



## Social and Cultural Foundations of Behavior

### Table of contents

Guiding principles .....	2
My expectations and hopes for the semester .....	2
The Diversity, Equity, and Inclusion sequence of courses .....	3
Course overview .....	4
Accreditation standards .....	5
Course learning goals, objectives, and outcome measures .....	6
What will you be doing in this course? .....	7
Teaching methods .....	7
Assessment methods .....	7
Technology proficiency required for this course .....	8
Changing your self-perception .....	8
Adult learning .....	9
Attendance and class participation .....	9
Written assignments .....	10
Verbal assignments .....	10
Workload, assignment submission guidelines, and my grading commitment .....	11
Assignment submission policy .....	11
Feedback and assessment .....	11
Minimum level of achievement .....	11
How to succeed in this course .....	12
Professionalism, competence, and ethical behavior .....	12
Trauma exposure .....	13
Course materials and schedule .....	13
Required textbooks .....	13
Weekly schedule .....	14
Assignments, evaluations, and grading .....	20
Description of assignment grading .....	21
Assignments and scoring rubrics .....	21
Participation in class and discussions .....	21
Weekly quizzes .....	22
Article discussion leader .....	22
Class grant project .....	24
Media analysis paper (Change The Story) .....	29
Final exam .....	32
A concise listing of assignment due dates .....	33
My teaching philosophy and approach .....	33
CNU policies .....	34
My background .....	39
References .....	40

## Guiding principles

I hope we can foster a sense of community in this classroom and consider it to be a place where we all will be treated with respect. I welcome students of all ages, backgrounds, beliefs, ethnicities, gender identities, marital/parental status, military/veteran status, national origins, religious and political affiliations, sexual orientations, socioeconomic status – and other visible and nonvisible differences. Each person in the class is encouraged to share their unique perspective as an individual, and are not expected to act as a representative of any category. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. If this standard is not being upheld, please feel free to speak with me...and I encourage you to speak with each other.

*On a personal note: If you ever have a concern about my behavior, please, please feel free to approach me in person (in the moment in class, or elsewhere), by email, or with an anonymous note under my door...whatever it takes so that I can continue my development and learning about co-creating an inclusive classroom environment. Thank you.*

## My expectations and hopes for the semester

My expectations for myself in this course are to be engaged, curious, respectful, thoughtful, challenging, and fully committed to your learning over the semester. Feedback and assessments will be timely, fair, and designed to support your professional growth as a psychologist. I will do all I can to foster a classroom environment that is conducive to your learning. I also expect to be very interpersonally active with you and to utilize humor in a way that is appropriate and assists your understanding of the concepts we are discussing.

My expectations for you are that you will be in class on time, have done the reading assigned for the week and have copies available at the time we meet, and be ready to engage with your classmates and me about what you are learning and how your own experience shapes your understanding. I also expect that you will communicate with me directly and as soon as possible if you find yourself struggling with any aspect of the course, so that together we can identify problem-solving options to maximize your successful completion.

Throughout our class meetings we'll spend considerable time laying a foundation conducive to respectful yet challenging discussions through which we all can grow. I hope we will grapple with complicated, emotional, and thought-provoking topics as a community, and to understand that learning and teaching come from shared experiences and critical self-reflection. We enter into this exploration together, and together we are responsible for its success.

The topics in this course can engender intense discussions because they often touch on aspects of our own moral values as well as institutional policies, professionalism, ethics, and laws. These areas of difference are the edges where our learning occurs, and if we can disagree without being disagreeable, the opportunity to understand another person's perspectives and opinions—and perhaps even changing our own—becomes a rich and vibrant invitation to expand our own views of the world.

## The Diversity, Equity, and Inclusion sequence of courses

Here at the College of Psychology (CoPsy) we have a three-course sequence that focuses on helping you develop your professional skill in this vital area of practice:

- PSY 801: Human Diversity and Cultural Awareness (P1 year)
- **PSY 607: Foundations of Behavior: Social & Cultural** (this course – P2 year)
- PSY 815: Advocacy and Social Justice (P3 year)

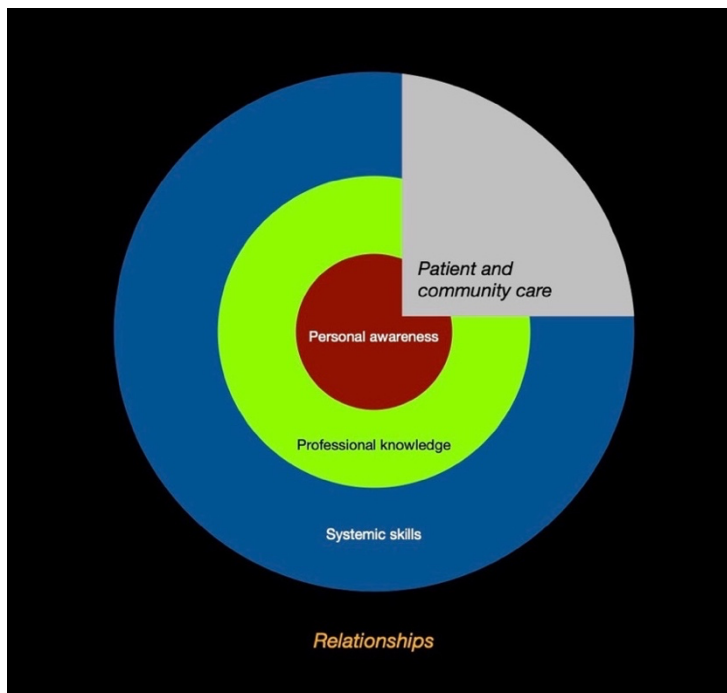
During your P1 year, *Human Diversity and Cultural Awareness* is focused exclusively on helping you develop and demonstrate an understanding of how your personal and cultural history, attitudes, and biases may affect how you understand and interact with people different from yourself; the course focus on **personal awareness** is evident in the reflection papers you write as well as the emphasis on understanding your own experience, and your emotional and cognitive processing of that experience, as part of the larger context of living in the U.S. This gives you an opportunity to understand how concepts like health inequities, systemic racism, and intersectionality can inform your self-reflection about your own history, development, and experience as a cultural being. You'll see in the graphic that the focus is not on **patient and community care**.

*Foundations of Behavior: Social & Cultural* in your P2 year brings in evidence-based research of our profession to help you demonstrate your understanding of the current theoretical and empirical **professional knowledge** base and of some of the main themes of social and cultural psychology. You'll have somewhat more emphasis on patient and community care, but it is not the majority of the course.

Finally, in your P3 year, *Advocacy and Social Justice* gives you the opportunity to integrate awareness and knowledge of individual and cultural differences with social psychology as these areas influence the lived experience of communities that are negatively impacted in their daily lives, and how to begin to develop your **systemic skills** and expertise to advocate for equitable treatment for all persons and communities. This course has the most emphasis on patient and community care of the three courses, yet it is still not the majority of course content.

Where do you get that information about patient and community care? It starts specifically with *Practicum Preparation* during your P1 year, but you'll find it laced throughout all your courses. It then continues in your practicum itself and in conversations in your six *Practicum Case Conference* courses. This is where you'll focus on specific interactions with specific patients from specific communities. What we don't teach is an approach that is sometimes (derisively) called "flavor of the week," or a "cookbook approach" which focuses on one particular demographic group at a time, delivering generalizations and, at times, stereotypes, about groups of people. In your coursework at CoPsy, you'll focus on how to approach *individual patients* in a culturally humble manner, understanding that each patient has their own story and their own experience in the world that reflect both social and individual processes.

These three courses all play out on a background of **relationships**, understanding that the relational approach is key to understanding yourself, your colleagues, your patients, and the communities in which you work and where you and your patients are located. Fundamentally, diversity, equity, inclusion, and social justice require understanding in a relational context.



## Course overview

COURSE UNIT VALUE: 3

For each semester, one (1) hour of credit is assigned per hour each week of classroom or direct faculty didactic instruction (that is, per hour of student in-class time) and a minimum of two (2) hours of out-of-class student work (homework). Two hours is the minimum; I suggest you plan on at least three hours per unit. This means that between class time, doing the readings, studying, and preparing assignments, you'll be spending about 12 hours per week focused on this. course.

### COURSE INSTRUCTOR CONTACT INFORMATION

Name: David Jull-Patterson, PhD  
Pronouns: he/him/his  
Room: Psychology Suite 210, room 201  
Email: [david.jull-patterson@cnsu.edu](mailto:david.jull-patterson@cnsu.edu)

I don't check email after 17:00 on weekdays or on weekends or holidays - please plan accordingly.

### I TRULY ENJOY MEETING WITH STUDENTS OUTSIDE OF CLASS

1:1 conversation hour: by appointment. You can always stop by my office and see if I'm available for a curbside consult...or to just say hello!

Look at my student meeting schedule and feel free to make an appointment with me. Use this hyperlink to access my online scheduling system: **Dr. Jull-Patterson 1:1**

If you choose to meet online, here is our Teams hyperlink: **PSY 607 Teams link**

### CLASSROOM AND MEETING TIMES

Room: Room 212, 2<sup>nd</sup> floor, 2920 Prospect Park Drive, Rancho Cordova  
Time: Wednesdays, 09:00 – 12:00  
Autumn semester — September - December 2022

### COURSE CATALOG DESCRIPTION

The study of social and cultural behavior includes group process, attributions, discrimination, societal attitudes, and the interface between the subjects of sociology and psychology.

### PREREQUISITE COURSES AND KNOWLEDGE

None

### LAST TIME THIS COURSE WAS TAUGHT

This course was last taught in the autumn semester, 2021.

### WHY THIS COURSE?

This course provides discipline-specific knowledge in a basic content area in scientific psychology, helping you establish a foundation of information upon which you will build your further learning. The course is designed to provide a mechanism to integrate other basic content areas and aid you in understanding how social and cultural psychology provides you a greater understanding of patients' lives and provides knowledge that you will use in developing effective clinical interventions.

## Accreditation standards

See APA, 2018 for more about accreditation standards.

### DISCIPLINE-SPECIFIC KNOWLEDGE (DSK)

**Category 2: Basic content areas in scientific psychology** - Social aspects of behavior

*Social aspects of behavior include topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy courses do not, by themselves, fulfill this category.*

**Category 3: Advanced integrative knowledge of basic discipline-specific content areas**, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior).

### PROFESSION-WIDE COMPETENCIES (PWC)

**Competency 3: Individual and cultural diversity**

Doctoral students are expected to:

1. possess knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
2. demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

**Competency 5: Communication and interpersonal skills**

Doctoral students are expected to:

1. develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
2. produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. demonstrate effective interpersonal skills and the ability to manage difficult communication well.

### ADVANCED INTEGRATIVE KNOWLEDGE IN SCIENTIFIC PSYCHOLOGY

You are expected to be able to show advanced integrative knowledge about discipline-specific knowledge. In each course of the *Foundations of Behavior* sequence you have assignments that require you to demonstrate the ability to integrate at least two content areas covered in the sequence. You will also demonstrate this ability to integrate content areas through your Master's Integrative Learning Experience (MILE). The MILE is an in-depth assessment of multiple aspects of the doctoral curriculum that must be successfully passed to advance to internship and receive the Master of Arts Degree in Psychology. In your P3 year, you are required to present your work with a patient in a written case report. You must then explain your work in an oral examination, incorporating at least two basic discipline-specific content areas.

