

# Approval Chart for Curriculum Changes

A = Approval

I = Information\*

Course Number \_\_\_\_\_ or Degree Plan(s) Psychology BS  
 State the requested change and reason. A memo may be attached if more space is necessary.

See attached memo for Psychology BS plans for meeting Capstone Learning Outcomes.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

COUNCIL\*\*

|     | Change to a Course                                                                                    | Dept./School | College Academic | Deans | TEC | UGEC | UUAC | GRAD | Provost | President |
|-----|-------------------------------------------------------------------------------------------------------|--------------|------------------|-------|-----|------|------|------|---------|-----------|
| 1.  | Title (description unchanged)                                                                         | A            | A                | A     |     | I    |      |      | I       | I         |
| 2.  | Description (not affecting content)                                                                   | A            | A                | A     |     | I    |      |      | I       | I         |
| 3.  | Content (substantive change)                                                                          | A            | A                | A     |     | I    |      |      | A       | A         |
| 4.  | Number of hours (lecture, lab, contact)                                                               | A            | A                | A     |     | A    |      |      | A       | A         |
| 5.  | Course number within the hundred                                                                      | A            | A                | I     |     | I    |      |      | I       | I         |
| 6.  | Course number beyond the hundred                                                                      | A            | A                | A     |     | A    |      |      | A       | A         |
| 7.  | Prerequisites                                                                                         | A            | A                | A     |     | I    |      |      | I       | I         |
| 8.  | Course fee(s)                                                                                         | A            | --               | A     |     | --   |      |      | A       | I         |
| 9.  | From U to G or G to U                                                                                 | A            | A                | A     |     | A    |      |      | A       | A         |
| 10. | Cross list with another dept: U or G level                                                            | A            | A                | A     |     | A    |      |      | A       | A         |
| 11. | Department of record                                                                                  | A            | A                | A     |     | A    |      |      | A       | A         |
| 12. | Open or close a course                                                                                | A            | A                | A     |     | A    |      |      | A       | A         |
| 13. | New course — See Adams Center for packet.<br>This change includes combining or splitting a course(s). | A            | A                | A     |     | A    |      |      | A       | A         |

\* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

\*\*Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

## Approval Chart for Curriculum Changes

A = Approval

I = Information

|     | Change to a Degree Plan                                                                          | Dept./School | College Academic | Deans | TEC | COUNCIL |      |      | Provost | Faculty | President |
|-----|--------------------------------------------------------------------------------------------------|--------------|------------------|-------|-----|---------|------|------|---------|---------|-----------|
|     |                                                                                                  |              |                  |       |     | UGEC    | UUAC | GRAD |         |         |           |
| 1.  | University Requirements — Change in approved course content**                                    | A            | A                | A     |     | A       |      |      | A       | --      | A         |
| 2.  | University Requirements — Add or drop a required course from the University Requirements chart** | A            | A                | A     |     | A       |      |      | A       | A       | A         |
| 3.  | University Requirements — Add or drop a course from a menu within the University Requirements**  | A            | A                | A     |     | A       |      |      | A       | --      | A         |
| 4.  | University Requirements — Change hours within a menu on the University Requirements chart**      | A            | A                | A     |     | A       |      |      | A       | A       | A         |
|     |                                                                                                  |              |                  |       |     |         |      |      |         |         |           |
| 4.  | Major — Revision of major ♦ ‡                                                                    | A            | A                | A     |     | A       |      |      | A       | --      | A         |
| 5.  | Major — Adopt or change admission requirements                                                   | A            | A                | A     |     | A       |      |      | A       | --      | A         |
| 6.  | Major — Add or discontinue                                                                       | A            | A                | A     |     | A       |      |      | A       | A       | A         |
|     |                                                                                                  |              |                  |       |     |         |      |      |         |         |           |
| 7.  | GPA — Revise major or cumulative requirement                                                     | A            | A                | A     |     | A       |      |      | A       | A       | A         |
|     |                                                                                                  |              |                  |       |     |         |      |      |         |         |           |
| 8.  | Minor — Revise course selection                                                                  | A            | A                | A     |     | I       |      |      | I       | --      | I         |
|     | Minor — Add or discontinue                                                                       | A            | A                | A     |     | A       |      |      | A       | --      | A         |
|     |                                                                                                  |              |                  |       |     |         |      |      |         |         |           |
| 9.  | Degree — Add or discontinue                                                                      | A            | A                | A     |     | A       |      |      | A       | A       | A         |
| 10. | Any change to a graduate degree program*                                                         | A            | A                | A     |     | A       |      |      | A       | --      | A         |

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

\* All graduate degree plan changes must go through the Graduate Council.

\*\* Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

Revised 4-18-12

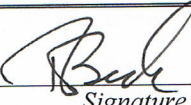
## Approval Chart for Academic Information Changes

|    | Change to the Catalog                                                                                            | Dept./School | College Academic | Deans | UGEC | UUAC | GRAD | Provost | Faculty | President | Board of Trustees |
|----|------------------------------------------------------------------------------------------------------------------|--------------|------------------|-------|------|------|------|---------|---------|-----------|-------------------|
|    |                                                                                                                  |              |                  |       |      |      |      |         |         |           |                   |
| 1. | General requirements for graduation including course requirements that are common to all majors for all degrees* | --           | --               | --    |      | A    |      | A       | A       | A         | --                |
| 2. | Admission requirements                                                                                           | --           | --               | --    |      | A    |      | A       | A       | A         | --                |
| 3. | Policies governing academic probation and suspension                                                             | --           | --               | --    |      | A    |      | A       | A       | A         | --                |
| 4. | Requirements for graduating with honors                                                                          | --           | --               | --    |      | A    |      | A       | A       | A         | --                |
|    |                                                                                                                  |              |                  |       |      |      |      |         |         |           |                   |
| 5. | Other academic policy changes                                                                                    | --           | --               | --    |      | A    |      | A       | --      | A         |                   |

\* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-2-11

# Curriculum/Catalog Changes Signature Page

|                                                                                                               |                                                 |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <b>Department/School Chair(s)</b>                                                                             |                                                 |
| <br>_____<br><i>Signature</i> | <u>2/25/13</u><br>_____<br><i>Approval date</i> |
| _____<br><i>Signature</i>                                                                                     | _____<br><i>Approval date</i>                   |

