Introductory Psychology (PSY 101), Section 3, Winter 2025
Syllabus with Schedule and Lab Manual
This course is Online and Asynchronous*
*An online, asynchronous class offers the flexibility to learn at your own pace within a set time frame, as long as you adhere to all firm due dates.

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Course Description: Three overarching themes guide our exploration of psychology.

Theme 1: Psychology as a Science
Psychology spans diverse topics, from the anatomy of the eye to psychopathology to insights on user-friendly design. At its core, psychology is the scientific study of human behavior. The scientific method provides the highest standard of evidence, enabling us to critically evaluate claims like, "Is watching violence on TV harmless?" This approach empowers you to analyze advertising, propaganda, and other persuasive appeals. For instance, while many believe in "learning styles" (e.g., visual or auditory learners), recent research shows no evidence to support tailoring instruction to such preferences[1]. Instead, strategies like the "read-recite-review" method are scientifically proven to enhance learning[2]. Developing scientific literacy allows you to distinguish pseudoscience from legitimate psychological research.

Theme 2: The Complexity of Human Behavior
Human behavior is influenced by a complex web of factors, defying simplistic explanations such as "There are two kinds of people: the weak and the strong." For instance, depression—a prevalent and debilitating psychiatric condition—is often inaccurately reduced to a chemical imbalance in the brain, a notion frequently reinforced by antidepressant advertisements. This oversimplification neglects critical contributors, such as the role of life stressors as significant risk factors[3]. Moreover, selective publication of only the positive results from antidepressant trials has misled both the medical community and the public, fostering widespread misunderstanding[4]. A nuanced perspective is crucial to fully grasp these intricate issues.

Theme 3: Psychology's Practical Applications
Psychological science addresses everyday questions, such as: Does Ginkgo Biloba improve exam performance? How dangerous is driving while talking on the phone? Why can my professor not hear the mosquito ringtone? Do we really use only 10% of our brains? Can stress increase susceptibility to illness?

Join us in scientifically exploring the foundations of human behavior and uncovering psychology's relevance to daily life.

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[1] Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest, 9(3),* 105-119.
[2] McDaniel, M. A. et al. (2009). The read-recite-review study strategy: Effective and portable. *Psychological Science, 20(4),* 516-522.
[3] Shrout, P. E. et al. (1989). Characterizing life events as risk factors for depression: The role of fateful loss events. *Journal of Abnormal Psychology, 98(4),* 460-467.
[4] Turner, E. H., Matthews, A. M., Linardatos, E., Tell, R. A., & Rosenthal, R. (2008). Selective publication of antidepressant trials and its influence on apparent efficacy. *The New England Journal of Medicine, 358,* 252-260.

Please note: This course is subject to the GVSU policies listed at http://www.gvsu.edu/coursepolicies/

Objectives: Upon successful completion of this course, students will be able to:

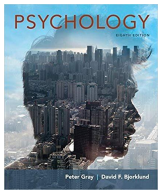
1. Demonstrate an understanding of the scientific process in Psychology.
2. Identify major psychological theories and use psychological terminology correctly.
3. Critically evaluate the findings of psychological research.
4. Recognize examples of how psychological concepts are applied to daily life.

Course homepage on Blackboard **(lms.gvsu.edu)**:

The course syllabus, announcements, lectures, assignments, grades, study guides, and more will be available on Blackboard.

Required eBook/textbook:

Gray, Peter O. & Bjorklund, David F. (2018). ***Psychology*** *(Eighth Edition)*.
ISBN-10: 1-319-01589-1; ISBN-13: 978-1-319-01589-3



You have several options for acquiring the textbook. Choose the one that works best for you!

1. **GVSU Save (default option):** Access the eBook via Blackboard and the cost is charged to your student account. If you want to obtain the textbook/eBook on your own, you may opt out of this option and your student account will be refunded.