**This course covers** one of the five advanced integrative knowledge of basic discipline-specific content areas: affective aspects of behavior, biological aspects of behavior, cognitive aspects of behavior, developmental aspects of behavior, and **social aspects of behavior**.

In this course, the *Media Analysis* assignment is used as the integrative outcome measure.

# Course learning goals, objectives, and outcome measures

## COURSE LEARNING GOALS AND OBJECTIVES

1. By successfully completing this course, you will understand and apply basic social science concepts and findings involving areas of diversity in the U.S., and discuss the important sociocultural forces, trends, and problems faced by U.S. society.
  - Objective A: Evaluate the professional literature.
  - Objective B: Utilize your evaluation in classroom discussions.
  - Objective C: Utilize use your evaluation in your written work.
2. By successfully completing this course, you will be able to understand the causes and consequences of collective identities, including stereotyping, intolerance, and conflict.
  - Objective A: Evaluate the professional literature.
  - Objective B: Utilize your evaluation in classroom discussions.
  - Objective C: Utilize use your evaluation in your written work.
3. By successfully completing this course, you will be able to articulate psychological perspectives on the nature and role of the self; group processes and intergroup relations; individual and collective identity; persuasion; emotion and motivation; and attraction and close relationships.
  - Objective A: Evaluate the professional literature.
  - Objective B: Utilize your evaluation in classroom discussions.
  - Objective C: Utilize use your evaluation in your written work.
4. By successfully completing this course, you will be able to apply social and cultural psychological concepts, theories, and research findings to solve problems in professional life and in society.
  - Objective A: Demonstrate the ability to locate and gather information.
  - Objective B: Evaluate the sources of information.
  - Objective C: Analyze, summarize, and synthesize information.
  - Objective D: Apply information gained through research to a hypothetical social situation.
  - Objective E: Apply information gained through research to a real-world problem related to an area of social justice concern.
  - Objective F: Communicate information to others though writing.
  - Objective G: Communicate information to others using oral presentation.
5. By successfully completing this course, you will be able to integrate developmental or biological aspects of behavior with other discipline-specific content areas.
  - Objective A: Identify basic developmental or biological concepts and integrate them with social concepts in an advanced manner.
  - Objective B: Apply the integrated information to a hypothetical situation.
6. By successfully completing this course, you will be able to demonstrate professional behavior through engaging with your peers to give and receive constructive feedback.
  - Objective A: Implement a feedback model to guide your classroom interactions.
  - Objective B: Use critical self-reflection to evaluate the comments you make in class.
  - Objective C: Use critical self-reflection to evaluate the comments others make in class.

## OUTCOME MEASURES

Here are how these course goals map onto DSKs and PWCs, as well as the outcome measures (assignments) for these goals:

Course learning goals	DSK/PWC	Outcome measure	Week	Minimum level of achievement
<b>Understand and apply basic social science concepts and findings involving areas of diversity in the U.S., and discuss the important sociocultural forces, trends, and problems faced by U.S. society.</b>	DSK 2 PWC 3 PWC 5-2,3	Article discussion lead; quizzes; participation	All	80% or better on article discussion lead; contribute one in-class comment
<b>Understand the causes and consequences of collective identities, including stereotyping, intolerance, and conflict.</b>	DSK 2 PWC 3.1,2 PWC 5-1,2,3	Article discussion lead; quizzes; participation	All	80% or better on article discussion lead; contribute one in-class comment
<b>Articulate psychological perspectives on the nature and role of the self; group processes and intergroup relations; individual and collective identity; persuasion; emotion and motivation; and attraction and close relationships.</b>	DSK 2 PWC 5-2	Quizzes; media analysis paper; final exam	All; Week 15; Finals week	80% or better on quiz score; 80% or better on media analysis paper; 80% or better on final exam
<b>Apply social and cultural psychological concepts, theories, and research findings to solve problems in professional life and in society.</b>	DSK 2 PWC-5-1,2,3	Class grant paper and presentation	Weeks 6, 7, 8, & 9	80% or better on class grant project
<b>Integrate developmental or biological aspects of behavior with other discipline-specific content areas.</b>	DSK 2,3	Media analysis paper	Week 15	80% or better on media analysis paper
<b>Demonstrate professional behavior through engaging with your peers to give and receive constructive feedback.</b>	PWC 5.3	Participation	All	80% or better on class participation.

## What will you be doing in this course?

### TEACHING METHODS

As your professor, I will provide opportunities for:

- Faculty didactic instruction
- Small- and large-group exercises
- Class discussions
- Article reviews and discussions
- Online exercises
- Our 1:1 meetings

### ASSESSMENT METHODS

I will evaluate your learning through the means of:

- Class discussions
- Academic papers
- Quizzes and tests
- Class presentations

## TECHNOLOGY PROFICIENCY REQUIRED FOR THIS COURSE

Web-based course management (Canvas); presentation program (e.g., Keynote, PowerPoint, or Prezi); word processing program (Word). As part of your enrollment here at CNU you can download Microsoft Office at no cost; this software package includes PowerPoint and Word. Your written assignments in this course must be submitted in Word format.

**IMPORTANT NOTE:** I will communicate with the class only through email; please do not use other platforms, i.e., Canvas or Teams, to reach me. Email will be the primary means of communication between me and you and your classmates outside of class time. Please be prompt in responding to emails and announcements – no more than 48 hours (excluding weekends and holidays) should lapse before emails are returned or acknowledged. The Canvas site is used extensively used for this course. If you are unfamiliar or uncomfortable with course management software like Canvas, please peruse the following website to help acquaint yourself: <https://community.canvaslms.com/community/answers/guides/>

Communications may include changes or cancellations in class, meeting rooms or times, and/or assignments. Please go into your personal profile in Canvas and confirm that the email address listed is the email you will be reading on a daily basis. The class topics and reading assignments are subject to change with a week's notice. I will announce these changes in class, post on Canvas, and confirm by email.

## CHANGING YOUR SELF-PERCEPTION

In our doctoral program, you are called students, but to me you are really apprentices. After all, you are now getting paid (e.g., perhaps practica stipends, but definitely hours toward your degree) to *do* psychology. Hence, you need to engage in a self-perception shift: **STOP** thinking of yourselves as students and **START** thinking of yourselves as apprentice psychologists. For some, this shift can be plagued by a feeling of “imposter syndrome,” and this is particularly difficult for students from marginalized backgrounds.

What's the difference between students and apprentices? One difference is that students do as little as possible to get the best grade they can; apprentices try to learn as much as they can and practice whenever possible so that they can function well when they leave the apprenticeship.

A second difference is that students get upset when they get corrective feedback; apprentices want corrective feedback because they *want to get better* in their chosen line of work. As Vince Lombardi said during his first team meeting as the Green Bay Packers' coach in 1959, “... we are going to relentlessly chase perfection, knowing full well we will not catch it, because nothing is perfect. But we are going to relentlessly chase it, because in the process we will catch excellence” (Carlson, 2014, p. 149). Be mindful about how you give your peers feedback, and always look for the learning opportunity in the feedback you receive.

You will need to practice and improve your skills; this class will give you the opportunity to do so. In doing so, you will make errors. Observers (me, other class members) will try to gently point out your mistakes so that you can come to recognize and fix them yourself. After all, part of the training of a bricklayer is to recognize when a crooked wall has been put up and to know when to tear it down and start over, and maybe to eventually avoid putting up those crooked walls. I hope to develop interdependence in this classroom setting, and within this cohort, where each one of us provides collaborative guidance for each other (Skowronski, 2014). And if that imposter syndrome raises its head, talk with your colleagues, your advisor, and with me; you are in this program because you deserve to be, and as a member of the Admissions Committee, I am proud to stand behind our decision to invite you to join CoPSY.





## ADULT LEARNING

In my teaching I use principles of adult learning, with an understanding that new knowledge has to build upon and “fit” with knowledge you already have, and that you have to be able to “unlearn” or revise previous knowledge to accommodate new perspectives. Also, scholarship of teaching and learning (SoTL) literature shows that adult learners often learn differently from those who are learning everything for the first time. As a result, I rarely lecture, and I am happy to spend some time explaining particular readings or concepts if there are requests for this. I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.

- Your learning is directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
- We will discuss many of the readings, but we will not automatically review them in class; I will look for evidence that you have done all the readings in your assignments.
- It is your responsibility to let me know if some discussion of a particular reading or concept would be useful or interesting, if you have a question, or you aren't sure you see the relevance of something you read or heard (Reed, 2014).

## ATTENDANCE AND CLASS PARTICIPATION

I expect you to attend all classes in their entirety; it is impossible to make up what has transpired. *I define missing class as missing 15 minutes or more of scheduled class time.* If you miss 1-4 classes, you will lose the 10 points awarded for active participation in each class. If you miss a fifth class, by college policy you will have to withdraw from the course. Please consult the *CNU Policies* section (page 37 in this syllabus) for a list of what are considered excused absences.

Sharing ideas and engaging in intellectual dialogue are requirements of the course. Participation in class discussion is an important component of my ability to assess your competence. Through your participation you contribute to others' learning and advance your own understanding. It is one way in which you demonstrate your mastery of class material, course objectives, and your ability to engage in problem solving and professional learning behaviors.

If you identify a problem that is affecting your course performance, contact me immediately so together we can develop an appropriate action plan to help you succeed. Please do not wait until the end of the semester or just before an assignment is due to reach out to me. I encourage you to talk with me in person or go to my appointment website to schedule a meeting.

The class is designed using group discussion to help facilitate your class participation. Throughout the course you are responsible for being familiar with and participating in discussions of assigned articles — they are the didactic basis of the course. Through reading and discussions of articles you will acquire the knowledge base to meet course learning outcomes. Assessment of participation in class discussion is based on:

- Preparation – you read the article, brought a copy to class, are familiar with its content, and are prepared to discuss it;
- Willingness – you contribute to class discussion and comment on other classmates' presentations;
- Quality of contribution – you understand the readings, synthesize ideas, explore and question meanings, and apply concepts.

## WRITTEN ASSIGNMENTS

Please be sure to use APA format for your written work.

You will find Bloom's cognitive processes dimensions for each assignment at the end of the assignment rationale.

I want you to focus your critical skills and synthesize what you are learning from the readings and class discussions. Mastery of basic skills of grammar and composition are assumed at this level of education. Please write in the first person (using *I*) and not in the third person (using *the writer* or *we* or *psychologists*). Don't just rephrase other authors' work — give your own perceptions or ideas. Be sure you include concepts from readings and class discussions as appropriate. Please don't recap what is in the article or chapter - I already read it, and that is why I chose to assign it.

