This course will cover a variety of these core items and

discuss them in particular for how they inform thinking and practice within a variety of societal institutions such as schools, courts, playing fields, hospitals, and the workplace.

2. *(Social Sciences- Individuals and Groups) Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.*

Students will learn how Psychologists gain knowledge through scientific inquiry and will gain personal experience with this process through the “Research Experience Program” portion of the course and the lab/recitation activities.

3 *(Social Sciences- Individuals and Groups) Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.*

This course considers a variety of social contexts in which understanding of human behavior is critical. A recurring theme within the course concerns how individual differences (in gender, race, age, ability levels, etc.) influence how professional institutions and individuals react and interact with each other. Additionally, this course covers Cultural psychology as a way to understand paths through which cultural differences impact individual behavior.

4. *(Social Sciences- Individuals and Groups) Students comprehend and assess individual and group values and their importance in social problem solving and policy making.*

Topics for this course include policy-relevant issues such as appropriate policing strategies and business practices. The course will discuss how Psychological theory is (and should be) used to inform our societal policies.

Class Schedule (Sample)

All chapters and page numbers refer to the Bayne & Jinks text
Additional readings are marked with ***

DATES	LECTURE	RECITATION
Week 1	Learning in the wild: How to succeed in the classroom READING: Chapter 2 – <i>Research: The Ubiquitous Handmaiden of Professionalism</i> (Clifford)	Discussion REP options
Week 2	Culture and Community 1 Are you book smart or street smart? The importance of emotional intelligence READING Chapter 5: <i>Educational and Child Psychology</i> (Fox)	Activity 1
Week 3	Culture and Community 2 Same and different: Benefits and challenges of living in a diverse society READING <i>Community Psychology</i> (Kagan) – p. 283	Activity 2
Week 4	Law 1 Forensic Psychology: Solving crime through Psychology READING: Chapter 9 – <i>Forensic Psychology</i> (Clifford)	Exam Review
Week 5	Law 2 Can crime be prevented? Assessing violence in context READING:	Exam 1

	<i>Personality theory</i> (Baye) p. 286	
Week 6	Law 3 Crime and Punishment: From solitary confinement to community service READING: <i>Forensic Psychology in the prison & probation services</i> (Mann) p. 296	Activity 3
Week 7	Medicine 1 Second opinions: Evaluating health risks and medical choices READING Chapter 3 -- <i>Beyond Evidence-Based Practice: Rethinking the Relationship between Research, Theory, and Practice</i> (Harper, Gannon & Robinson)	Activity 4
Week 8	Medicine 2 The other medicine: Alternative treatments and the power of placebos READING: Chapter 7 – <i>Health Psychology</i> (Nicolson)	Activity 5
Week 9	Medicine 3 Paths to success: How to be your own best life coach READING Chapter 16 – <i>Coaching and Coaching Psychology</i> (Law & Niuwerburgh)	Exam Review
Week 10	Business 1 From Napoleon to the Dalai Lama: Effective Leadership Qualities and Styles READING: Chapter 6: <i>Occupational Psychology</i> (Gibbes, Holloway & Ridley)	Exam 2
Week 11	Business 2 Big business is watching you: Psychological profiling and marketing strategies READING Chapter 8 – <i>Marketing Psychology</i> (Hackley)	Activity 6
Week 12	Engineering 1 Building better mousetraps: Human factors and affordances READING: ***Gladwell, M. (2011) <i>The Truth about Innovation</i>	Activity 7
Week 13	Sports 1 The statistics of sports: Hot hands and moneyball READING: ***Lewis, M. (2009) <i>The No-Stats All Star</i>	Activity 8
Week 14	Sports 2 Performance ups and downs: From flow to choking READING Chapter 11 -- <i>Sport Psychology</i> (Beale & Wilson)	Final Exam review

GE Course Proposal Form for Psych 1200

1. Course request form (submitted online)
2. Syllabus (see attached)

Part 1: DIVERSITY

3. Diversity Rationale

a) How do the course objectives address the diversity outcomes?

In this course, we discuss how individuals operate within societal institutions (such as courts, teams, and hospitals) as well as within a general community context. A core theme of the course is the identification and appreciation of diversity in context. For example, we will foster an understanding of the ways in which individuals make up institutions and communities; as such, considering the ways in which different psychological elements shape individuals will help us better understand how these institutions are shaped and function. . This theme will recur throughout the sections of the course, and it will also be addressed in detail in our classes on Community and Cultural Psychology.

This course will consider how differences among individuals (including a range of social categories) influence the ways that people interact with social institutions as well as the way that social institutions shape personal behaviors and vice versa. Moreover, we will especially consider how social and cultural differences among individuals can be leveraged to promote a greater range of leadership styles, improve human-technology interactions, and improve personal self-actualization.