2. **If you opt out of the above**, then rent/buy a used copy of the textbook by looking on Chegg, Biblio, Amazon (e.g., https://www.amazon.com/Psychology-Peter-Gray/dp/1319015891), or similar. Get the **8th edition**. Prices vary.

Required reading: Available electronically via "Course Documents" in Blackboard.

Course Grade Formula: Course grades will be based on scores from the following, weighted activities.

Exam #1	15%
Exam #2	15%
Exam #3	15%
Noncumulative Final Exam #4	15%
Weekly Laboratory Assignment	30%
Enrichment Activity Points (4 required)	10%

Letter Grades will be calculated according to the following scale:

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
B-	80-82%	F	Below 60
C+	77-79%		

Forms of Evaluation: Your performance in this course will be assessed through three primary components: Exams, Laboratory Assignments, and Enrichment Activities.

I. Exams:

To assess your understanding of course material, there will be four exams, including a non-cumulative final exam. Exams will be administered via Blackboard and will be "open book", allowing you to refer to your class notes and readings. Questions on the exam will be based on the material covered in the: 1) lectures, 2) assigned readings, and 3) laboratory assignments discussed in class. While taking the exam, you may pause and resume within the exam's availability window. Note that only one question will appear on your screen at a time, and you cannot revisit previously answered questions. Your score (total number correct) will be displayed upon completion. Final grades will be adjusted using a curve after the exam period closes. Refer to the ***Weekly Schedule*** for tentative exam dates. ***Make-up exams*** will be given for the following circumstances: Official university activities (e.g., participating in sporting events), illnesses, and extenuating circumstances. Please email the professor as soon as possible to explain the situation, and request permission for an alternate exam date.

II. ***Laboratory Assignments:***

The laboratory component aims to deepen your understanding of the scientific process in psychology. Outside of class, you will engage in web-based experimental replications of classic cognitive science studies. These experiments can be completed using GVSU computer labs or your personal computer. For each lab, it is essential to understand: the theoretical foundation of the investigation; procedures and methods, including independent and dependent variables; predicted outcomes (hypotheses); experimental results (expressed in statistics and graphs); potential limitations; and connections to class material and assigned readings. You are expected to submit reports for 13 of the 15 laboratory assignments by their respective due dates (see the ***Schedule***).

Refer to the ***Lab Report Requirements***, ***Lab Report Format***, ***Getting Started at and Retrieving Your Data from the Online Psychology Lab***, ***Grading Lab Reports***, and the ***Sample Lab Report*** for guidance. Following these guidelines and resources will support the successful completion and submission of your lab reports.

Lab Reports Requirements: Lab reports must meet the following criteria.

- Be typed and include all eight required components, numbered (1–8) for clarity.
- Provide explanations for any missing elements, referencing the ***Lab Report Format*** for detailed instructions.
- Be written clearly, using complete sentences with proper grammar and spelling.
- Avoid copying instructions verbatim—integrate them naturally into your responses when applicable.
- Maintain a clear and logical structure.
- Provide a unique critique for item #7 and a unique suggestion for future directions in item #8.
- Ensure thoughtful, detailed answers for items #7 and #8, avoiding one-sentence responses.
- Prepare the report using Word or another word-processing program.
- Upload the document to Blackboard by the due date. Links to documents or email submissions will not be accepted.
- Submit reports by the deadline. Late submissions are accepted up to one week past the due date with a penalty of -30 points. Reports submitted more than one week late will receive a grade of "0."
- Please retain a copy of your report for your records, as it may serve as proof of completion and assist with exam preparation.

Troubleshoot Online Lab Issues: Document any problems with the Online Psychology Lab (OPL) or other online labs in your report using complete sentences. For example: "My proof of completion number did not appear at the end of the experiment." Common glitches include: 1) issing proof of completion number (ExperimentalResultsID) at the end of the experiment and 2) Data file lacking your ExperimentalResultsID after a thorough search. To minimize issues, use Google Chrome as your browser and clear your computer's cache regularly (https://www.pcmag.com/how-to/how-to-clear-your-cache-on-any-browser).