In the past, my students have been puzzled as to why they got a grade on an assignment that was lower than they expected. If I have asked for certain aspects to be addressed in your writing, you skip an aspect at your own risk! Your grade will be lower if an aspect I've asked you to respond to is not addressed. I endeavor to make sure that all aspects are reflected in the grading rubric.

The biggest suggestion I can make about your writing assignments (other than to check your "writing hygiene" - spelling, punctuation, grammar, sentence and paragraph structure, etc.)? The prudent student will adopt this manifesto:

**"I will tell you about my thinking. I know you are interested not only in the issues upon which I've chosen to focus, but *why* I chose them, *what* I think about them, and *how* they have an impact on my development as a psychologist."**

Missed assignments will result in a lower grade or failure of the class, depending on the work missed. At my discretion, missing more than one major assignment can result in failing this class. If, however, you are *seriously ill* and provide a doctor's note, the assignment may be submitted. Let me know as soon as possible if you find yourself in this situation.

Know that I use plagiarism-detection software to actively ensure that your work is indeed your own. Plagiarism is a form of cheating, and it is a serious violation of professional standards and the Code of Conduct for the College of Psychology. Its detection will automatically result in an "F" for the course and a referral to the Dean of Academics with a possible hearing before the Professional and Academic Standards Committee. This in turn can lead to your being removed from the program.

If writing is difficult for you, please inform me and we will work together as needed to help you meet this requirement.

## VERBAL ASSIGNMENTS

Your ability to cogently lead a discussion or make an oral presentation will stand you in good stead throughout your career. In situations as varied as rounds, team meetings, and department educational activities, the verbal fluency you display reflects on your own ability and competence. It also gives an indication, particularly in interprofessional settings, of how the profession of psychology expects its practitioners conduct themselves. There are resources (e.g., Jacobs & Hyman, 2010) available to help you make your oral presentation effective; we'll also talk about tips and techniques in class.

If you are unable to present your oral assignment on the day you scheduled, it is your responsibility to switch presentation time with a classmate as soon as possible and send me an email to let me know about the exchange. If you miss your presentation without arranging for another presentation in its place, I will regard your presentation as a missed assignment and give you no points.

Just as with writing, if speaking in class is difficult for you, please inform me and we will work together as needed to help you meet this requirement.

## WORKLOAD, ASSIGNMENT SUBMISSION GUIDELINES, AND MY GRADING COMMITMENT

For every hour in class, plan to reserve 2-3 hours outside of class for reading and writing (the definition of the Carnegie unit, the basis for granting course credit in U.S. colleges and universities). Please upload your written assignments to me through our Canvas portal and not to my email (exceptions are noted in the assignment submission policy below). If you miss the class when an assignment is due, be sure you submit your assignment by the due date and time.

My intention is to grade assignments and return them to you within 14 days. If you have not received your assignment grade by that time, please contact me to let me know that.

## ASSIGNMENT SUBMISSION POLICY

Upload all assignments by 09:00 on the due date. Be sure you have performed your ablutions and tithed to the Gods of Electronics, because ***I do not accept late assignments***. My expectation of your adherence to the time frame is related to the development of your professionalism. Your clinical work will suffer if your patients can't rely on you to be timely in your work with them.

I have programmed the Canvas system to not allow you to upload a written assignment past the due date and time; you may not email it to me for grading after the due date and time (see exception in *CNU policies* in this syllabus and contact me directly). If you are having difficulties with uploading, bring me a hard copy...which is due at the same time as an electronic submission. If you missed submitting your assignment for grading, you are welcome to email a copy of your assignment for my feedback. I will provide that after I have finished grading the rest of the assignments.

For oral presentations, switch with someone in class to present your scheduled article presentation if you won't be in class, or exchange readings at the beginning of the semester for an absence you know is approaching.

Please...don't ask me to make an exception for you. Following directions and meeting deadlines is a meta-goal within this course. I don't have the ability to judge if "My AI dog ate my NFT homework" is a valid excuse, nor am I interested in developing it. ; -)

## FEEDBACK AND ASSESSMENT

A helpful definition of feedback is "...specific, nonjudgmental information comparing a trainee's performance with a standard, given with intent to improve performance" (van de Ridder et al., 2008, p. 189). Feedback is always being given and received, consciously or unconsciously, skillfully or carelessly. Perhaps most importantly, the process of giving and receiving feedback is an expression of commitment to the learning relationship.

Students are sometimes uncertain about the difference between feedback and assessment. Feedback, in this course, is an ongoing conversation between all of us, transparent in nature, and educates the recipient as well as the rest of the group. You will provide self-reflection as well as hear oral feedback on your oral presentation and article discussion leadership (more info about assignments is on page 19). This type of feedback is designed to help everyone improve and learn from one another.

Assessments come in the form of scores for work submitted that takes into account the feedback you've received and then a summative process encompassing scores received throughout the entire semester. All assessments are private. The hallmark of a good assessment is that it is not a surprise, and I will strive to make sure the feedback you receive from me (as well as that of your classmates) is reflected in your assessment.

## MINIMUM LEVEL OF ACHIEVEMENT

To be eligible for graduation, students must demonstrate minimum levels of achievement in all courses as defined by a score of 79.50% or better (Grade of B or higher) in each course.

## HOW TO SUCCEED IN THIS COURSE

To be successful in this course, you should expect to devote an average of 12-15 hours each week to preparing for class, participating in class sessions, studying course related materials, and completing course assignments.

Succeeding is different from not failing; meeting the fundamental requirements as I've outlined them will keep you from failing. My experience teaching is that the students who are truly successful are the ones who are willing to take risks and to challenge themselves and each other. To succeed is to take the information you learn through readings and interactions with me and your classmates and be affected by it. By engaging with the material, being willing to change the way you think about the subjects we study, and actively participating in classroom discussions, the likelihood is that at the end of the semester, you will look back and say to yourself, "I will use what I learned in this course during my work. It was worth the money and time (45 hours in class, ≈ 135 hours outside of class) I invested by taking it." If there is something I can do to support your success, please don't hesitate to let me know.

## COMPETENCE AND ETHICAL BEHAVIOR

In our program the faculty and administration are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence.

We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all patients. For some trainees, integrating personal beliefs or values with professional competence in working with all patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and noninjurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values (Wise, Bieschke, Forrest, Cohen-Filipic, Hathaway, & Douce, 2015).

During your time here (most notably in practicum and internship) and after, your actions in relationship to others become a representation of yourself, this institution in general, and this program specifically. Because of this we take professional development very seriously and lapses in professionalism will not be tolerated in any portion of your training or assessment of your competency; particularly egregious lapses will result in your termination from the program. The degree to which you do not meet standards commensurate with the behavior of an effective, ethically-guided psychologist will reflect poorly on all of us, faculty and students alike, and could have tangible consequences (e.g. reduced internship options for future students) as well the types of peers other faculty and I will be encountering in our professional lives, the reputation of the school and its ability to recruit high-quality students, and—most important—the quality of care that is given patients and their communities by our alumnae and alumni.

Thus, a meta-goal of the program at CNU is to develop psychologists with high levels of professionalism. This meta-goal underlies the goals of each course and clinical placement throughout your education. As you engage in your knowledge acquisition in this course, we will attend to aspects of professional development (the nurturance of professionalism) throughout the semester. Throughout your years in our program, you should become acutely aware of how your behavior impacts others and how it reflects upon you as a professional. This includes what you say in class and how you say it, but it also includes things like showing up on time, being prepared, and contributing to the learning community. You'll find this metacognitive approach laced throughout your readings and your assignments; my intent is to help you further develop your professional knowledge and competence (a basic definition of professional development) by understanding how your personal responses affect your professional viewpoint and behavior.

## TRAUMA EXPOSURE

Some of the material presented in this course—and some of the ways in which it is presented—may be upsetting or temporarily overwhelming at times. It is well-documented that indirect exposure to trauma narratives may put helping professionals and trainees at risk for developing trauma reactions, particularly those who have a personal trauma history or limited clinical experience. Self-awareness and good self-care go a long way in recognizing and minimizing distress and bouncing back from it. Be sure to engage in periodic self-checks on how the material in the course and the ways in which the material is delivered and discussed are affecting you. Your ability to navigate this material will stand you in good stead when you begin seeing patients and hearing their traumatic life stories.

Titrating exposure, limiting exposure before bedtime, and practicing grounding techniques if you start feeling overwhelmed can be helpful strategies for minimizing and managing distress. Getting support from friends, colleagues, family, and mental health professionals is also important, especially if you have risk factors that might make you more likely to be affected by some material or you find yourself becoming distressed. Please talk with me if you find you are having difficulties with any aspect of the course. I am committed to using trauma-informed teaching and learning principles to cultivate an educational environment that is congruent with psychology values, that reduces the risk of retraumatization, and that supports your resilience and your success in the course and in the profession.

## Course materials and schedule

**Please have a copy of the readings for the week accessible to you during class.**

### REQUIRED TEXTBOOKS

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Heinzen, T., & Goodfriend, W. (2021). *Social psychology* (2<sup>nd</sup> ed.). SAGE Publications.

Tatum, B. D. (2017). *“Why are all the black kids sitting together in the cafeteria?” and other conversations about race* (Revised and updated ed.). Basic Books.

Weekly articles are available in Canvas or online.

### **The syllabus is subject to change**

This schedule is the general structure and content of the course. Please remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet your needs or mine, or other requirements.

We may spend more time on some topics as needed, and conversely, may move more quickly over other topics.

I **will not** change assignment due dates to be earlier than what is listed in the syllabus unless the entire class agrees to the change.

## WEEKLY SCHEDULE

Please read the Heinzen and Goodfriend text before the other readings in any particular week.

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**Week 1: An introduction to social psychology: Big questions, and applying science to social behavior**

Assignments and points available: in-class discussion (10 points).

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Adams, G., & Markus, H. R. (2004). Toward a conception of culture suitable for a social psychology of culture. In M. Schaller & C. S. Crandall (Eds.), *Psychological foundations of culture* (pp. 335-360). Lawrence Erlbaum. <http://www.al-edu.com/wp-content/uploads/2014/05/SchallerCrandall-eds-Psychological-Foundations-of-Culture.pdf#page=345> **Article discussion leader: Dr. Jull-Patterson**

Gorski, P. C., & Goodman, R. D. (2015). Introduction: Toward a decolonized multicultural counseling and psychology. In: R. D. Goodman, & P. C. Gorski (Eds.), *Decolonizing "multicultural" counseling through social justice* (pp. 1-17). Springer. [https://doi.org/10.1007/978-1-4939-1283-4\\_1](https://doi.org/10.1007/978-1-4939-1283-4_1) **Article discussion leader: Dr. Jull-Patterson**

Heinzen, T., & Goodfriend, W. (2021). An introduction to social psychology. In *Social psychology* (2<sup>nd</sup> ed., pp. 2-25). Sage.

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**Week 2: Research methods: The scientific method, design, and analysis as applied to social psychology; Student check-in and course feedback**

Assignments and points available: in-class discussion (10 points); Readings quiz for Weeks 1 and 2 (1 point); *Persuasive Grant* thesis, identity of the proposed grant recipient agency, and the name of your interviewee due.