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>College Academic Council(s)</b> |                               |
| _____<br><i>Signature</i>          | _____<br><i>Approval date</i> |
| _____<br><i>Signature</i>          | _____<br><i>Approval date</i> |

|                           |                               |
|---------------------------|-------------------------------|
| <b>Dean(s)</b>            |                               |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |

|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>Teacher Education Council</b>  |                               |
| _____<br><i>Chair's signature</i> | _____<br><i>Approval date</i> |

|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>General Education Council</b>  |                               |
| _____<br><i>Chair's signature</i> | _____<br><i>Approval date</i> |

|                                       |                               |
|---------------------------------------|-------------------------------|
| <b>Undergraduate Academic Council</b> |                               |
| _____<br><i>Chair's signature</i>     | _____<br><i>Approval date</i> |

|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>Graduate Council</b>           |                               |
| _____<br><i>Chair's signature</i> | _____<br><i>Approval date</i> |

|                           |                               |
|---------------------------|-------------------------------|
| <b>Provost</b>            |                               |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |

|                                         |                               |
|-----------------------------------------|-------------------------------|
| <b>Faculty</b>                          |                               |
| _____<br><i>Chair of faculty senate</i> | _____<br><i>Approval date</i> |

|                           |                               |
|---------------------------|-------------------------------|
| <b>President</b>          |                               |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |

## **Memorandum**

**Subject:** Psychology Department Capstone Implementation

**To:** UGEC and UUAC

**From:** Department of Psychology

**Submitted by:** Richard Beck (Chair, Department of Psychology)

The learning outcomes for the Capstone experience are:

**LO #1:**

A required paper with a minimum length of 2000 words (approximately 7 pages) and worth a minimum of 10% of the assessment for the course in which it is included. This paper provides an opportunity for a summative assessment of the student's information literacy skills, including the proper citation of a minimum of 5 appropriate sources that support their research. Options to satisfy this prompt include, but are not limited to, a traditional research paper; a evaluative/reflective essay that accompanies a creative or scholarly work (such as a senior art show or recital), describing elements of the creative process; or a business plan that incorporates market research and analysis with the proposal of a specific entrepreneurial venture.

**LO #2:**

An assignment that demonstrates the student's ability to think critically about faith and vocation as it is expressed in a particular discipline met by a course or experience in the students' degree plan or major.

**LO #3:**

A comprehensive skills and accomplishments inventory reflecting the student's scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, integrative thinking, knowledge, etc.

In the Psychology BS Degree Plan the Capstone learning outcomes will be (and are currently) accomplished in the following courses (see attached syllabi, relevant assignments marked \*\*\*):

**LO #1:**

PSYC 351.L Experimental Psychology lab: research project and journal article write-up assignment

**LO #2:**

PSYC 485 Introduction to Counseling: Vocational essay assignment

**LO #3:**

PSYC 401 Psychology Seminar: Resume assignment

## Experimental Psychology P SYC 3 5 1-01(4 Credit Hours)

Spring 2013

10:00 am- 10:50 am (ADM 327)

M&W&F

1. Teacher Information:

A. Name: Billy Van Jones, PhD (professor of Psychology)

B. Office: 210F

C. Telephone #: Ext 2281

D. E-Mail: [jonesb@acu.edu](mailto:jonesb@acu.edu)

E. Office Hours:

|                  |                                              |
|------------------|----------------------------------------------|
| <b>Monday</b>    | <b>11:30 am - Noon</b>                       |
| <b>Tuesday</b>   | <b>9:30 am – 11:00 am; 1:00 pm – 2:00 pm</b> |
| <b>Wednesday</b> | <b>2:00 pm – 3:30 pm</b>                     |
| <b>Thursday</b>  | <b>9:30 am – 11:00 am; 1:00 pm – 3:30 pm</b> |
| <b>Friday</b>    | <b>2:00 pm – 3:30 pm</b>                     |

2. Mission: To educate students for Christian service and leadership throughout the world
3. Integration of Faith and Religion: A class will be devoted to religion as a way of acquiring knowledge
4. Prerequisite: PSYC 368
5. Course Rationale:

A course in research methods provides a solid foundation for other psychology courses in more specific content areas (social, cognitive, developmental, etc.). A methods course teaches a *process* of acquiring and evaluating knowledge that is then applied to all of the specific content areas. Fully understanding a textbook of a content area is infinitely easier if you know something about method.

Even if you have no desire to become a research psychologist, you might like to be a professional practitioner of psychology someday. Practitioners, such as Clinical Psychologists and School Psychologists, must earn an advanced degree which includes research. A methods course is an obvious first step to learning the necessary skills to conduct research. In fact, your chances of getting into a graduate program in the first place are improved significantly if you (a) do well in undergraduate research methods and statistics courses, and (b) are involved in doing some research as an undergraduate.

Once you begin your career you will need to keep up with the latest research in your area of expertise and you will need to be able to read research critically. Also, if you work for a social service agency, you may find yourself dealing with accreditation boards or funding sources who will want to know if your psychological services are effective. Evaluation of effectiveness requires research.

Even if you never collect a single piece of data after completing this course, knowledge of research methods will make you a more informed and critical consumer of information. We

are continually exposed to claims about human behavior. What you learn in PSYC 351 will prepare you to evaluate such claims.

6. Description of the course:

This course will expose you to research methods in psychology at the undergraduate level as a problem solving activity. You will engage in problem-solving during each stage of research in PSYC 351, from choosing the problem to publishing the results. Problem-solving is a demanding task. It requires work: a high level of mental activity and time. While some of the work can occur during class sessions, you must also work outside the classroom. You will need to read the assignments before we discuss them in the classroom. Some of you might need to arrange one-on-one meetings with me during my office hours.

I will not attempt to cover all areas of Experimental Psychology. During lectures, I will emphasize basic concepts and procedures that newcomers to research should learn. Be prepared to ask questions and answer questions during the discussions. After we discuss concepts and procedures I will give you a quiz.

The quiz will be open-book. You can use your book, notes, and PowerPoint presentations as you take the quiz. You must not consult with anyone when taking the quiz: a classmate, teacher, etc. Since the quiz is open-book, the items will be more difficult than the items on major tests, which should be good preparation for the tests. After you take a quiz, I will answer any questions you have about quiz items. Next, you will participate in a Small Group Activity (SGA). During the SGA, you will form groups and complete an assignment and submit a group report. I will not answer questions during the SGA because the SGA is designed to be a critical thinking exercise in which you learn from each other as you apply concepts and procedures: recognize a research problem and solve the problem. After a quiz and SGA, you will take a major test.