Lab Report Format:

1. Use a complete sentence to state the name of the lab and the date of your participation.
2. Include a statement such as "My data are below" and paste your summary data. (CogLab automatically provides this data upon completing the experiment.)
3. Identify and explain how the independent and/or predictor variable(s) were measured.
4. Identify and explain how the dependent variable(s) were measured.
5. Clearly state the experimental hypothesis.
6. Assess whether your data are consistent with the predicted outcomes.
7. Critique the experiment by offering alternative explanations for the observed phenomenon. Consider methodological limitations, overlooked variables, or other potential weaknesses. Avoid reusing the same critique for multiple labs.
8. Suggest future directions to improve or expand the investigation. These may include addressing identified limitations, building on findings, or exploring the theory in a new context, location, or culture. Ensure that future directions are specific to each lab and not repeated across reports.

Getting started at the Online Psychology Lab (OPL):

1. Navigate to the Online Psychology Lab (OPL; https://opl.apa.org/).
2. Select Student Login.
3. Log in with Google.
4. Sort experiments by alphabetical order to ease locating assigned experiments. Select the assigned experiment.
5. When prompted, enter **Class ID: 318055**
6. Record (e.g., screenshot; write down) your proof of completion (a.k.a., ExperimentalResultsID; e.g., 1597848239175) and any summary data that automatically appears at the end of the experiment before advancing to the next screen.
7. When your summary data are not automatically provided, look them up via the Data tab. See the instructions below.

Retrieving your data from the Online Psychology Lab (OPL) (https://opl.apa.org/):

1. Navigate to the Online Psychology Lab (OPL; https://opl.apa.org/).
2. Select My Class Data if you are logged in (recommended), or Data on OPL homepage if you are not logged in.
3. Select *Newer Data,* if prompted.
4. Select the name of the experiment (e.g., *Monty Hall; Ponzo Illusion*) from the list of options.
5. Scroll and select our class: **W25 PSY 101, 318055**
6. Choose *Get Report.*
7. Download the data file using Excel format (recommended).
8. Use your *Experimental Results ID* to find your data in the file.

Sample Data for the Ponzo Lab for one, hypothetical participant:

08192020 - Ponzo Illusion (2)

APA_OPL_DATA										
ProfileID	ExperimentResultsID	ClassID	Gender	Age	DateTaken	TotalTime	HandPreference	Absent	Present	
10268642	1597848239175	318055	Male	60	8/19/2020	55.979	L	5.47	14.95	

Grading Lab Reports:

Earn a perfect grade by avoiding common mistakes. Points will be deducted for the following errors:

5-point deduction per error:

- Incomplete sentences in responses.
- Improper numbering of responses.
- Excessive spelling mistakes or poor grammar.

5–10-point deduction per error:

- Inclusion of lab report instructions in the submission.
- Missing required information or failure to explain any missing content.
- Failure to discuss whether your data aligns with the experimental hypothesis in item #6.
- Insufficient elaboration on responses for items #7 and/or #8 (avoid one-sentence responses).

10-point deduction per error:

- Failure to provide a unique critique in item #7.
- Failure to provide a unique suggestion for future directions in item #8.

30-point deduction: Submitting your assignment up to 7 days late.

Grade of Zero: Assignments submitted more than seven days past the due date will not be accepted and will receive a grade of zero.

Sample Lab Report:

1. The Ponzo Illusion lab was completed on January 23, 2024, and my ExperimentalResultsID was 1580676026406.
2. My summary data were as follows:
    - **Without Background**: I adjusted the lower line to an average of 4.04% longer than the top line, judging the top line to be slightly longer than it was.

- **With Background**: I adjusted the lower line to an average of 11.03% longer than the top line, judging the top line to be significantly longer than it was.