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Aronson, E. (1977). Research in social psychology as a leap of faith. *Personality and Social Psychology Bulletin*, 3(2), 190-195. <http://dx.doi.org/10.1177/014616727700300206> **Article discussion leader:**

Heinzen, T., & Goodfriend, W. (2021). Research methods. In *Social psychology* (2<sup>nd</sup> ed., pp. 18-39). Sage.

McCormick-Huhn, K., Warner, L. R., Settles, I. H., & Shields, S. A. (2019). What if psychology took intersectionality seriously? Changing how psychologists think about participants. *Psychology of Women Quarterly*, 43(4), 445-456. <https://doi.org/10.1177/0361684319866430> **Article discussion leader:**

Tatum, B. D. (2017). Prologue: Why are all the black kids *still* sitting together in the cafeteria?" and other conversations about race in the twenty-first century. In "*Why are all the black kids sitting together in the cafeteria?" and other conversations about race* (Rev. and updated ed., pp. 1-72). Basic Books.

**Week 3: Attitudes and persuasion:  
Specificity principle, implicit and explicit  
attitudes, and cognitive dissonance**

Assignments and points available: in-class discussion (10 points); discussion leads (65 points); Readings quiz (1 point); identify your choice of work to be analyzed for *Media Analysis* due (not evaluated).

DeMers, J. (n.d.). *25 powerful persuasion techniques that'll get you ahead* (blog post).  
<https://emailanalytics.com/persuasion-techniques/>

Elevate Education (2016). *Persuasive techniques*.  
[https://austudent.elevateeducation.com/cms\\_uploads/docs/au/4.-persuasive-techniques.pdf](https://austudent.elevateeducation.com/cms_uploads/docs/au/4.-persuasive-techniques.pdf)

Heinzen, T., & Goodfriend, W. (2021). Attitudes and persuasion. In *Social psychology* (2<sup>nd</sup> ed., pp. 126-151). Sage.

Rocklage, M. D., Rucker, D. D., & Nordgren, L. F. (2018). Persuasion, emotion, and language: The intent to persuade transforms language via emotionality. *Psychological Science*, 29(5) 749–760.  
<https://doi.org/10.1177/0956797617744797> **Article discussion leader:**

Tatum, B. D. (2017). Identity development in adolescence. In "*Why are all the black kids sitting together in the cafeteria?*" and other conversations about race (Rev. and updated ed., pp. 131-164). Basic Books.

Wall, H. J., Campbell, C. C., Kaye, L. K., Levy, A., & Bhullar, N. (2019). Personality profiles and persuasion: An exploratory study investigating the role of the Big-5, type D personality and the Dark Triad on susceptibility to persuasion. *Personality and Individual Differences*, 139, 69–76.  
<https://doi.org/10.1016/j.paid.2018.11.003> **Article discussion leader:**

**Week 4 (2021-09-22): The social self: Defining  
"self," social monitoring, and optimal margin  
theory**

Assignments and points available: in-class discussion (10 points); discussion leads (65 points); Readings quiz (1 point).

Heinzen, T., & Goodfriend, W. (2021). The social self. In *Social psychology* (2<sup>nd</sup> ed., pp. 40-65).

Ortiz, F. A. (2020). Self-actualization in the Latino/Hispanic culture. *Journal of Humanistic Psychology*, 60(3), 418–435. <https://doi.org/10.1177/0022167817741785> **Article discussion leader:**

Tatum, B. D. (2017). A psychologist's perspective and Defining racism. In "*Why are all the black kids sitting together in the cafeteria?*" and other conversations about race (Rev. and updated ed., pp. 73-98). Basic Books.

Young, I. M. (1990). Five faces of oppression. In *Justice and the politics of difference* (pp. 39-65). Princeton University Press. **Article discussion leader:**

**Week 5 (2021-09-29): Social cognition: Intuition, heuristics, and biases; Student check-in and course feedback**

Assignments and points available: in-class discussion (10 points); discussion leads (65 points); Readings quiz (1 point).

- Heinzen, T., & Goodfriend, W. (2021). Social cognition. In *Social psychology* (2<sup>nd</sup> ed., pp. 66-95). Sage.
- Molden, D. C., & Dweck, C. S. (2006). Finding "meaning" in psychology: A lay theories approach to self-regulation, social perception, and social development. *American Psychologist*, 61(3), 192-203. <https://dx.doi.org/10.1037/0003-066X.61.3.192> **Article discussion leader: Dr. Jull-Patterson**
- Rosenthal, L. (2016). Incorporating intersectionality into psychology: An opportunity to promote social justice and equity. *American Psychologist*, 71(6), 474-485. <https://doi.org/10.1037/a0040323>
- Tatum, B. D. (2017). The complexity of identity. In "Why are all the black kids sitting together in the cafeteria?" and other conversations about race (Rev. and updated ed., pp. 99-110). Basic Books.  
**Article discussion leader:**

**Week 6 (2021-10-06): Person perception: First impressions, nonverbal communication, and attribution theory.**

Assignments and points available: in-class discussion (10 points); discussion lead (65 points); Readings quiz (1 point); plan to meet with me this week or next, and upload your penultimate draft of your *Persuasive Grant* to me on Canvas so I may review it before our appointment.

**BEFORE YOU START READING FOR THIS WEEK, PLEASE GO TO  
[HTTPS://IMPLICIT.HARVARD.EDU/IMPLICIT/TAKEATEST.HTML](https://implicit.harvard.edu/implicit/takeatest.html)  
AND TAKE TWO IMPLICIT ASSOCIATION TESTS OF YOUR CHOICE.  
BE PREPARED TO TALK IN CLASS ABOUT YOUR REACTIONS TO THE EXPERIENCE.**

- Bartels, J. M., & Schoenrade, P. (2021). The Implicit association test in introductory psychology textbooks: Blind spot for controversy. *Psychology Learning & Teaching*. <https://doi.org/10.1177/14757257211055200> **Article discussion leader:**
- Causadias, J. M., Vitriol, J. A., & Atkin, A. L. (2018). Do we overemphasize the role of culture in the behavior of racial/ethnic minorities? Evidence of a cultural (mis)attribution bias in American psychology. *American Psychologist*, 73(3), 243-255. <http://dx.doi.org/10.1037/amp0000099>  
**Article discussion leader:**
- Heinzen, T., & Goodfriend, W. (2021). Person perception. In *Social psychology* (2<sup>nd</sup> ed., pp. 96-125). Sage.
- Tatum, B. D. (2017). The early years. In "Why are all the black kids sitting together in the cafeteria?" and other conversations about race (Rev. and updated ed., pp. 111-130). Basic Books.



**Week 7: Social influence: Conformity, social roles, and obedience; Student check-in and course feedback**

Assignments and points available: in-class discussion (10 points); discussion leads (65 points); Readings quiz (1 point); plan to meet with me by this week, and upload the penultimate draft of your *Persuasive Grant* to me on Canvas so I may review it before our appointment.

Brandt, M. J., Reyna, C., Chambers, J. R., Crawford, J., & Wetherell, G. (2014). The ideological-congruence hypothesis: Intolerance among both liberals and conservatives. *Current Directions in Psychological Science*, 23(1), 27–34. <https://dx.doi.org/10.2139/ssrn.2225989> **Article discussion leader:**

Heinzen, T., & Goodfriend, W. (2021). Social influence: Conformity, social roles, and obedience. In *Social psychology* (2<sup>nd</sup> ed., pp. 152-181). Sage.

Tatum, B. D. (2017). Racial identity in adulthood. In "Why are all the black kids sitting together in the cafeteria?" and other conversations about race (Rev. and updated ed., pp. 99-110). Basic Books.

Thiruchselvam, R., Gopi, Y., Kilekwang, L., Harper, J., & Gross, J. J. (2017). In God we trust? Neural measures reveal lower social conformity among non-religious individuals. *Social Cognitive and Affective Neuroscience*, 12(6), 956-964. <https://doi.org/10.1093/scan/nsx023> **Article discussion leader:**

**Week 8: Group processes: The initiation effect, contingency theory of leadership, and groupthink**

Assignments and points available: in-class discussion (10 points); Readings quiz (1 point); *Persuasive Grant* proposal (255 points).

Heinzen, T., & Goodfriend, W. (2021). Group processes. In *Social psychology* (2<sup>nd</sup> ed., pp. 182-211). Sage.

Krys, K., Zelenski, J. M., Capaldi, C. A., Park, J., Tilburg, W., Osch, Y., Haas, B. W., Bond, M. H., Dominguez-Espinoza, A., Xing, C., Igbokwe, D. O., Kwiatkowska, A., Luzniak-Piecha, M., Nader, M., Rizwan, M., & Uchida, Y. (2019). Putting the "we" into well-being: Using collectivism-themed measures of well-being attenuates well-being's association with individualism. *Asian Journal of Social Psychology*, 22(3), 256-267. <https://doi.org/10.1111/ajsp.12364> **Article discussion leader:**

Tatum, B. D. (2017). The development of White identity. In "Why are all the black kids sitting together in the cafeteria?" and other conversations about race (Rev. and updated ed., pp. 185-208). Basic Books. **Article discussion leader:**

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**Week 9: Persuasive Grant presentations**

Assignments and points available: *Persuasive Grant* presentation (25 points).

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No readings this week.

Oral presentations for the grant project and your awarding the class grant.

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**Week 10: Stereotyping, prejudice, and discrimination: Social identity theory, superordinate goals, and the contact hypothesis; Student check-in and course feedback**

Assignments and points available: in-class discussion (10 points); discussion leads (65 points); Readings quiz (1 point).

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Heinzen, T., & Goodfriend, W. (2021). Stereotypes, prejudice, and discrimination. In *Social psychology* (2<sup>nd</sup> ed., pp. 212-241). Sage.

Tatum, B. D. (2017). White identity, affirmative action, and color-blind racial ideology. In *"Why are all the black kids sitting together in the cafeteria?" and other conversations about race* (Rev. and updated ed., pp. 209-234). Basic Books. **Article discussion leader:**

Trinkner, R., Kerrison, E. M., & Goff, P. A. (2019). The force of fear: Police stereotype threat, self-legitimacy, and support for excessive force. *Law and Human Behavior*, 43(5), 421-435. <http://dx.doi.org/10.1037/lhb0000339><http://dx.doi.org/10.1037/lhb0000339> **Article discussion leader:**

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**Week 11: Helping and prosocial behavior: The empathy-altruism hypothesis, the bystander effect, and gender socialization**

Assignments and points available: in-class discussion (10 points); discussion leads (65 points); Readings quiz (1 point).

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Heinzen, T., & Goodfriend, W. (2021). Helping and prosocial behaviors. In *Social psychology* (2<sup>nd</sup> ed., pp. 242-272). Sage.