While statistics and research are inseparable, success in this course does not depend upon prior understanding of statistics. When it is appropriate, I will provide an intuitive explanation of required statistical tests, along with the reason for selecting them. We will perform statistical tests on the computer. Use of the computer will be explained during lab sessions.

7. Objectives

*Consistent with information in the textbook and the lectures, students*

- A. Recognize research concepts or terminology
- B. Apply research processes & give their consequences

8. Measurement of Objectives A and B

A. Objective A

- a. Multiple-Choice Tests: Approximately 50 items per test
- b. Multiple-Choice Quizzes: Approximately 20 items per quiz (Open-book & notes, no "friends")
  - 1) Required method of submission: Blackboard  
If you take a quiz on a non-ACU computer, you accept responsibility for its compatibility with the ACU network and its reliability.
  - 2) Alternative submission if Blackboard crashes
    - a) E-mailed or
    - b) Typed & given in class prior to feedback on the quiz
    - c) **Handwritten: Not Accepted = 0**
- c. Multiple-Choice Final: Approximately 100 items (Comprehensive)

B. Objective B: SGA = Short Essay

Several SGAs will occur throughout the semester on any day. So come to class.

9. Scoring

A. Objective A: Number of items correct (points) divided by the total number of points possible

B. Objective B: Number of correct responses (points) divided by the total number of points possible

**Not Submitting Work When Due:**

A "makeup" is permitted for a quiz or SGA, only if it was not submitted when due because of an "excused reason": typically major illness of the student or a family emergency. The student

must report the "excused reason" the first class day the student attends class after the assignment

was due. The "makeup" must be taken on Makeup Day (See the Class Schedule). A student can "makeup" a test on Makeup Day, regardless of the reason, but with a penalty if the reason is not an "excused reason".

10. Contributors to Grade:

|          |     |
|----------|-----|
| Test #1: | .15 |
| Test #2: | .15 |
| Test #3: | .15 |
| Test #4: | .15 |

|        |     |
|--------|-----|
| SGA:   | .10 |
| Quiz:  | .05 |
| Final: | .25 |

Grading Scale:

A:  $\geq 90\%$   
 B: 80 - 89%  
 C: 70 - 79%  
 D: 60 - 79%  
 F:  $\leq 59\%$

11. Tentative Schedule: (I will alter the schedule if I believe that a change will help the class understand concepts)

|     |    |              |
|-----|----|--------------|
| Jan | 14 | Introduction |
|     | 16 | Pp 1-14      |
|     | 18 | Pp 14-24     |
|     | 23 | Pp 14-24     |
|     | 25 | Pp 39-54     |
|     | 28 | Pp 39-54     |
|     | 30 | Quiz #1      |
| Feb | 1  | Test #1      |
|     | 4  | Pp 229-236   |
|     | 6  | Pp 229-236   |
|     | 8  | Pp 237-238   |
|     | 11 | Pp 237-238   |
|     | 13 | Pp 147-166   |
|     | 15 | Pp 147-166   |

|     |    |                          |
|-----|----|--------------------------|
|     | 18 | Quiz #2                  |
|     | 20 | Test #2                  |
|     | 22 | Pp 225-229, 341-346, 348 |
|     | 25 | Pp 225-229, 341-346, 348 |
|     | 27 | Pp 225-229, 341-346, 348 |
| Mar | 1  | Pp 225-229, 341-346, 348 |
|     | 4  | Pp 183-188               |
|     | 6  | Pp 248-257               |
|     | 8  | Pp 248-257               |
|     | 18 | Pp 257-264               |
|     | 20 | Pp 257-264               |
|     | 22 | Quiz #3                  |
|     | 25 | Test #3                  |
|     | 27 | Pp 281-298               |
| Apr | 1  | Pp 281-298               |
|     | 3  | Pp 299-307               |
|     | 5  | Pp 299-307               |
|     | 8  | Pp 315-323               |
|     | 10 | Pp 315-323               |
|     | 12 | Pp 323-335               |
|     | 15 | Pp 323-335               |
|     | 17 | Pp 323-335               |
|     | 19 | Quiz #4                  |
|     | 22 | Test #4                  |
|     | 24 | Pp 347-349               |
|     | 26 | Pp 347-349               |
|     | 29 | Pp 353-359               |
| May | 1  | Pp 353-359               |
|     | 3  | Quiz #5                  |
|     | 6  | Make-Up Day*----Dead-day |
|     | 7  | Final (10 - 11:45 am)    |

\*Outside class

12. Jackson (2012). Research Methods and Statistics: A Critical Thinking Approach, 4<sup>th</sup> ed.

### 13. Disability Accommodations:

The Disability Service Office (Alpha) facilitates disability accommodations. You must be registered with the Disability Service Office and you must complete a specific request for accommodations.

To register with the Disability Services Office, you must provide current and complete documentation of your disability.

To request accommodations, you should obtain separate Disability Accommodations Request forms for each class in which you will need accommodations at the beginning of each semester from

the Disability Accommodations Coordinator. You must discuss your need with each professor, obtain his or her signature on the form, and return a copy of the form to the Disability Accommodations Coordinator. You will then be given specific directions as to how accommodations will be facilitated.

#### 14. Attendance Policy:

A student who is required to miss a class to participate in a school activity will not be penalized by the teacher for missing that class, provided:

1. That the activity has been officially approved as an activity requiring students to miss class meetings on specified dates;
2. That the student has been officially designated by the director of the activity as a member of the group required to miss classes;
3. That, before missing the class, the student has reported to the teacher to provide evidence that the conditions above have been met and to arrange to make up the work in a way and at a time acceptable to the teacher;
4. That the student has not already missed 20 percent or more of the total meetings of the class (usually 9 MWF meetings, 6 TTH meetings, or 3 meetings of a one-day-per-week class.). Misses include both regular absences and misses permitted under this policy; and,
5. That the student has satisfactorily made up the missed work within the time limit and in the way agreed upon by the student and the teacher under Condition 3 above.