3. The experiment included two independent variables: the length of the lower line, which varied by trial, and the presence or absence of a background, which provided depth cues.
4. The experiment had one dependent variable: the difference in lengths between the upper and lower lines, measured in pixels. A positive value indicated the lower line was drawn longer than the top line, while a negative value indicated it was drawn shorter.
5. The hypothesis posited that participants would make the lower line longer than the upper line when the background was present. This effect was attributed to the background creating an illusion that the line was farther away, leading to a perception of the two-dimensional image as three-dimensional.
6. My data supported the hypothesis: I made the lower line 11.03% longer than the upper line when the background was present.
7. One critique of the experiment is that the background might amplify a participant's pre-existing difficulty in perceiving line lengths accurately. Even without the background, I made the lower line 4.04% longer than the upper line, suggesting that the background may have exacerbated an initial perceptual error. Additionally, the top line was consistently closer to the horizon than the bottom line, introducing another depth cue that could account for the 4.04% error when the background was absent. These observations are based solely on my data, and a larger sample size or additional trials might mitigate this issue.
8. Future directions for the experiment could explore placing the lines against various patterns. Would similar results occur with a colorful background instead of simple lines? What about geometric patterns like triangles or rectangles? Another avenue could involve testing individuals with monocular vision. Since having only one eye impairs depth perception, it would be interesting to see if participants with monocular vision perform better in this experiment than those with intact binocular vision.

Forms of Evaluation (Cont.)

III. Enrichment Activities: Learning about Psychological Research

In the Enrichment Activities (EA) portion of the course, students will be given the opportunity to experience psychological research first-hand. Two kinds of enrichment activities are available:

- ***Option 1*** involves being a participant in research studies conducted by Psychology Department faculty and students.
- ***Option 2*** involves completing activities that will introduce you to a variety of research techniques used in psychological research.

Students must earn **four** EA credits for this requirement. The credit you earn by completing each EA is a function of the amount of time it takes to complete it. For example, by participating in a brief online study (30 minutes or fewer) you would earn ½ of an EA credit whereas an EA that takes one hour to complete would earn 1 credit. Both types of Enrichment Activities will be available in face to face and online formats. You may complete the EA requirement using any combination of EA types.

Enrichment activities are scheduled and offered through the Sona Study Scheduling System. You will receive an email from Study Scheduling System at the beginning of the semester containing your User ID and an initial password, and a link to the Sona system website at https://gvsu.sona-systems.com. If you do not receive an email regarding your account by Tuesday January 14th, please check your spam folder. Should the email still not appear, please contact the Lab Supervisor, Hannah Todd, at psychlab@gvsu.edu.

SONA Systems maintains a strict policy protecting your privacy and confidentiality. This policy is available for review in the Psychology Office. Additional details regarding the enrichment activities and an FAQ are available online at https://www.gvsu.edu/psychology/psy-101-participation-in-research-sona-435.htm

Screening Instrument:

Once you receive your User ID and password, you will be able to immediately earn .5 credits by completing an online prescreening questionnaire. This is a short questionnaire used by some researchers to determine your participation eligibility for studies carried out throughout the semester. You must be 18 or older to complete the prescreen survey. You are not required to complete it, but doing so increases the number of studies you will be able to choose from during the semester. You can complete the prescreen at any time from the My Profile tab on the blue bar at the top of the page, however, completing it early (within the first two weeks of class) ensures that you will have access to the widest variety of EA activities within the Sona System.

Enrichment Activity Deadline

The last day to complete your EA requirement is **Friday, April 18th @ 5:00pm.**

If you have questions regarding any aspect of the Enrichment Activities, please contact the Lab Supervisor Hannah Todd, who can reached in the Psychology Department Office (2224 Au Sable Hall, 616-331-2427) or by sending an email to psychlab@gvsu.edu.

Schedule (Classes begin Monday, January 6):

Week 1 Introduction: ***What constitutes science?***
Research Methods: ***Experimental tools—Correlations and Experiments***

Readings (approx. 35 pages)**:**
Putnam, A. L., Sungkhasettee, V. W., & Roediger, H. L. (2016). Optimizing Learning in College: Tips From Cognitive Psychology. *Perspectives on Psychological Science*, *11*(5), 652–660.
Chapter 1, Background to the Study of Psychology (pp. 1-27)**
**Be sure to consult the study guide when reading the textbook!