Tatum, B. D. (2017). Critical issues in Latinx, Native, Asian and Pacific Islander, and Middle Eastern/North African identity development. In *"Why are all the black kids sitting together in the cafeteria?" and other conversations about race* (Rev. and updated ed., pp. 235-298). Basic Books. **Article discussion leader:**

Wijaya, C. N., Roberts, L. D., & Kane, R. T. (2021). Attribution theory, bystander effect and willingness to intervene in intimate partner violence. *Journal of Interpersonal Violence*

. <https://doi.org/10.1177/0886260521997945> **Article discussion leader:**

**Week 12: Aggression: Micro-aggression and biological instincts; Student check-in and course feedback**

Assignments and points available: in-class discussion (10 points); discussion leads (65 points); Readings quiz (1 point); plan to meet with me this week or next, and upload your penultimate draft of your *Media Analysis* to me on Canvas so I may review it before our appointment.

Heinzen, T., & Goodfriend, W. (2021). Aggression. In *Social psychology* (2<sup>nd</sup> ed., pp. 273-303). Sage.

Tatum, B. D. (2017). Identity development in multiracial families. In "*Why are all the black kids sitting together in the cafeteria?*" and other conversations about race (Rev. and updated ed., pp. 299-330). Basic Books. **Article discussion leader:**

Xu, M., Macrynika, N., Waseem, M., & Miranda, R. (2020). Racial and ethnic differences in bullying: Review and implications for intervention. *Aggression and Violent Behavior*, 50, 101340. <https://doi.org/10.1016/j.avb.2019.101340> **Article discussion leader:**

**Week 13: Intimate relationships: Attraction theory, gender differences, and attachment; Student check-in and course feedback**

Assignments and points available: in-class discussion (10 points); Readings quiz (1 point); discussion leads (65 points); plan to meet with me by this week, and upload your penultimate draft of your *Media Analysis* to me on Canvas so I may review it before our appointment.

Aron, A., Melinat, E., Aron, E. N., Vallone, R. D., & Bator, R. J. (1997). The experimental generation of interpersonal closeness: A procedure and some preliminary findings. *Personality and Social Psychology Bulletin*, 23(4), 363-377. <https://doi.org/10.1177/0146167297234003> **Article discussion leader: Dr. Jull-Patterson**

Heinzen, T., & Goodfriend, W. (2021). Intimate relationships. In *Social psychology* (2<sup>nd</sup> ed., pp. 304-329). Sage Publications.

Tatum, B. D. (2017). Embracing a cross-racial dialogue and Epilogue: Signs of hope, sites of progress. In "*Why are all the black kids sitting together in the cafeteria?*" and other conversations about race (Rev. and updated ed., pp. 331-358). Basic Books. **Article discussion leader:**

TED. (2017, April). *Susan Pinker: The secret to living longer may be your social life* [Video]. [https://www.ted.com/talks/susan\\_pinker\\_the\\_secret\\_to\\_living\\_longer\\_may\\_be\\_your\\_social\\_life](https://www.ted.com/talks/susan_pinker_the_secret_to_living_longer_may_be_your_social_life) (we'll watch this in class)

**Week 14: Peace: Intergroup relations, negative and positive peace, and structural violence**

Assignments and points available: in-class discussion (10 points); Readings quiz (1 point); discussion leads (65 points); *Media Analysis* paper due (190 points).

Christie, D., deRivera, J., Diaz, E., & Nelson, L. (2009). *Society for the Study of Peace, Conflict, and Violence*.  
<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwigvdKC3-zwAhWUtZ4KHSX6DS8QFjACegQIBxAD&url=https%3A%2F%2Fwww2.clarku.edu%2Ffaculty%2Fderivera%2Fpeacepsychology%2FDiaz2009APA.ppt&usq=AOvVaw1bfyyMFRvREIWgaSeXzObo>

Gezgin, U. B. (2018). How psychology and psychologists can and can't contribute to peace processes? A prolegomenon for a critical peace psychology. *Eurasian Journal of Anthropology*, 9(1), 29-40.  
**Article discussion leader:**

McKeown, S. M., & Christie, D. J. (2016). Social psychology and peace. In: O. P. Richmond, S. Pogodda, & J. Ramović (Eds.), *The Palgrave handbook of disciplinary and regional approaches to peace* (pp. 220-232). [https://doi.org/10.1007/978-1-137-40761-0\\_17](https://doi.org/10.1007/978-1-137-40761-0_17) **Article discussion leader:**

Rubenstein, R. (2020). Transforming violent systems: The key to social peace [Video]. YouTube.  
<https://www.youtube.com/watch?v=bWNN618a-Ug>

**Week 15: Health: Stress and well-being, disparities, and inequities**

Assignments and points available: in-class discussion (10 points); Readings quiz (1 point).

American Psychological Association, APA Working Group on Stress and Health Disparities (2017). *Stress and health disparities: Contexts, mechanisms, and interventions among racial/ethnic minority and low-socioeconomic status populations*. <https://www.apa.org/pi/health-disparities/resources/stress-report.pdf> **Article discussion leader: Dr. Jull-Patterson**

Kemp, A. H., Arias, J. A., & Fisher, Z. (2017). Social ties, health and wellbeing: A literature review and model. In: A. Ibáñez., L. Sedeño, & A. García (Eds.), *Neuroscience and social science* (pp. 397-427). [https://doi.org/10.1007/978-3-319-68421-5\\_17](https://doi.org/10.1007/978-3-319-68421-5_17) **Article discussion leader: Dr. Jull-Patterson**

Klein, R., & Huang, D. (2014). *Defining and measuring disparities, inequities, and inequalities in the Healthy People initiative*. Center for Disease Control and Prevention.  
[https://www.cdc.gov/nchs/ppt/nchs2010/41\\_klein.pdf](https://www.cdc.gov/nchs/ppt/nchs2010/41_klein.pdf)

López, E. (2017). Health inequity: America's chronic condition? [Video]. YouTube.  
<https://www.youtube.com/watch?v=56ZKfSNkcJc>

**Finals Week: Final exam**

Assignments and points available: Final exam (75 points).

No readings this week.

Wrap-up, reflections, and recommendations.

## Assignments, evaluations, and grading

Someone who is attending to how well he [sic] is doing has his self-concept on the line. His image of himself as smart or competent is endangered by the risk of failing to meet a certain standard of performance. The attempt to protect that image usually comes at the expense of a desire to try one's best, which can seem risky. If you don't try, you don't fail..... The more he is focused on how well he's doing, the less he is absorbed in the task itself. That absorption facilitates learning, so anything that undermines it is educationally disruptive (Kohn, 2018, p. 156).

I would really like you to focus on learning and utilizing new information—grades in classes are secondary to learning. However, the university expects me to evaluate you and assign grades, so here's how I will do it:

### DESCRIPTION OF ASSIGNMENT GRADING (WRITTEN WORK IS DUE AT 09:00 THE DAY OF CLASS)

Assignment	Due date	Percentage of grade
Participation	Weekly	10
Readings quizzes	Weekly	10
Discussion leader	Varies	15
<i>Persuasive Grant</i> project penultimate draft and 1:1 meeting	Week 6 or Week 7	n/a
<i>Persuasive Grant</i> proposal	Week 8	15
<i>Persuasive Grant</i> project presentation	Week 9	15
<i>Media analysis</i> penultimate draft and 1:1 meeting	Week 12 or Week 13	n/a
<i>Media analysis</i> paper	Week 14	20
<i>Final exam</i>	Finals week	15
<b>Total</b>		<b>100</b>

This grading scheme provides the opportunity for you to demonstrate mastery of course content in a variety of modalities including formal and informal oral and written assignments as well as interaction with your peers in large and small group discussions. Students who attend class and participate fully in relevant and collaborative ways in class discussions and activities will receive higher grades.

### ASSIGNMENTS AND SCORING RUBRICS

#### ***Participation in class and discussions (10 points per class; weighted percentage of grade: 10%)***

Participation in class discussions is required. Students who prepare for and participate fully in relevant and collaborative ways in class discussions and activities will receive higher grades. Rigorous preparation of the weekly assignments will provide sufficient background for meaningful contribution to class discussions. If you are having trouble understanding a concept, please raise the issue in class. Chances are your classmates will have similar questions. If you are concerned that you do not understand the concepts, please schedule an appointment to meet with me prior to the class meeting so that you can be prepared to participate in class discussions.

*ASSIGNMENT RATIONALE: The purpose of this assignment is to identify basic concepts and issues in the theoretical foundations of science and professional practice of psychology, and to demonstrate capacity for critical thinking with concepts and issues of theoretical foundations of professional practice. Your learning in this course will be enhanced through your active involvement discussing the concepts with your classmates and me as a way to help you analyze and articulate your own thoughts and beliefs about clinical work and your part in the system of health service psychology. Bloom's cognitive process dimensions: apply, analyze, evaluate.*

Class participation rubric

Criterion	Initial	Emerging	Proficient	Exemplary
<b>Professional behavior</b>	0 You neglect to engage in professional interactions in the classroom (lack of integrity, accountability). Communication with others is inappropriate (i.e., feedback to peers, do not seek out or integrate feedback).	2 You generally engage in professional interactions in the classroom, exhibiting integrity, accountability. Experience challenges in appropriate communication with others (i.e., providing feedback to peers, seeking out and integrating feedback).	4 You regularly engage in professional interactions in the classroom, exhibiting integrity, accountability, etc., as well as appropriate communication with others (i.e., feedback to peers, seeks out feedback).	5 You consistently engage in professional interactions in the classroom, exhibiting integrity, accountability, etc., as well as appropriate, and effective communication with others (i.e., constructive feedback to peers, seeks out and integrates feedback).
<b>Class participation</b>	0 You don't participate in class discussions.	2 You intermittently participate in class discussions.	4 You participate in class discussions, asking a question or making an observation that provides constructive feedback that evidences application, analysis, or evaluation.	5 You participate in class discussions, asking a question or making an observation that provides constructive feedback and deepens the discussion and evidences application, analysis, or evaluation.

**Weekly quizzes (13 points; weighted percentage of course grade: 10%)**

The beginning of each class will begin with a short (10-15 questions) quiz on the readings you prepared for the week. At CoPSY we use Exemplify software for quizzes and exams. The quizzes themselves are not graded; your *participation* in taking the quiz (did you take it or not) is worth one point. There are no make ups for these quizzes, so be sure you've already downloaded the quiz and be in class with Exemplify ready to go in your search engine. Because there are no make-ups (whether from computer problems, unexcused absences, or excused absences), I will drop your three lowest scores. On our first day of class, I'll give you an ungraded practice quiz just to familiarize you with the procedure. This practice quiz requires no study and is merely for your amusement and edification as you get accustomed to the quiz procedure. We'll use Exemplify for the final exam as well.

*ASSIGNMENT RATIONALE: The purpose of this assignment is to give you a chance to assess how well you learned the basic concepts covered in the readings. Bloom's cognitive process dimensions: remember, understand, apply.*

**Article discussion leader (Two articles @ 64 points each; weighted percentage of course grade: 15%)**

At the first class we will be assigning discussion leaders for the articles. Each person will serve as the discussion leader for two articles during the semester. As discussion leader, you are responsible for synthesizing your knowledge and demonstrating your grasp of the material covered in the article and through the semester up to that point; I expect that you will demonstrate comprehension, analysis, synthesis, and application. You do this by facilitating the discussion in class, not by lecturing to your peers. Feel free to think creatively about how to facilitate the discussion. You have 40 minutes for this discussion and 10 minutes for feedback.