A student who misses a class for other reasons approved by the Student Guide will not be penalized, provided:

1. Upon returning to class, the student provides evidence that the absence meets the regulations of the Student Guide and the student arranges to make up the work in a way and at a time acceptable to the teacher.
2. That the student has not already missed 20 percent or more of the total meetings of the class (usually 9 MWF meetings, 6 TR meetings, or 3 meetings of a one-day-per-week class. Misses include both regular absences and misses permitted under this policy; and, .
3. That the student has satisfactorily made up the missed work within the time limit and in the way agreed upon by the student and- the teacher under Condition 2 above.

Regardless of the reason, a student cannot miss more than 20 percent of the total number of class days and receive credit for the course.

When a student comes to class while attendance is being checked or after attendance has been checked, it is the responsibility of the student to notify the teacher of the student's

attendance at the end of the class period, not days or weeks later.

If a student decides to "drop" the class, the student must go through the formal process of "dropping" the class (obtain a "drop form" and submit the form to the Registrar's Office by the deadline set by the Registrar's Office). If the student only quits attending class, the student will receive an "F" at the end of the semester.

A student cannot "drop" the cl and remain enrolled in PSYC 351L1/L2.

Experimental Psychology Lab PSYC 351L2

(0 Credit Hour)

Spring 2013

Monday 3:00 pm- 4:50 pm

Chambers 120

General Information:

1. Teacher: Billy Van Jones, PhD (Professor of Psychology)
2. Office C210F
3. Tel#: 674-2281
4. E-Mail: [jonesb@acu.edu](mailto:jonesb@acu.edu)
5. Office Hours:

**Monday**                      11:30 am - Noon

**Tuesday**                      9:30 am – 11:00 am; 1:00 pm – 2:00 pm

**Wednesday**                      2:00 pm – 3:30 pm

**Thursday**                      9:30 am – 11:00 am; 1:00 pm – 3:30 pm

**Friday**                      2:00 pm – 3:30 pm

For your convenience, please make an appointment to insure that I am in the office when you arrive. Many times I must go to committee meetings or faculty meetings. Also, you can avoid having to wait outside the office while I talk to another student. An appointment is not required.

**Rationale for the Lab:**

Nearly all university psychology departments provide undergraduates with "hands on" experience designing, conducting, and reporting psychological research. This experience usually occurs in a lower division laboratory course. Also, the need for early exposure to "hands on" research is indicated by the increasing emphasis upon research in psychology courses and by graduate school admission committees inquiring about an applicant's involvement in research.

**Context:**

The Lab is designed for the junior/senior level. It is for undergraduates only. The focus is on experiments and non-experiments. The lab will parallel the material covered in PSYC 35101/02. A student must be enrolled in the lab and in PSYC 35101/02 during the same semester.

Entry Characteristics. Some students come to PSYC 351L2 with a thorough knowledge of psychology while others do not. As a minimum, you should be familiar with the content of Introductory Psychology. It would also be wonderful, if you were familiar with the content of Elementary Statistics. Since you probably will not have taken Elementary Statistics before enrolling in PSYC 351L2, I will introduce you to Elementary Statistics through an intuitive approach, as you complete exercises. Statistical sophistication is not a requirement for success in the lab.

Teacher-Student Roles. I will present or make available guidelines and examples to the class. You are to ask questions at any time. After you indicate that you do not have a question to ask, I will give an assignment. At that point I expect you to complete the assignment independent of me. Think of the assignment as a mini-test. It is not a time for you to ask questions or to ask for help. It is a time for you to demonstrate what you have learned.

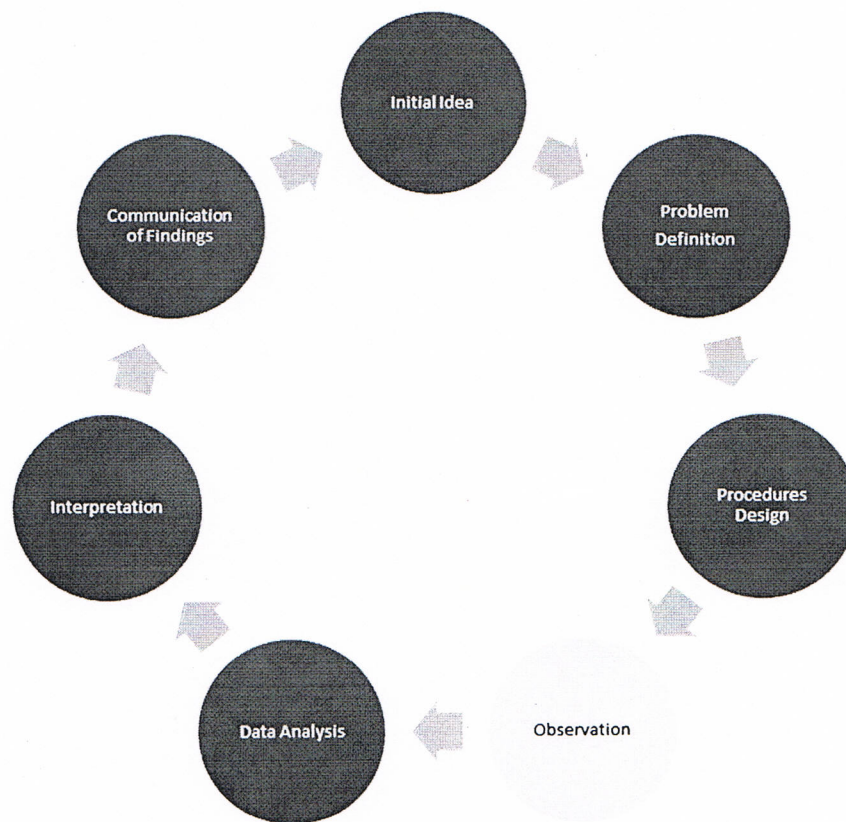
You are expected to work on assignments during the time scheduled for the Lab. Be prepared to stay the entire time. To receive credit for an assignment you must attend class the day the assignment is given and is due and submit the assignment when due. If you do not meet the requirements in "red", it is your responsibility to notify me the first time you attend the lab after the assignment was due. Typically, the only acceptable excuse is several days of documented illness that prevent class attendance.