Lab (Friday, 1/10) To prepare for the weekly laboratory assignments, view the "*Tutorial on the Monty Hall assignment*" and create an account on the Online Psychology Lab (OPL) at http://opl.apa.org/ Then, start the assignment!

Week 2 **Research Methods**: ***Does TV violence cause violence among viewers?***
Classical Conditioning: ***The role of timing and contingencies.***

Martin Luther King, Jr. Day Recess, January 13

Readings (approx. 35 pages)**:**
Chapter 2, Methods of Psychology (pp. 29-57)
Back Matter, Statistical Appendix (pp. A1-A9)

Lab #1 Monty Hall (due Friday, 1/17) via http://opl.apa.org/
Note: Complete approximately 60 total trials then select "quit". Your summary data is reported at the bottom of the screen or can be looked up at the Online Psychology Lab using your ExperimentalResultsId.

Your Data:
When you stayed, what percentage of times did you win the grand prize?
When you switched, what percentage of times did you win the grand prize?

Week 3 **Classical Conditioning:** ***How do we learn to like, or dislike, something?***
Classical and operant conditioning in daily life

Readings (approx. 43 pages)**:**
Chapter 8, Basic Processes of Learning (pp. 265-309)

Lab #2 Stroop (due Friday, 1/24) via one of these sites:
https://www.psytoolkit.org/experiment-library/stroop.html
https://faculty.washington.edu/chudler/java/ready.html
https://psych.hanover.edu/javatest/cle/Cognition_js/exp/stroop.html

Your Data:
Your reaction time for Word Set 1 _____
Your reaction time for Word Set 2 _____
What is the difference between your Word Set 2 time and Word Set 1 time?
(To calculate the difference: Word 2 time - Word 1 time = Difference)
Speculate on which condition you were more accurate in and why this occurred.

Week 4 **Operant Conditioning:** ***The power of consequences!***
Can we reduce human suffering through conditioning?
Operant conditioning in daily life

Readings (approx. 8 pages)**:**
Chapter 5, Mechanisms of Motivation and Emotion (pp. 151-159 only)
- General principles of motivation
- Reward mechanisms of the brain

Exam 1, Friday, January 31

(EXAM 2 MATERIAL BEGINS HERE)

Lab #3 Lexical Decision (due Friday, 1/31) via http://opl.apa.org/

Your Data:
Related Accuracy: Words= ___%; Nonwords= ___%
Related Reaction Time: Words= ___ sec; Nonwords= ___ sec
Unrelated Accuracy: Words= ___%; Nonwords= ___%
Unrelated Reaction Time: Words= ___ sec; Nonwords= ___ sec

Week 5 Sensation and Perception: ***Psychology applied to engineering for better living.***

Readings (approx. 38 pages)**:**
Chapter 7, The Psychology of Vision (pp. 225-263)

Lab #4 Ponzo Illusion (due Friday, 2/7) via http://opl.apa.org/

Your Data:
Background not present: Difference in pixels between the bottom and top line was ____; judging the top line to be ___ [longer/shorter] than it actually was.
Background present: Difference in pixels between the bottom and top line was ____; judging the top line to be ___ [longer/shorter] than it actually was.

Week 6 Sensation and Perception: ***The Mechanics.***

Readings (approx. 31 pages)**:**
Chapter 6, Smell, Taste, Pain, Hearing, and Psychophysics (pp. 192-223)

Lab #5 Numerical Memory (NOTE: requires headphones) (due Friday, 2/14) via http://opl.apa.org/

Your Data:
Time: ___ sec
Audio # Correct (AUD): ___
Visual # Correct (VIS): ___

Lab #6 Mental Rotation (due Friday, 2/14) via http://opl.apa.org/

Your Data:
Copy and paste your data line from the site. Your data are not interpretable as presented.
ANG0COR ANG0TIME DANG0COR DANG0TIME ….etc.