*ASSIGNMENT RATIONALE: The purpose of this assignment is to respond to all six of the course learning objectives as they arise in the article (article lead), and to provide constructive feedback to peers (colleagues). Your learning in this course will be enhanced through your involvement in constructing a cogent discussion framework as well as articulating your understanding of the article as a method to engage with your classmates and me in considering a variety of perspectives on the article. Bloom's cognitive process dimensions: apply, analyze, evaluate, create.*

Article discussion rubric

Note to the presenters' colleagues: This rating system will help you think about the presentation you are hearing. Remember that the rating alone provides little useful information; please jot down comments to contribute to the verbal class feedback.

Criterion	Initial	Proficient	Exemplary
<b>I. CONTENT</b>			
Presenter knowledgeable about the subject	1	2	3
Quality of background and introduction	1	2	3
Presents and/or elicits key ideas and findings clearly	1	2	3
Succinctly articulates conclusions	1	2	3
Analyzes and evaluates the information and clearly lets us know their own stance and what contributes to taking it	1	3	5
Criterion	Initial	Proficient	Exemplary
<b>II PRESENTATION STYLE</b>			
Clarity of speaking/whiteboard style	1	2	3
Rapport with class	1	2	3
Provides effective ways of engaging with the information	1	2	3
Timing and pace of the presentation	1	2	3
Structures a creative way to facilitate the discussion	1	3	5
Organization of discussion, i.e., depth versus breadth	1	3	5
Criterion	Initial	Proficient	Exemplary
<b>III APPLICATION</b>			
Identifies own areas of uncertainty or struggle with the information	1	3	5
Incorporates reading from previous classes or from other courses	1	3	5
Addresses course learning objectives	1	3	5
Integrates* reading with at least two basic discipline-specific content areas (affective, biological, cognitive, developmental, or social)	1	3	5
Applies article information to clinical work	1	3	5

\* Related to APA's expectation of demonstrating advanced integrative knowledge of basic discipline-specific content areas.

**Class grant project (Written proposal: 255 points; 20% of weighted course grade. Oral presentation: 130 points; 10% of weighted course grade)**

You will produce a **persuasive proposal and presentation** about your choice of a *social problem* that you think is important (This assignment and its description is adapted from Hunt [2012]). You'll conduct library research to learn more about your chosen problem, including social, cultural, and psychological factors that contribute to its persistence. You'll also identify interventions that have some demonstrated effectiveness in addressing those issues, and organizations that may carry out those types of interventions. You'll choose a local (Sacramento area) community-based organization (CBO) that addresses the problem you've identified, and conduct an in-person interview with a staff member there to see how applicable your research is to their day-to-day experience. In the proposal you will identify the problem, present arguments for why it is important, discuss potential solutions for the problem, report on the feedback you got from the agency staff person about your perceptions, and analyze these different types of information to come up with an evaluation of possible next steps. Present arguments for which solution will be most effective. Be sure to address how your organization incorporates successful implementation of social psychological concepts into their work...or what you think are the impediments for their not doing so and how that lack could be addressed.

To add a real-world dimension to the assignment, I ask each of you to contribute \$5 (or more if you would like to do so) to a class "grant fund." This is important: you are **not** required to donate money to the grant fund, and your grade is neither affected by your decision to do so or not, nor by the amount if you decide to donate. After turning in the persuasive essays, during Week 9 you will make a short (15 minutes...and I'll time you!) presentation about your problem and proposed solution, including identifying the organization with which you consulted. After hearing all of the presentations, the class votes on which proposal should receive the pooled grant money. The money is then donated to the organization identified in the winning proposal. A letter accompanying the donation explains how the organization was selected.

The rationale for this assignment is that it increases awareness of social problems. It provides understanding of psychological and social factors that underlie these problems, and insight into how effective interventions are developed. It also helps you to see how small actions by individuals (e.g., \$5 donations) can collectively contribute to social change. This assignment assists you to develop professional relationships in the CNU geographic area (you never know who you might meet at your next practicum interview). Finally, it helps you develop skills such as library research, persuasive writing, community familiarity, and oral communication, and it actually gives you an introduction to the grant-writing process.

How to choose a problem? Consider the importance of the problem, the effectiveness of your proposed intervention, and the degree to which funding will make a difference, rather than just the quality of the paper and presentation.

*ASSIGNMENT RATIONALE: The purpose of this paper is to apply psychological concepts, theories, and research findings to solve problems in professional life and in society. It gives you the opportunity to demonstrate your knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in professional activities including research, training, supervision/consultation, and service. Bloom's cognitive process dimensions: understand, apply, analyze, evaluate, create.*

To help you succeed on this assignment, there are a couple of steps as you move toward completion. More information will be given in class, but here are the major components: You will turn in 1) a thesis statement; 2) the identity of the proposed grant recipient community-based organization; and 3) the name and contact information (email at a minimum; email and phone number is better) of your interviewee by Week 2. You'll upload the penultimate draft of your paper and we'll meet to review it in Week 6 or 7. The final proposal is due in Week 8 and the persuasive grant presentations will be given in class in Week 9.

Your paper must include:

1. A clear statement (thesis) of the position you are arguing; that something (your topic) is an important problem (be sure to specify what makes it so). *Bloom's cognitive process dimensions: analyze, evaluate.*





2. At least three arguments or examples in support of your position, with research supporting each one. **An important note:** for this entire assignment you may not use your textbook or assigned course articles for the supporting research. You may use them to locate other primary research to support your proposal. *Bloom's cognitive process dimensions: understand, apply, analyze, evaluate.*
3. One argument countering your position, with research supporting it. *Bloom's cognitive process dimensions: understand, apply, analyze, evaluate.*
4. Discussion of at least two potential solutions for your problem, with relevant research and an explanation of why these solutions are likely to be effective. *Bloom's cognitive process dimensions: analyze, evaluate, create.*
5. Discussion of the implications and consequences of your problem and solution. *Bloom's cognitive process dimensions: analyze, evaluate*
6. Your thoughtful reporting about your interview with a staff member at the CBO and your critical reflection on what you learned. *Bloom's cognitive process dimensions: understand, apply, analyze, evaluate.*
7. Your final recommendation on how the problem should be addressed and a persuasive argument that your organization is the one that should get the grant for its successful implementation of social psychological concepts. Use your persuasive skills. *Bloom's cognitive process dimensions: understand, apply.*
8. As an appendix, indicate which persuasive techniques you used in your paper, and how and where you used them. *Bloom's cognitive process dimensions: understand, apply.*

Within your proposal, be sure to define concepts, acknowledge assumptions, and otherwise address the elements of reasoning.

Remember, a well-done penultimate draft will make it easier to identify any potential holes in your proposal. The time you put into completing the draft pays off because it makes it much easier to incorporate the final edits.

In Week 6 or 7, please bring your monetary contribution to class for our class grant fund. During Week 9 all of you in class will vote on the most persuasive proposal given that day for a problem, solution, and organization dedicated to solving the problem; that organization will receive the class grant. Please remember that you're not required to donate money to the grant fund, and your grade is neither affected by your decision to do so or not, nor by the amount you donate.

#### **PERSUASIVE ESSAY (255 POINTS; 20% OF COURSE GRADE)**

Your final essay should be approximately 11-18 pages, excluding title page, references, and appendix. The scoring rubric shows you what I will be looking for in your essay.

You must include citations in the text for all of the information you provide. You are allowed to use a maximum of two direct quotations in the paper, and neither can exceed 25 words. All other information must be paraphrased.

**PERSUASIVE PRESENTATION (130 POINTS; 10% OF COURSE GRADE)**

In Week 9 you will make a short oral presentation about your problem and proposed solution. You will also give me a 1-page outline of your presentation, including the social psychology concepts you are utilizing to make your presentation persuasive. Please plan on talking for no more than 10 minutes. To make sure we get through all of the presentations, I will cut people off if they run over that time.

In your presentation, please state the problem you addressed in your paper and provide a brief overview of some of the evidence or examples that show it is an important problem. Review the recipient you've chosen, the evidence base of its interventions, and its documentation of success. Then, describe your proposed solution and explain why it would work.

At the end of the presentations, the class will vote on who made the most persuasive case for their problem and solution. The winner's organization will receive the grant money to support their work in the community.

**MY LAST COMMENT ABOUT THIS ASSIGNMENT:**

If you have questions at any point during the process of writing your paper, please schedule a time to meet with me. I'm happy to provide further assistance with it.

Class grant persuasive essay assignment rubric  
(There are no "in-between" point possibilities)

Criterion		Initial	Proficient	
<b>You turned in a thesis statement, the agency name, and the name and contact information of the CBO staff person</b>		0 No	5 Yes	
<b>You uploaded a penultimate draft to me</b>		0 No	10 Yes	
<b>You met with me to review your penultimate draft</b>		0 No	15 Yes	
Criterion	Initial	Emerging	Proficient	Exemplary
<b>Overall quality</b>	4 Poor organization or presentation of ideas impedes my ability to understand the overall paper. Information is not supplied to support the purpose of the paper. The paper is disjointed, without flow or clear conclusion.	12 Ideas generally not well organized or logically presented; my ability to follow your critical thinking is hampered. Some information is provided to support the purpose of the paper. I have to extrapolate information in order to attempt to understand the flow of the paper.	16 Ideas generally organized and logically presented Most information is provided to support the purpose of the paper. The organization of the main points and ideas generally flow well.	20 Your ideas are very well organized and logically presented. All information is included to support the purpose of the paper. The flow is smooth and leads me to clear conclusions.

Criterion	Initial	Emerging	Proficient	Exemplary
<b>Structure</b>	3 You've haphazardly arranged the information. The content is not relevant. The organization, transitions, and conclusion are not clear or appropriate.	9 The information is somewhat diffuse and loosely arranged. The content is marginally relevant; does not evidence depth or complexity. The organization, transitions, and conclusion generally lack clarity and/or appropriateness.	12 You provide generally clear and concise information. The content is generally relevant to the purpose of the paper, but slightly lacking in depth or complexity. The organization, transitions, and conclusion slightly lacking clarity and/or appropriateness.	15 The paper is written in a clear and concise manner with a strong discussion of ideas. Your content directly addresses the purpose of the paper. The organization, transitions, and conclusion are clear and appropriate.
<b>Grammar and mechanics</b>	3 Did not use APA writing style; there are six or more punctuation or capitalization errors. You frequently use incorrect word choices. You rarely use the first-person voice.	9 You attempted to use APA writing style; there are 4-5 punctuation or capitalization errors. Occasionally use correct word choices. Sometimes you use the first-person voice.	12 Generally consistent and appropriate APA writing style, there are 2-3 punctuation or capitalization errors. You usually use correct word choices. You generally stay in the first-person voice.	15 You consistently and appropriately use APA writing style, there are no grammatical errors, there are no spelling errors. Consistently use correct word choices. You maintain writing in the first-person voice.
<b>Understand and apply cultural and social psychology concepts</b>	9 Your writing doesn't identify cultural and social psychology concepts or doesn't use them effectively.	27 Your writing vaguely identifies one or two cultural and social psychology concepts or barely uses them effectively.	36 Your writing specifically identifies three cultural and social psychology concepts and uses them fairly effectively.	45 Your writing clearly identifies more than three cultural and social psychology concepts and uses them very effectively.
<b>Analyze, evaluate, and provide a critical reflection on your interview with a CBO staff member</b>	8 You didn't interview anyone at the CBO.	24 Your reporting about your interview with the staff member was perfunctory reporting, without much reflection, and without indicating that you had review the research before the meeting.	32 You provided a good sense of the interview with the staff member and considered their input a reflective way and with a slight incorporation of the research you had reviewed.	40 You engaged with depth during your interview, and you provided deep reflection and integration between what you learned in the interview and what you learned through your literature review.
<b>Analyze scientific literature to evaluate the CBO's interventions</b>	8 You don't utilize any articles to support your evaluation of the CBO's interventions.	24 You sparingly use articles without a clear evaluation of the CBO's interventions or how the articles support your evaluation.	32 You use articles to inform your evaluation of the CBO's interventions.	40 You thoughtfully synthesize and evaluate the CBO's interventions using articles to support your position.