**\*\*\*Objectives:**

1. Given exercises, a computer, and software, you will create data files, perform a statistical analysis and make tables and figures.
2. Given suggestions for selecting a research topic, you will submit the name of your topic and the reasons for selecting the topic.
3. Given access to PsycInfo & an abstract of a journal article, you will find the journal article during a lab session.
4. Given an example of critiquing a journal article, you will submit an evaluation of a journal article relevant to your topic.
5. You will submit the full-text of 10 empirical journal articles that are relevant to your topic.

6. Given guidelines for writing a journal article, you will write the sections of a journal article.
  - A. Format: Typed, double-spaced throughout
  - B. Deadline: Start of the next lab following the giving of the assignmentLate: Zero, unless *extremely unusual* circumstances  
(not “one-day sick” since lab time and a week given to complete assignments)

Writing the sections of a journal article will allow you to complete the process of a research project;



7. Given directions in creating a PowerPoint presentation, you will make a PowerPoint presentation of your research and present it during the last lab day. The PowerPoint presentation must incorporate any changes suggested by the feedback that you receive after submitting sections of the journal article. During the PowerPoint presentation, you should show that you can explain orally your Project without reading from notes.

You cannot receive credit for PSYC 35101/02 if you do not make and present a PowerPoint presentation.

Text: None

|                                        |     | Grade Scale:  |
|----------------------------------------|-----|---------------|
| Contributors to Grade:                 |     |               |
| Homework (Objectives 3, 6):            | 60% | A: $\geq$ 90% |
| Data Files (Objective 1)               | 10% | B: 80-89%     |
| Reports (Objectives 2, 4, 5):          | 10% | C: 70-79%     |
| PowerPoint Presentation (Objective 7): | 20% | D: 60-69%     |
|                                        |     | F: $\leq$ 59% |

#### Schedule

|     |    |                                                                          |
|-----|----|--------------------------------------------------------------------------|
| Jan | 14 | Introduction to Lab; Selection of Topic*                                 |
|     | 28 | Database Search, [Selection of Topic]**                                  |
| Feb | 4  | Evaluation of Journal Article [Five Full-text articles]                  |
|     | 11 | Introduction [Five Full-text articles; Typed Evaluation]                 |
|     | 18 | Intro (No Lab)→Read Journal articles                                     |
|     | 25 | Participant and Apparatus [Title page & Introduction]                    |
| Mar | 4  | Design [Participant & Apparatus]                                         |
|     | 18 | Procedure and Selection of test [Design]                                 |
|     | 25 | Results and Demo of Analyses [Procedure & Selection of Statistical Test] |
| Apr | 1  | Analysis and Graphs of Project [In-Lab]                                  |
|     | 8  | Discussion [Results]                                                     |
|     | 15 | Abstract & References [Discussion]                                       |
|     | 22 | PowerPoint Creation [Abstract & References]                              |
|     | 29 | PowerPoint Presentation                                                  |

\*Note- Topic of the lab session

\*\*Note- Brackets indicate assignment due from previous lab session

Data file creation and manipulation sessions will occur as needed no set schedule).

Read Attendance and Accommodation Policy on PSYC 35101 syllabus

**Abilene Christian University**  
**Introduction to Counseling**  
**PSYC 485.01 SYLLABUS**  
**Spring 2013 M and W 2:00 p.m.-3:20 p.m.**  
**Chambers Hall 107**

**Professor:** L.A. Norsworthy, Ph.D.

Office: Chambers Hall 210 B, 674-2282

E-mail: [norsworthyl@acu.edu](mailto:norsworthyl@acu.edu)

Office Hours: M 1:00 p.m. - 2:00 p.m. and 3:30 p.m.- 5:30 p.m.

T 1:00 p.m. - 3:00 p.m.

W 10:00 a.m. - 11:00 a.m., 1:00 p.m. - 2:00 p.m., 3:30 p.m. - 5:30 p.m.

**Texts:** Corey, G. (2013). *Theory and practice of counseling & psychotherapy* (9<sup>th</sup> ed.). Belmont, CA: Thomson Brooks/Cole.

Corey, G. (2012). *Student manual for theory and practice of counseling and psychotherapy* (8<sup>th</sup> ed.). Belmont, CA: Thomson Brooks/Cole.

Haney, J. H., & Leibsohn J. (1999). *Basic counseling responses*. Pacific Grove, CA: Brooks/Cole.

Prochaska, J. O., Norcross, J. C., & Declemente, C. C. (1994). *Changing for good*. New York: Avon Books, Inc.

**Course Description:** This four hour credit course is an introduction to theory and practice of counseling. The emphasis is on the development of essential attending, interviewing and influencing skills. The course requires a lab that meets two hours per week, Monday 3:30-5:20 p.m. in CH 205 or Thursday 3:30-5:20 p.m. in CH 205. The laboratory is graded and credited with the course.

**Course Objectives:**

- To provide the student with information about the therapeutic process and the practical elements of the counseling interaction
- To provide the student with an experiential laboratory to learn and practice listening and attending skills essential to the counseling process
- To expose the student to a variety of ethical and professional issues in counseling and to guide the student in developing a position on these issues
- To develop an interest in reading in the counseling field
- To develop self-evaluation skills, writing skills and critical thinking skills
- To encourage the student to integrate the theoretical and experiential learning in order to form a personal model of the counseling process
- To challenge the student to look at his or her own qualities that support and hinder their attempts at being therapeutic for others

**Principles of Course:**

- Active and cooperative learning: Several teaching styles will be presented and student involvement will be required to maximize learning. The activities utilized are designed to

enhance the student knowledge and ability to use that knowledge. Thus, class attendance and preparation is imperative.

- **Quality:** Student work is expected to be on time and of good quality. An aspect of the quality of the work is being turned in on the due date of the assignment.
- **Critical thinking:** This principle is implemented with assignments that require organizing, applying and synthesizing ideals. The focus of this course is to increase student ability to think and reflect on the ideas and facts that are presented.
- **Fulfillment of the University's Mission:** This course will acknowledge and be guided by the incorporation of Biblical truths that are relevant to the objectives and principles of this course.