_____ _____ _____ _____

Week 7 Memory: ***Memory feats, foibles, fallacies, and strategies for improvement.***
Attention*: Can you simultaneously talk on that cell phone and safely drive, really?*

Readings (approx. 47 pages)**:**
Chapter 9, Memory, Attention, and Consciousness (pp. 310-357)

Lab #7 Self-Reference (due Friday, 2/21) via http://opl.apa.org/
Your Data:
Self Hit Rate (SELF HR): ___
Self False Alarm Rate (SELF FAR): ___
E-word Hit Rate (EWORD HR): ___

E-word False Alarm Rate (EWORD FAR): ___

Week 8 Thinking: ***Rational and irrational thought investigated.***

Exam 2, Wednesday, 2/26

(EXAM 3 MATERIAL BEGINS HERE)

Readings (approx. 14 pages)**:**
Chapter 10, Reasoning and Intelligence (pp. 360-374 only)
- How people reason 1: Analogies and induction
- How people reason 2: Deduction and insight

Lab #8 Social Balance (due Friday, 2/28) via http://opl.apa.org/
Your Data:
Copy and paste your data from the site. Your data are not interpretable as presented.
Likes—Dislikes: ___
Likes—Loves: ___
Likes—Hates: ___
Likes—Likes: ___
Likes—Neutral: ___, etc.

Spring Break, March 2-9

Week 9 Social: ***Subtle, unconscious ways in which the social world shapes how we act and think. Zajonc's (1960) concepts of balance, congruity, and dissonance.***

Readings (approx. 40 pages)**:**
Chapter 13, Social Psychology (pp. 493-532)

Lab #9 Facial Recognition (due 3/14) via http://opl.apa.org/

Your Data:
Condition: ____ [Control / Experimental—False alarm]
Day 1:
Hits: ___; Misses: ___; False alarms: ___; Correct rejections: ___
Day 2:
Hits: ___; Misses: ___; False alarms: ___; Correct rejections: ___

Week 10 Social: ***Cognitive processes in prejudice.***
Social and Emotional Development: ***The importance of contact comfort***

Readings (approx. 11 pages)**:**
Chapter 12, Social Development (pp. 451-471 only)
- Infancy: Using caregivers as a base for growth
- Helping, comforting, and learning from others
- Parenting styles
- Roles of play in gender development

Lab #10 First Impressions (due Friday, 3/21) via http://opl.apa.org/

Your Data:
Alphas (A)
Popular: ___; Helpful: ___; Honest: ___; Lazy: ___; Unhappy: ___; Irresponsible: ___
Sum of Positive: ___
Sum of Negative: ___
Percent of Negative: ___%
Betas (B)
Popular: ___; Helpful: ___; Honest: ___; Lazy: ___; Unhappy: ___; Irresponsible: ___
Sum of Positive: ___
Sum of Negative: ___
Percent of Negative: ___%

Lab #11 First-Person Shooter Task (due Friday, 3/21) via https://run.pavlovia.org/vespr/first-person-shooter-task/

Your Data: A chart of your correct and incorrect responses and average response times as a function of target threat and race. No ExperimentalResultsID is furnished.

Week 11 Personality: ***Cognitive processes in personality.***
Do parent-child attachments become part of personality?
Do we have a need to belong?

Exam 3, Friday, March 28

Readings (approx. 28 pages)**:**
Chapter 14, Personality (pp. 536-554 and pp. 564-573 only)
- Personality as behavior dispositions, or traits
- Personality as adaptations to life condition
- Personality as mental processes II: Social-cognitive views

Lab #12 Implicit Association Test of your choice at Project Implicit (due Friday, 3/28) via one of the sites:
https://implicit.harvard.edu/implicit/
https://implicit.harvard.edu/implicit/user/pih/pih/preliminaryinfo.html

Your Data: Your data are typically a summary statement of your attitudes (e.g., "Your data suggest…"). No ExperimentalResultsID is furnished.