Criterion	Initial	Emerging	Proficient	Exemplary
<b>Create your intervention, indicating how it supports your CBO's mission</b>	6 You did not document your intervention nor the research you used to create it. You used the textbook or course articles as your supporting research.	18 You mentioned your intervention without any supporting research or analysis of how it fits into your CBO's mission.	24 You define your intervention with some supporting research and how it fits into your CBO's mission.	30 You make a clear case for your intervention, thoughtfully supporting it with research as well as an analysis of how it fits into your CBO's mission.
<b>Understand and apply persuasion concepts</b>	4 You do not understand or apply persuasion concepts well.	12 You minimally understand and apply persuasion concepts.	16 You understand and apply persuasion concepts fairly well.	20 You understand and apply persuasion concepts very well, eloquently making the case for being awarded the class grant.

**Class grant persuasive presentation assignment rubric**  
(There are no "in-between" point possibilities)

Criterion	Initial	Emerging	Proficient	Exemplary
<b>One-page outline</b>	0 You did not give me a one-page outline before your presentation.		5 You gave me a one-page outline before your presentation.	
<b>Structure</b>	3 Your ideas seem disjointed and random. It is very difficult to follow your line of reasoning as you talk.  You don't respond to questions; you actually conduct a monologue.	9 Somewhat organized and logical presentation. Your line of reasoning is somewhat clear as you talk.  You respond to some questions and try to engage students.	12 Generally well-organized and logical. Your line of reasoning is mostly clear as you talk.  You respond to most questions and generally engage students.	15 Your ideas are well organized and logically presented. It is easy to follow your line of reasoning as you talk.  You respond effectively to questions and engage all your peers.
<b>Presentational style</b>	4 Your voice is difficult to hear; modulation and enunciation are poor.  You don't maintain eye contact (as appropriate) and frequently engage in distracting behavior.	12 Your voice is somewhat easy to hear, with minimal modulation and enunciation.  You occasionally maintain eye contact (as appropriate) and very occasionally engage in distracting behavior.	16 Your voice is usually easy to hear, with fairly good modulation and enunciation.  You generally maintain eye contact (as appropriate) and very infrequently engage in distracting behavior.	20 Your voice is easy to hear, with good modulation and clear enunciation.  You consistently maintain eye contact (as appropriate) and do not engage in distracting behavior.

Criterion	Initial	Emerging	Proficient	Exemplary
<b>Use of visuals</b>	4 Poor use of white board; handwriting is nearly illegible. Presentation slides are poorly arranged and hard to read. The handout has no specificity about the problem and your solution. The design quality is poor.	12 Mediocre use of white board; handwriting is somewhat legible. Presentation slides are not well designed or arranged, and they are hard to read. The handout is minimally specific about the problem and your solution. The design quality is minimal.	16 Good use of white board; handwriting is usually legible. Presentation slides are fairly arranged and easy to read. The handout is generally specific about the problem and your solution. The design quality is good.	20 Excellent use of the white board; handwriting is easy to read. Presentation slides are clear, with their use contributing to the clarity of the presentation. The handout is very specific about the problem and your solution. The design quality is excellent.
<b>Effectiveness with your peers</b>	4 You barely engage your audience to support the program you selected, neglecting to use persuasion concepts to generate buy-in for the organization.	12 You somewhat engage the audience to support the program selected, and attempt to use persuasion concepts to generate buy-in for the organization.	16 You generally engage the audience to support the program selected, and use persuasion concepts to generate buy-in for the organization.	20 You adeptly engage your peers to support the program selected, and creatively use persuasion concepts to generate buy-in for the organization and a high likelihood of receiving the class grant.
<b>Use of social and cultural psychology concepts</b>	6 Your use of social and cultural concepts is not present or not clearly incorporated.	18 Your use of social and cultural concepts generally provides support for your grant request; the concepts are moderately well-incorporated into your presentation.	24 Your use of social and cultural concepts generally provides support for your grant request; the concepts are moderately well-incorporated into your presentation.	30 Your use of social and cultural concepts provides clear support for your grant request; the concepts are well-incorporated into your presentation.
<b>Understand and apply persuasion concepts</b>	4 You do not understand or apply persuasion concepts well.	12 You understand and apply persuasion concepts somewhat well.	16 You understand and apply persuasion concepts fairly well.	20 You understand and apply persuasion concepts very well, eloquently making the case for being awarded the class grant.

**Media analysis paper (Change The Story) (190 points; 20% of weighted course grade)**

You have a 12–20-page paper to write, analyzing one of your favorite movies, plays, or musicals through a socio-cultural lens. You are free to choose whatever work you like, and you must use three social psychology concepts you’ve identified from *three different chapters* (select from Chapters 3-12) in your textbook to illustrate how the socio-cultural themes in the work impact the story. I’ve also included a list of possibilities that have strong themes that you can identify and write about. All these works have received major awards or nominations (i.e., Oscar, Tony, or Pulitzer [why aren’t they called Joe?] awards). For the plays and musicals, there are scripts and librettos as well as studio and original cast recordings (musicals) and audio recordings (plays) if you can’t or haven’t seen the stage works in person.

Here are some options:

Plays	Films	Musicals
The Crucible	All About Eve	Cabaret
Fences	Carol	The Color Purple
The Inheritance	Crash	Dear Evan Hansen
Lost in Yonkers	Crazy Rich Asians	Fiddler on the Roof
M. Butterfly	Gandhi	Hadestown
The Marriage of Bette and Boo	Get Out	Hamilton
The Normal Heart	The Grapes of Wrath	Kinky Boots
Our Town	Guess Who's Coming To Dinner	Miss Saigon
Romeo And Juliet	Like Water For Chocolate	The Music Man
Sweat	Never, Rarely, Sometimes, Always	The Prom
Real Women Have Curves	Schindler's List	South Pacific
Twelfth Night	The Theory of Everything	Sweeney Todd

You're welcome to refer to the entire work, but choose a very specific scene/song on which to focus each of the three analyses. If you like, you may send me a link to an audio file or video clip of the show along with your essay. The majority of these works I'm pretty familiar with, and for the ones I'm not, I will watch or listen to a recording to get an overall sense of your choice.

Please be sure to identify three social psychology concepts in your paper and how they affect the course of the story. Tell me what the outcome of the story will be if these concepts you identified are addressed by you entering the tale and interacting with the characters and helping them change through an intervention (you cannot do psychotherapy; think about an intervention on the social level). It must focus on changing how social psychology is playing out in the scene you're analyzing and how cultural aspects affect the situation. Without duplication, create at least one intervention for each social psychology concept you've identified in the story, and provide a reference from at least one primary source (meaning research literature; your textbook is a secondary source) that supports your choice of intervention. Demonstrate your advanced integrative knowledge by incorporating an additional discipline-specific content area and utilizing it to inform each of your choices of interventions; document each choice through at least two references to primary sources. The basic content areas are affective, biological, cognitive, developmental, and social.

*ASSIGNMENT RATIONALE: The purpose of this assignment is to identify social psychological perspectives in a media presentation, consider how cultural factors influence the narrative, analyze and evaluate literature-based interventions for those concepts, and creatively design and apply a non-therapy intervention to change the outcome of the story. It also gives you practice at integrating social aspects of behavior with other basic content areas of behavior. Bloom's cognitive process dimensions: understand, apply, analyze, evaluate, create.*

*Media analysis paper assignment rubric*  
(There are no “in-between” point possibilities)

Criterion		Initial	Exemplary	
<b>You sent the penultimate draft to me</b>		0 No	5 Yes	
<b>You met with me to review your penultimate draft</b>		0 No	10 Yes	
Criterion	Initial	Emerging	Proficient	Exemplary
<b>Overall quality</b>	3  Poor organization or presentation of ideas interferes with my ability to understand the overall paper.  Information is not supplied to support the purpose of the paper.  The paper is disjointed, without flow or clear conclusion.	9  Ideas are generally not well organized or logically presented.  Some information provided to support the purpose of the paper.  I have to extrapolate information in order to understand the flow of the paper.	12  Ideas generally organized or logically presented.  Most information provided to support the purpose of the paper.  The organization of the main points and ideas generally flows well.	15  Your ideas are well organized and logically presented.  All information is included to support the purpose of the paper.  The flow is smooth and leads me to clear conclusions.
<b>Structure</b>	3  You haphazardly arranged the information.  The content is not relevant.  The organization, transitions, and conclusion are not clear or appropriate.	9  The information is somewhat diffuse and loosely arranged.  The content is marginally relevant; does not evidence depth or complexity.  The organization, transitions, and conclusion generally lack clarity and/or appropriateness.	12  You provide generally clear and concise information.  The content is generally relevant to the purpose of the paper, but slightly lacking in depth or complexity.  The organization, transitions, and conclusion are generally clear and appropriate.	15  The paper is written in a clear and concise manner with a strong arrangement and discussion of ideas.  The content is very relevant to the purpose of the paper, showing both depth and complexity.  The organization, transitions, and conclusion are very clear and appropriate.
<b>Grammar and mechanics</b>	2  You did not use APA writing style; there are six or more punctuation or capitalization errors.  Your word choices are frequently incorrect.  You rarely use the first-person voice.	6  You attempted to use APA writing style; there are 4-5 punctuation or capitalization errors.  You occasionally use correct word choices.  Sometimes you use the first-person voice.	8  Generally consistent and appropriate APA writing style, there are 2-3 punctuation or capitalization errors.  You usually use correct word choices.  You generally stay in the first-person voice.	10  You consistently and appropriately use APA writing style, there are no grammatical errors, there are no spelling errors.  You consistently use correct word choices.  You maintain writing in the first-person voice.