### Course Requirements:

- **Attendance & Participation:** Regular attendance and participation is expected. Students are responsible for all work missed, regardless of the reason.
- Read and understand the textbook materials, chapters 1-11 and 14-16.
- Complete the exercises in *Student Manual*, chapters 1-11 and 14-16.
- Write a three-page essay.
- As a member of a group, present the case of Stan from an assigned therapeutic perspective.
- Participate in Inner Circle/Outer Circle Exercises
- **Tests:** Tests will be multiple-choice. There will be four tests, each covering three chapters and a final exam that will cover chapters the nine therapies covered.
- Complete all work in Lab including assignments from *Basic Counseling Responses* and *Changing for Good*.

**Academic Integrity:** Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violation will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office site and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

**Counseling Laboratory:** PSYC 485 requires the completion of a laboratory that meets either Monday 3:30 p.m. -5:20 p.m. (L1) in CH 205 or Thursday 3:30 p.m.-5:20 p.m. (L2) in CH 205. For more information about the laboratory requirements see the laboratory syllabus.

### Evaluations:

| • Tests  | Chapters | Tentative date           | Point value |
|----------|----------|--------------------------|-------------|
| ○ Test I | 1-3      | January 30 <sup>th</sup> | 100 points  |

- Test II 4-6 February 25<sup>th</sup> 100 points
- Test III 7-9 April 1<sup>st</sup> 100 points
- Test IV 10, 11 & 14 May 1<sup>st</sup> 100 points
- Final Exam, chapters 4-11 and 14, May 10<sup>th</sup> 100 points
- Paper February 11<sup>th</sup> 50 points
- Case of Stan Group Project, (see tentative schedule) 100 points
- Inner Circle/Outer Circle Exercises (see tentative schedule) test curves
- Laboratory L 1 Monday 3:30 -5:20 p.m. or  
L 2 Thursday 3:30 -5:20 p.m. 250 points

|                       |                            |                           |
|-----------------------|----------------------------|---------------------------|
| <b>Grading Scale:</b> | <b><i>Letter Grade</i></b> | <b><i>Point Range</i></b> |
|                       | 92-100 A =                 | 824-900                   |
|                       | 82- 91 B =                 | 734-823                   |
|                       | 72- 81 C =                 | 644-733                   |
|                       | 61- 71 D =                 | 554-643                   |
|                       | < 61 F =                   | ≤ 553                     |

**\*\*\*Paper:** Two one and a half page essays make up the paper that is due by the beginning of the class, February 11<sup>th</sup> and will not be accepted after that time. You are to write a total of three pages on two of the following questions:

1. Discuss the personal needs and motivations for your wanting to seek a career in counseling and/or the helping professions. How your needs might either help or hinder you in your attempt to provide effective help to others?
2. The textbook deals with common issues and concerns facing beginning counselors. The challenge of staying alive as a person and as a professional, and the topic of becoming a multiculturally skilled counselor. Take one specific topic among these subjects and write a position paper on the question. The issue you select should be a personal reflection paper. Be sure to select a specific theme and then develop this theme as it applies to you both personally and professionally.
3. Select what you consider to be the major ethical issue in the practice of counseling and address this particular issue. Be sure to take a specific issue or question and then write a position paper on this subject. Develop your thoughts on the central theme that you select.

The paper will not be accepted and the grade of an F will be put in the grade book if the paper does not conform to APA writing style. The paper must have a cover page, running head, page numbers, title, and headings. Do not include an abstract or reference page.

**Case of Stan Group Project:** As a member of a group, present the case of Stan from the assigned therapeutic perspective. Present to the class how a therapist from the assigned therapeutic perspective would conceptualize the case of Stan and the therapeutic process including: goals, therapist's function and role, Stan's experience in therapy, relationship between therapist and Stan, and techniques and procedures. The main focus on the presentation is not to summaries the assigned therapeutic approach, rather an application specifically to the case of

Stan.

The chapters to select therapeutic approaches from are chapters 4 through 11. Generally groups will be composed of 4 members. The members of the group must be in the same Lab; therefore the group will be assigned by Lab Instructor.

You should provide (electronic) handouts to the class on the material presented. A hard copy of the handout should be given to the professor the day of the presentation. If your group plans to use any form of technology in the presentation, make sure you reserve the equipment and allow enough time to set up the equipment so that it is operational at the beginning of the class time.

**Inner Circle – Outer Circle Exercise:** The class members will be placed in one of four groups (Three groups of 7 and one group of 6). Each group will participate as the “Inner Circle” group to discuss two chapters. On the day chapters 4-11 are first introduced, as listed in the Tentative Schedule, the Inner Circle – Outer Circle exercise will take place. The first group will be the Inner Circle Discussion Group (ICDG) for chapters 4 and 8. Group Two will be the ICDG for chapters 5 and 9. The ICDG Three will discuss chapters 6 and 10 and ICDG Four will discuss chapters 7 and 11).

On the day your ICDG is to present, come prepared to present three main points from the chapter. The ICDG is NOT to express personal opinions but presents the theorist’s main points as factually as possible. I will be part of the inner circle and will facilitate the discussion with you on the points you are presenting. The atmosphere is conversational rather than a formal presentation. In some cases a classmate may present one of the points you came prepared to discuss. After they have finished their materials it is appropriate to add what has been said.

After the ICDG has presented all of the points (approximately 45 minutes), the Outer Circle Group (OCG) (the rest of the class) will summarize, ask questions and express opinions. During this discussion time it is appropriate for the ICDG members to express their opinions.

Based on the ICDG member’s participation, the percentage of curve points for each member for the next test will be determined. Another factor that affects the amount of curve points received is based on completing the Student Workbook and participation in the discussion of the materials.