The course will highlight the psychological ways that one's personal background influences social interactions and even information processing. Through the lectures – and more extensively through the lab/recitation activities – students will be asked to adopt multiple perspectives on societal institutions and practices, including perspectives different from their own. The value of having diverse perspectives readily available will be a recurring theme in the course and will also be discussed at length in the classes on Community and Cultural Psychology. We intend to stress that in applied work (e.g., clinical, community, forensic, sports, medical), the ability to observe, consider, and hold the perspectives of multiple shareholders (e.g., consumers, employers, colleagues) is imperative for success outcomes.

b) How do the readings address the diversity outcomes?

The majority of the readings are drawn from a respected textbook on Applied Psychology (Baye & Jinks, Eds, 2013) that consists of chapters written by experts in the field. We will be reading chapters (and sections of chapters) that explicitly focus on issues of diversity in society (such as the “Community Psychology” chapter by Kagan); moreover, many of the other chapters include sub-sections specifically devoted to diversity issues so that the themes will recur throughout the course. Finally, if our feedback suggests that these readings are not bringing home the points adequately, we will consider including additional readings from outside the textbook that address specific aspects of diversity.

c) How do the topics address the diversity outcomes?

We are devoting one week explicitly to the issues of diversity in society (in the Culture & Community section). However, most of the topics in the class will incorporate diversity themes. For example, the sections on Psychology and the Law (Forensic Psychology, Violence assessment, Prisons & probation) will necessarily involve discussion of race, gender, and SES issues as those are critical to understanding how the relevant institutions are intended to work in society as well as how they often work in practice. We also plan to incorporate a focus on diversity-related components to be incorporated into the weeks on Psychology and Medicine (Risks and risk perceptions, Alternative treatments, Life-coaching) as well as Psychology and Business (Marketing, Leadership). The remaining topics (e.g., Psychology and Engineering) will address diversity with a focus on diversity of abilities and these differences impact human factors and technology interfaces.

d) How do the written assignments address the diversity outcomes?

The writing in the class will come through the eight planned recitation activities (of which students will turn in written components for four). These activities will span the full range of topic areas and, therefore, we expect the activities to reflect diversity just as the topic areas do (please note the response in section c, above). Moreover, all eight activities will involve an out of class component in which students reflect on and/or document their perspectives related to experiential learning exercises; the activities also each involve an in-class component in which students will interact in a group format to discuss those experiences and learn from the experiences of others. Thus, the activities themselves will offer students many opportunities to directly compare their own experiences to those of a diverse set of peers. Students will be encouraged to think about and reflect upon what causes differences among individuals in the spirit of trying to help them consider the role that differences in background, history, religious beliefs, and demographic factors play in shaping our individual experiences.

4. Diversity Assessment Plan

a) Specific methods to assess that the aggregate of students are achieving the goals

Students' aggregate achievement of the diversity goals will be measured through their responses on three surveys to be administered during the first, 8th, and final week of classes. The surveys will identify the outcomes and the expected level of achievement and students will rate how well they are achieving the target levels. If we discover through the course of teaching that the goals are not being adequately met, we will adjust one or more of the activities, readings, or lectures so that all students will achieve the goals.

b) Explanation of the level of achievement expected

We expect that students will be able to identify sources of diversity, explain how diversity shapes individual experiences, explain ways in which larger social institutions are (and are not) responsive to differences among individuals in their interactions with them, and identify benefits of and challenges for creating social institutions that are sensitive to diversity.

c) Description of follow-up/feedback process

We will summarize and quantify the responses on the student surveys after each one is administered. In addition, at the end of the semester, we will examine the extent to

which progress towards the outcomes was made over the course of the semester. Based on the survey results, class activities, readings and lectures (see also part 3b above) will be modified as needed to ensure all course objectives are met. Results of the survey will also be provided to the students (in aggregated form) so that they receive feedback about the overall level of achievement of the class and can situation their own responses with respect to the class context.

Part 1: SOCIAL SCIENCES (Individuals & Groups)

3. Social Sciences Rationale

a) How do the course objectives address the social sciences outcomes?

The core phenomena of psychology center on human behavior and cognition, as well as how humans interact with society in various ways. This course will cover a variety of these core constructs with a focus on how they inform thinking and practice within a variety of societal institutions such as schools, courts, playing fields, hospitals, and the workplace.

Students will learn how Psychologists gain knowledge through scientific inquiry and will gain personal experience with this process through the “Research Experience Program” portion of the course and the lab/recitation activities.

In this course, we consider a variety of social contexts in which understanding of human behavior is critical. A recurring theme within the course concerns how individual differences (in gender, race, age, ability levels, etc.) influence how professional institutions and individuals react and interact with each other. Additionally, this course covers Cultural psychology as a way to understand paths through which cultural differences impact individual behavior.

Topics for this course include policy-relevant issues such as appropriate policing strategies and business practices. The course will discuss how psychological theory is (and should be) used to inform our societal policies.

b) How do the readings address the social sciences outcomes?