(EXAM 4 MATERIAL BEGINS HERE)

Week 12 The Biology of Mind and Behavior
The neuroscience of reading faces and recognizing words
Movie: ***The Man with Two Brains***
Stress, Health and Coping: ***Can stress increase susceptibility to the common cold?***
Movie: ***To heal or not to heal***

Readings (approx. 13 pages)**:**
Chapter 4, The Neural Control of Behavior (pp. 113-118; 130-138)
- Methods of mapping the brain's behavioral functions

- How hormones interact with the nervous system

Lab #13 Word Recognition (due Friday, 4/4) via http://opl.apa.org/
NOTE: To fully appreciate the lab, you will view the Scientific American Frontiers segment titled, *Man With Two Brains*.

Your Data:
Hand Preference: ____ [Right/Left]
Right: ___ (proportion correct); Left: ___ (proportion correct)

Week 13 Psychological Disorders: ***The suffering mind: Forms of mental disorders***.
Social and genetic influences in schizophrenia and depression
Worksheet: *Diagnosing Psychological Disorders*

Readings (approx. 59 pages)**:**
Chapter 15, Psychological Disorders (pp. 577- 622)

Lab# 14 Mirror Drawing (due Friday, 4/11) via: https://neuron.illinois.edu/games/mirror-tracing-game-intro.html
NOTE: Ideally, use your finger as a stylus on a trackpad or touchscreen to trace.

Your Data:
Hand Preference: ____ [Right/Left]
Time for Left: ____ sec; Time for Right: ____ sec

Week 14 ***Social and genetic influences in schizophrenia and depression***
Biology of Mind and Behavior: *Can depression result from a chemical imbalance?*

Readings
Chapter 15 (Cont.), Psychological Disorders (pp. 577- 622)

Lab #15 Dichotic Listening (NOTE: requires headphones) (due Friday, 4/18) via http://opl.apa.org/

Your Data:
Hand Preference: ___
Number Correct Left Ear: ___; Number Correct Right Ear: ___
Total Trials Per Ear: ___

Week 15 Treatment: ***Scientific evidence on the effectiveness of psychological therapy***
Can talking about personal problems relieve suffering?
Can relationships protect people from illness?

Readings:
Chapter 16, Treatment of Psychological Disorders (pp. 624-655)

April 19, Classes End

Exam 4, April 21-23

The General Education Program prepares students for informed citizenship, leading to responsible participation in local, national, and global communities.

PSY 101 Introductory Psychology Foundations - Social and Behavioral Sciences

Knowledge Student Learning Outcomes

- Explain how knowledge in the social and behavioral sciences is created and applied.
- Explain major approaches, methods, theories, and substantive findings of the field.
- Evaluate and apply concepts and theories from the social and behavioral sciences to real-life examples.

Skills Student Learning Outcomes

Critical Thinking: Comprehensively evaluate issues, ideas, artifacts, or events before forming a conclusion.

- States an issue clearly and describes it comprehensively.
- Uses appropriate evidence that includes relevant context(s), which facilitates a
- comprehensive analysis or synthesis of the issue.
- Develops a position that thoroughly takes into account the complexities of an issue, limits of
- the position and synthesizes others' points of view.
- Develops conclusions, implications, and consequences that are logical and reflect an
- informed evaluation based on the strength of evidence.

Ethical Reasoning: Apply ethical principles and codes of conduct to decision-making.

- Recognizes ethical issues when presented in a complex, multilayered (gray) context and can recognize interrelationships among the issues.
- Names the major ethical theory or theories used, presents the gist of said theory or theories, and thoroughly and accurately explains the details of the theory or theories used.
- Applies ethical theories to a complex issue accurately and considers the full implications of the application.
- States a position in-depth and effectively defends against other ethical perspectives.