**Suggestions For Getting The Most From The Course:**

1. Read the contents in this course outline and study guide. Any questions should be clarified during the first week.
2. DECIDE at the outset if you have the time and are willing to devote the time and effort needed to do a quality job for this important course in your major. As a rough estimate:
  - 40 hours are devoted to attending class meetings
  - 45 hours of class preparation (including reading and studying, as well as preparing for the tests)
  - 5 hours to write the paper
  - 25 hours for group project
  - 40 hours for lab

- 155 hours = during the semester, or approximately 15 hours weekly. This is only an estimate, as students vary with respect to factors related to how much time/effort any course will require.
3. Don't allow yourself to get behind in your reading! The readings from both the *Theory and Practice of Counseling and Psychotherapy* and the *Student Manual* should be completed before class time. Come to class prepared to ask questions or raise issues based on the reading.
  4. It is expected that you make full use of the *Student Manual for Theory and Practice of Counseling and Psychotherapy*. In addition to reading and studying the chapters in the textbook, this manual provides self-inventories for each therapy approach, discussion questions, a concise summary of the basic points of each theory, a glossary, practical exercises and activities, and case studies and other open-ended situations for you to consider. After you have thoroughly studied the textbook, take the self-tests in the manual and score them to determine your level of mastery of the material. These will be most helpful in reviewing for examinations.
  5. Come to class with an open frame of mind and be willing to take some risks. This course is designed as a beginning survey of counseling theory and practice. Thus, as it is an introductory course, you are NOT expected to have counseling experience. Don't allow yourself to be intimidated. Hopefully, you will challenge your fears and push yourself to become an active and involved participant.
  6. Each week, prior to reading the assigned material, carefully look over the study guide that contains focus questions for each week. We will be discussing these topics in class; so do come prepared to raise the questions that you'd most like to discuss. You are expected to think critically, to take positions on the issues explored, to learn how to develop your thoughts clearly and fully, and to express your thoughts/reactions verbally in class sessions. Ask yourself if the material can integrate into Christianity. Often Biblical perspectives will be considered to increase your opportunities to integrate therapy issues into Christianity.
  7. RESPECT CONFIDENTIALITY! Being actively involved in the class sessions and the small groups entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust and openness needed to learn about counseling. It is extremely important that confidentiality be maintained. Revealing personal information about others outside the classroom is a breach of confidentiality. If you wish to share with others outside the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a demonstration of either an individual session or a group session in this course will have his or her confidentiality respected.
  8. Make use of my office hours. I hope each of you will come in at some time(s) during the semester to discuss your progress and learning in the course, or for any other issues you want to talk over. I suggest you schedule a time in advance. And most of all--enjoy this course. My main hope is that you surprise yourself with how much you will challenge yourself and how much you'll learn.

**The Disability Services Office:** The Disability Services Offices facilitates disability accommodations in cooperation with instructors. In order to receive these accommodations, you

must be registered with the Disability Services Office and you must complete a specific request of accommodation. To register with the Disability Services Office, you must provide current and complete documentation of your disability. To request specific accommodations, you should obtain separate Disability Accommodations Request forms for each class in which you will need accommodations at the beginning of each semester from the Disability Accommodations Coordinator. You must discuss your need with each professor, obtain his or her signature on the form, and return a copy of the form to the Disability Accommodations Coordinator. You will then be given specific directions as to how accommodations will be facilitated.

### **Tentative Course Schedule:**

|                 |                          |                                                                                 |                                                                                                                                                                                   |
|-----------------|--------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>January</b>  | Mon.<br>14 <sup>th</sup> | Introduction, cover syllabus                                                    | Read chapter 1 and 2 in Textbook and Student Manual, fill out surveys in Student Manual, Paper due Feb. 11 <sup>th</sup>                                                          |
|                 | Wed.<br>16 <sup>th</sup> | Chapters 1 and 2, Surveys from Student Manual chapters 1 and 2                  | Read chapter 3 in Textbook and Student Manual, fill out survey in Student Manual, Selection for ICDG due Wed 23 <sup>rd</sup> No Class Monday 21 <sup>st</sup> Martin Luther King |
|                 | Wed.<br>23 <sup>rd</sup> | Assignments to ICDG, Chapter 3 and Student Manual Chapter 3                     |                                                                                                                                                                                   |
|                 | Mon.<br>28 <sup>th</sup> | Review for Test I, Chapters 1-3                                                 | Prepare for <b>Test I</b>                                                                                                                                                         |
|                 | Wed.<br>30 <sup>th</sup> | <b>Test I</b> , Chapters 1-3                                                    | Read chapter 4 in Textbook and Student Manual, Answer the 20 questions in Student Manual. Group One, Inner/Outer Circle Exercise                                                  |
| <b>February</b> | Mon. 4 <sup>th</sup>     | Chapter 4- Group One Inner Circle discussion, Return Test I                     | Prepare for Case of Stan                                                                                                                                                          |
|                 | Wed. 6 <sup>th</sup>     | Chapter 4, Psychoanalytic Therapy, Case of Stan and discuss Manual 20 questions | Complete Paper (due Monday 11 <sup>th</sup> )<br>Read chapter 5 in Textbook and, Complete <b>Paper due 2-11<sup>th</sup></b> .<br>Group Two, Inner/Outer Circle Exercise          |
|                 | Mon.<br>11 <sup>th</sup> | Chapter 5- Group Two Inner Circle discussion, <b>Paper due</b>                  | Read Chapter 5, Answer 20 questions in Student Manual                                                                                                                             |
|                 | Wed.<br>13 <sup>th</sup> | Chapter 5<br>Discuss Chapter 5 Manual 20 questions                              | Read chapter 6 in Textbook and Student Manual, Group Three, Inner/Outer Circle Exercise                                                                                           |
|                 | Mon.                     | Chapter 6- Group Three Inner Circle                                             | Prepare for Case of Stan,                                                                                                                                                         |