The majority of the readings are drawn from a respected textbook on Applied Psychology (Baye & Jinks, Eds, 2013) that consists of chapters written by experts in the field. All the chapters in the book center on how core areas of Psychology are linked to applied endeavors (such as law, policing, the classroom, sports, etc.), and, as noted above (part a), the core areas of Psychology are canonical instantiations of the social sciences goals. Moreover, if our feedback suggests that these readings are not bringing home the points adequately, we will consider including additional readings from outside the textbook that address specific aspects of social sciences and Psychology.

c) How do the topics address the social sciences outcomes?

Each week, this course links a core area of Psychology to an applied endeavor; the major topic areas in the syllabus refer to the applications (Law, Medicine, Business, etc.). The fundamental point of the course is to show how Psychological theory is used in each of these applied areas and how understanding Psychology can help one better understand these applied areas. And, as noted in part (a) above, the core areas of Psychology are canonical instantiations of the social sciences goals.

d) How do the written assignments address the social sciences outcomes?

The writing in the class will come through the eight planned recitation activities (of which students will turn in written components for four). These activities will span the full range of topic areas and therefore we expect the activities to reflect the social sciences goals just as the topic areas do (please note the response in section c, above). Moreover, all eight activities will involve an out of class component in which students will reflect on and/or document something within their own experience as well as an in-class component in which students will interact in group format to compare those experiences. Thus, the activities themselves incorporate the social sciences goals by asking students to engage in mini-experiments in which they examine their own human behavior and pool their behavior with others to facilitate scientific examination and illuminate Psychological theory.

4. Social Sciences Assessment Plan

a) Specific methods to assess that the aggregate of students are achieving the goals

Students' aggregate achievement of the diversity goals will be measured through their responses on three surveys to be administered during the first, 8th, and final week of classes. The surveys will identify the outcomes and the expected level of achievement and students will rate how well they are achieving the target levels. If we discover through the course of teaching that the goals are not being adequately met, we will adjust one or more of the activities, readings, or lectures so that all students will achieve the goals.

b) Explanation of the level of achievement expected

We expect that students will be able to explain the basic methodological approach of the field of Psychology for studying the behavior of individuals and groups, to identify specific instances in which Psychological theory informs everyday practices in multiple applied areas (Law, Medicine, Business, etc.), and to identify how social institutions are influenced by the psychological processes of individuals interacting with them.

c) Description of follow-up/feedback process

We will summarize and quantify the responses on the student surveys after each one is administered. In addition, at the end of the semester, we will examine the extent to which progress towards the outcomes was made over the course of the semester. Based on the survey results, class activities, readings and lectures (see also part 3b above) will be modified as needed to ensure all course objectives are met. Results of the survey will also be provided to the students (in aggregated form) so that they receive feedback about the overall level of achievement of the class and can situation their own responses with respect to the class context.

Psych 1200: Sample Recitation Activities

This class will include several activities that students will do during recitation classes under the supervision and guidance of the assigned GTA. The primary purpose of these activities is to increase understanding of core concepts and increase the likelihood of generalization of the concepts through active learning experiences. All the activities will consist of three parts:

(1) Pre-Class preparation

Students will be expected to come to the recitation prepared for the specific in-class activity. The particular form of preparation will be announced in the lecture section and posted on the course Carmen site. Examples of preparation include observation of a phenomenon outside of class, tracking behavior over a period of time, and obtaining a specific piece of information from a popular news source.

(2) In-Class activity

During the recitation class, students will engage in an experiential learning activity that makes use of their preparation. For example, they may be asked to pool their observations and provide an analysis, engage in a classic study, or debate about a topic.

(3) Reaction Paper

Following the activity, students will be required to write about it in some way. For example, they may be asked to provide a reflection paper, a brief lab-style report, or a mock newspaper article.

Students will receive detailed instructions about all three parts of the assignment. The specific activities will vary from semester to semester; below are some sample activities we expect to do in the class:

• The importance of sleep (Medicine)

Students will keep a sleep diary for a week. In class students will do a few classic cognitive tasks, and the data will be pooled and analyzed in class with respect to individual students' sleep histories. The written component will be a reflection paper with sleep goals.

• Choking (Sports)

Students will memorize a brief poem to read in front of the class. Students will be randomly assigned in class to one of several presentation preparatory strategies (e.g. deep breathing, focusing on the audience naked, etc.) and the class will evaluate the presentations. Students will write up reflection papers of the experience.

• Influencing Memory reports (Law)

Students will watch a designated video showing a car accident. In class, students will be randomly assigned one of several leading questions to describe the video. The responses will be analyzed with respect to how memories can be influenced by retrieval

cues. The written component will be a recommendation memo to a judge about how lawyers should be allowed to ask questions.

- Affordance and Design (Business/Engineering)

Students will be asked to find and take pictures of 3 different beverage containers (cans, coffee-cups, bottles, etc.). In class, students will engage in a “re-design” session and discuss the psychological affordances of each container and how they can be improved. The written component will be a proposal for the ideal container to use for a novel product.