|                 |                       |                                                                                           |                                                                                                 |
|-----------------|-----------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
|                 | 18 <sup>th</sup>      | discussion on Existential Therapy                                                         | Existential Therapy, Answer 20 questions in Student Manual Chapter 6.                           |
| <b>February</b> | Wed. 20 <sup>th</sup> | Group Presentation Chapter 6, Case of Stan and Discuss Student Manual, Review for Test II | <b>Prepare for Test II</b>                                                                      |
|                 | Mon. 25 <sup>th</sup> | <b>Test II</b> , Chapters 4-6                                                             |                                                                                                 |
|                 | Wed. 27 <sup>th</sup> | Return Test II, Chapters 4-6, Video on Person Centered Therapy                            | Read chapter 7 in Textbook and Student Manual. Inner Circle discussion on Person Center Therapy |
| <b>March</b>    | Mon. 4 <sup>th</sup>  | Chapter 7- Inner Circle discussion                                                        | Case of Stan chapter 7, Answer 20 questions on Person Centered Therapy                          |
|                 | Wed. 6 <sup>th</sup>  | Case of Stan on Person Centered Therapy and Discuss Student Manual                        | Inner Circle discussion on Gestalt Therapy, Chapter 8                                           |
|                 | Mon. 11 <sup>th</sup> | Spring Break                                                                              |                                                                                                 |
|                 | Wed. 13 <sup>th</sup> | Spring Break                                                                              |                                                                                                 |
|                 | Mon. 18 <sup>th</sup> | Chapter 8, Video and Inner Circle discussion on Gestalt Therapy                           | Case of Stan for Gestalt Therapy and Answer Student Manual 20 question, Chapter 8               |
|                 | Wed. 20 <sup>th</sup> | Chapter 8, Case of Stan and Discuss Student Manual                                        | Inner Circle discussion on Behavior Therapy, Chapter 9                                          |
|                 | Mon. 25 <sup>th</sup> | Chapter 9- Inner Circle discussion on Behavior Therapy                                    | Case of Stan, Behavior Therapy and Answer 20 questions, Student Manual, Chapter 9               |
|                 | Wed. 27 <sup>th</sup> | Chapter 9- Case of Stan, Behavior Therapy, Discuss Student Manual, Review for Test III    | <b>Prepare of Test III</b> , Chapters 7-9                                                       |
| <b>April</b>    | Mon. 1 <sup>st</sup>  | <b>Test III</b> , Chapters 7-9                                                            | Read Chapter 10                                                                                 |
|                 | Wed. 3 <sup>rd</sup>  | Return Test III, Chapter 10, Cognitive Behavior Therapy video                             |                                                                                                 |
| <b>April</b>    | Mon. 8 <sup>th</sup>  | Chapter 10, Inner Circle discussion                                                       | Case of Stan, Cognitive Behavior                                                                |

|            |                                |                                                                                              |                                                                                          |
|------------|--------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|            |                                | on Cognitive Behavior Therapy                                                                | Therapy, Answer 20 questions in Student Manual, Chapter 10                               |
|            | Wed. 10 <sup>th</sup>          | Chapter 10 Group Presentation, Case of Stan, Discuss Student Manual                          | Prepare for Inner/Outer Circle discussion on Reality Therapy, Ch.11                      |
|            | Mon. 15 <sup>th</sup>          | Chapter 11, Inner/Outer Circle discussion on Reality Therapy                                 | Prepare for Case of Stan, Reality Therapy, Answer 20 questions Chapter 11 Student Manual |
|            | Wed. 17 <sup>th</sup>          | Chapter 11, Group Presentation, Case of Stan, Discuss Student Manual                         | Read Chapter 14, Family Systems                                                          |
|            | Mon. 22 <sup>nd</sup>          | Chapter 14, Family Systems                                                                   |                                                                                          |
|            | Wed. 24 <sup>th</sup>          | Review for Test IV, Chapters 10, 11 & 14                                                     | Prepare for Test IV                                                                      |
|            | Mon. 29 <sup>th</sup>          | Review for Final Exam and <i>Course Evaluations</i>                                          | <b>Prepare for Test IV</b>                                                               |
| <b>May</b> | Wed. 1 <sup>st</sup>           | <b>Test IV</b> , Chapters 10, 11, & 14                                                       |                                                                                          |
|            | Mon. 6 <sup>th</sup>           | <b>Dead Day, no class</b><br>On Black Board, <b>Test IV results</b> , Chapters 10, 11 & 14   | <b>Prepare for Final Exam</b> , Chapters 4-11 and 14.                                    |
|            | <b>Friday. 10<sup>th</sup></b> | <b>Final Exam</b> will cover Chapters 4-11 & 14, Friday May 10 <sup>th</sup> noon -1:45 p.m. |                                                                                          |
|            |                                |                                                                                              |                                                                                          |

**PSYC 401**  
**Fall 2012, Wednesday 12:00-12:50, Chambers 205**  
**Abilene Christian University**

Instructor: Jennifer W. Shewmaker, PhD., N.C.S.P., L.S.S.P.  
Office: Chambers 210E Telephone: 674-2381  
Office Hours: TBA E-mail: Jennifer.Shewmaker@acu.edu

*The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.*

**Required Books:** Kuther, T. (2006). *The Psychology Major's Handbook*. Thomson & Wadsworth, Belmont, CA.

Lucado, M. (2005). *Cure for the Common Life: Living in your sweet spot*. W Publishing Group: Nashville, TN.

**Rationale:** To provide an introduction to the specific career opportunities, challenges, and graduate school options for psychology majors.

**Course Format:** Class will consist of guest speakers and class discussions. During some class periods, the class will be divided by area of interests to facilitate addressing specific academic concerns. We will also have assigned time to work on projects in locations other than the classroom.

**Assessment:**

- Attendance/Participation: This class includes meetings both inside and outside of the classroom. We will meet in the classroom a total of 10 times, while the other work will be conducted elsewhere. If you attend all scheduled sessions both in and out of the classroom, you will receive **50 points**. If you miss more than two schedule meetings, you will not receive any points.
- \*\*\* Activities: You will complete several activities across the semester in preparation for graduation and applying to jobs/graduate schools. For example, you will complete your resume, keep a journal exploring your ideas regarding what you want to do after you complete your degree in psychology, and complete the Discovery Guide Exercises in the Max Lucado book.
- Assignments should be turned in via the class dropbox. If for some reason you are unable to turn it in this way, please share it with me via Google Documents.
- Journal Prompts are provided on the class blog. 1-2 typewritten pages. You should turn your journal entries in the day they are due via the class dropbox or via sharing a Google Document.

- Other activities are indicated as due on specific dates on the syllabus. **(15 activities at 10 points each = 150 points total).**
- Application Plan: You will construct a plan for applying for jobs or graduate schooling during the semester. See the last page of the syllabus for details and due dates **(50 points).**
- Digital Story: As you work through the semester thinking about the career that will be the best fit for you, you will construct a digital story using a prompt focused on the Max Lucado book. The Learning Studio will be available to support you in this and we will share our stories at our last class meeting. **(50 points)**

### **Evaluation:**

#### Points:

|                          |            |
|--------------------------|------------|
| Attendance/Participation | 50 points  |
| Completion of Activities | 150 points |
| Planning Outline         | 50 points  |
| Digital Story            | 50 points  |

---

|                       |            |
|-----------------------|------------|
| TOTAL POSSIBLE POINTS | 300 points |
|-----------------------|------------|

Course Grades: A= 90-100% of total points , B= 80-89% of total points C= 70-79% of total points, D= 60-69% of total points, F< 60 points