Criterion	Initial	Emerging	Proficient	Exemplary
<b>Understand and apply social psychology concepts accurately</b>	5 No mention of any social psychology concept that can be applied to the art, or you don't explain how its application affects the course of the story.	15 You only identify one social psychology concept that can accurately be applied to the art, or how its application affects the course of the story.	20 You identify two social psychology concepts that can be accurately applied to the art and generally explain how their applications affect the course of the story.	25 You specifically identify three social psychology concepts that can accurately be applied to the art and specifically how their applications affect the course of the story.
<b>Analyze and evaluate research to support your choice of intervention</b>	7 Your paper lacks clear documentation of research that informs the intervention plan for each concept;	21 The documentation of the intervention plan as supported through primary source research for each concept is vaguely described.	28 The paper documents a general intervention plan as supported through primary source research.	35 The paper documents a clear and specific intervention plan as supported through primary source research.
<b>Synthesize social and cultural psychology concepts and supporting literature with the application of the intervention to create a change in the story</b>	7 The expected result of the application of the intervention is barely present or missing. The paper lacks even minimal identification of how the interventions change the story. You have one or no citations that support any of the interventions.	21 The expected result of the application of the intervention is vaguely described. The paper has minimal identification of how each intervention changes the story. You specifically use primary literature that supports one of the interventions (a minimum of two reference).	28 The expected result of the application of the intervention is vaguely described. The paper has good identification of how each intervention changes the story. You specifically use primary literature that supports each intervention (a minimum of three references).	35 The expected result of the application of the intervention is very clearly described. The paper clearly details how each of the three interventions changes the story. You specifically use primary literature that supports each intervention (more than three references).
<b>Integrate* basic discipline-specific content areas</b>	7 Absent or minimal integration of social and one other discipline-specific content area.	21 Fair integration of social and <i>one</i> other discipline-specific content area into your intervention, yet without a documented literature-based reason for doing so.	28 Good integration of social and <i>one</i> other discipline-specific content area into your intervention; you provide an evaluative literature-based reason for doing so that supports how you integrated basic discipline-specific content (a minimum of two references in total).	35 Excellent integration of social and <i>more than one</i> other discipline-specific content area into your intervention; you provide an evaluative literature-based reason for doing so (a minimum of four references in total).

\* Related to APA's expectation of demonstrating advanced integrative knowledge of basic discipline-specific content areas.

### **Final exam (75 points; weighted percentage of course grade: 15%)**

You have a multiple choice final exam in this course. The exam is cumulative and will consist of 15-20% items used in the weekly quizzes, and 80-85% new items.

*ASSIGNMENT RATIONALE: The purpose of this exam is to help you assess how well you understood the basic information of this course. Bloom's cognitive process dimensions: remember, understand, apply.*





## A CONCISE LISTING OF ASSIGNMENT DUE DATES

Assignments	
Choice of work to be analyzed for the <i>Media Analysis</i> (in-class discussion)	Week 6
<i>Penultimate draft of your Persuasive Grant and 1:1 meeting</i>	Week 6 or 7
<i>Persuasive Grant proposal</i>	Week 8
<i>Persuasive Grant presentation</i>	Week 9
<i>Penultimate draft of your Media Analysis and 1:1 meeting</i>	Week 12 or 13
<i>Media Analysis due</i>	Week 14

## My teaching philosophy and approach

### EVIDENCE BASED TEACHING AND COLLABORATIVE LEARNING

I am particularly interested in the pedagogy of health care education and the continued search for the most effective use of students' time and the maximum amount of material to be learned and made useable in professional settings. Before moving to the Sacramento area and joining the faculty at CNU, much of my professional life was spent at the University of California, San Francisco working in the areas of faculty development, medical student education, and interprofessional knowledge and skills acquisition. The impact of this is my utilization of evidence-based pedagogy in this course. Curated articles are reviewed by you before each class session, while in-class time is devoted to exercises, projects, or discussions. To put it another way, my role changes from "sage on the stage to guide on the side" (King, 1993).

Traditional lectures often foster passivity and dependency. They typically provide answers rather than questions and create the impression that knowledge can be successfully dumped into learners' heads, like water in a bucket. In a variation of this analogy, many doctoral students feel that during coursework they are trying to take a drink from a fire hose! During uninterrupted lectures, learners are discouraged or prevented from reflecting on or challenging ideas, even internally. Learning takes place within a context that evokes and encourages the learners' questions. While most instructional groups are a blend, groups that are more often collaborative can create a fertile ground in which learning can grow; this collaborative spirit is a hallmark of interprofessional medical home teams, so the mechanics of this class will stand you in good stead as a clinician involved with the integrated health care system. In this course you are responsible for reading the chapters and articles that are assigned, then bringing in questions, disagreements, revelations, and confusions that arise during your reading. As you can see, reading is an active act of learning rather than a passive information scan.

The goal in this course is for us to work on a collaborative level, not an authoritarian level. Warning: I will not deliver lectures! As you can see, the lecture mode doesn't work well in a learner-centered classroom setting. Those of you who are used to being "lectured at" may find this challenging, and I encourage you to try what may be new to you. For the time to be interesting, stimulating, beneficial, and worth your time and money, before each class you must have thought about the material from the previous class meetings, completed the readings assigned for the week, and formulated questions, disagreements, and other ideas. Be prepared to discuss your personal and professional reactions with me and with your

colleagues in class. Both you as student and me as professor share the responsibility for making the seminar relevant and useful to you. All of us in the class teach each other; learning is a community effort.

Using this approach, there is a great reliance on collaborative learning, as you may imagine from the description above. Plan to spend part of some classes working in duos, trios, or quartets; many of you are used to working on an individual level, and this is different for you. A large body of research demonstrates that adult learners learn best when they are actively involved in the process. Regardless of subject matter, students "...working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats" (Davis, 1993). This stance will also help you become a part of health care teams as a health service psychologist.

## CNU College of Psychology policies

### ACADEMIC DISHONESTY

Academic integrity misconduct includes cheating, plagiarism, and violations of the *Ethical Principles of Psychologists and Code of Conduct*. For details on actions that are prohibited during this course, please refer to the Student Rights and Responsibilities and Code of Conduct Handbook under Section 2: Academic Conduct.

### BEHAVIORAL EXPECTATIONS

You may fail the course by reason of difficulty in demonstrating professional behaviors or meeting the requirements of the class, such as timely completion of assignments, attendance, or for violations of ethical and professional standards of care. Demonstration of professional behavior (professionalism) includes following the APA Ethical Principles for Psychologists and Code of Conduct; adhering to school guidelines as listed in the Student Handbook, and complying with other directives from the CNU administration. In addition, professionalism includes respectful and responsible speech and actions, communicating directly should issues or problems arise, and maintaining professional boundaries, such as the confidentiality of patients and the privacy of classmates.

### COMPETENCE AND ETHICAL BEHAVIOR

We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all patients. For some trainees, integrating personal beliefs or values with professional competence in working with all patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any patient placed in their care in a beneficial and noninjurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular patient populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values (Wise et al., 2015).

### GRADING

The College of Psychology uses the following rubric when determining which letter grades are awarded on assignments and in courses.

Percentage score in the course	Letter grade in the course	Grade points
89.50-100%	A	4.0
79.50-89.49%	B	3.0
69.50-79.49%	Y/C	2.0
59.50-69.49%	D	1.0
0.00-59.49%	F	0.0

A score between 69.50 to 79.49 will be given the mark of C on individual assignments in a class. A final course grade in the same range will receive a Y.

**Y: Must Remediate** - This designation is a preliminary notation indicating that the student has not reached the minimal level of achievement. Students have two options for removing a Y from their transcript:

1. Complete a remediation assignment with a score of 80% or better
2. Retake the course

All Y grades must be successfully remediated before the Master's degree can be awarded, and again before the PsyD can be awarded. Remediation assignments are based on the material in the class. The form of assignment is at the discretion of the professor. Remediation assignments may be repeated twice. If the grade has not been remediated successfully after two attempts, the course must be retaken.

If a student successfully completes a remediation assignment with a grade of 80% or better, the Y becomes a B on the transcript with anotation indicating that the new grade is a change from initial performance. The new grade will be used to calculate GPA. If a student fails to remediate or gets below an 80% twice on the remediation assignment, they must retake the course.

**D or F: Must Retake** - If a student receives a D or F, they must retake the course. All D or F grades must be successfully remediated before the Master's degree can be awarded, and again before the PsyD can be awarded. Repeating courses may extend the student's expected graduation date and may have financial implications. Students repeating a course are encouraged to discuss their situation with the CNU Financial Aid Office.

If a student successfully retakes a course with a final grade of 79.50% or better, the new grade is placed on their transcript and used in calculating GPA. A notation is placed next to the new grade indicating a change from initial performance. Retaking a course can result in an A.

**I** - An incomplete on the transcript is a preliminary notation indicating that work in a course was satisfactory but not completed when grades were due. All incomplete work must be finished in the time frame determined by the student's Academic Advisor in conjunction with the course professor. However, all incompletes must be resolved before the Master's degree can be awarded, and again before the PsyD can be awarded. Once the assignments have been submitted, they will be graded, and the scores incorporated into the overall performance in the course. The professor shall then resolve the resultant grade by following the College grading procedures.

**W** -With written permission from the instructor, it is possible to withdraw from a course until the last day of class. There is no penalty for withdrawal, however, there is also no refund. The course will appear on the student's transcript with the grade of W. Students may only receive one W for any given course.

## GRADE APPEAL

If a student is not satisfied with a grade received or an academic evaluation, they should first approach the professor with their concerns. It is the policy of the College of Psychology that disagreements should be handled at the lowest level possible.

A student may file an appeal if there is continued disagreement regarding their academic performance. The appeal must be submitted within 10 business days of the online grade posting or receipt of the evaluation. The appeal must be in writing and submitted to the Assistant Dean of Academics or their representative. The Assistant Dean will respond to the appeal in writing within 10 business days of receipt.

If the appeal is not resolved to the student's liking, it can be resubmitted within two business days of receipt of the response from the Assistant Dean of Academics to the Dean of the College who will render a decision within 10 business days. The Dean's decision is final.

## PERFORMANCE ALERT

A Performance Alert is designed to allow instructors, program administrators, or practicum supervisors to refer a student for support at any point during the semester, based on assessment of the student's behavior.

### Academic Performance

A performance alert can be issued at any time during the semester at the professor's discretion. It must be issued after the student has completed 20% of the class grade and has a cumulative score of under 80% in the course.

### Professionalism Issues

There are behavioral and professional matters that may also improve after the issuance of a performance alert. These center around issues of respect, honesty and integrity, legal and ethical behavior, professionalism, and personal accountability. These are elaborated in the Code of Conduct. If a professor or practicum supervisor finds that a student has not lived up to the expectations outlined in the Code of Conduct, they may issue the student a performance alert.

Students are expected to meet in a timely manner with the individual who issued the alert to devise a plan for performance support.

## ACADEMIC PROBATION

Students can only have two courses in which they earned a Y, D, or F on their transcript at any given time. If a student has more than two such classes on their transcript, they will be sent to the Professional and Academic Standards Committee for possible dismissal from the program.

Academic probation formally begins when written notification is given to the student by their Academic Advisor through a Probation Plan. The Academic Advisor has two weeks after semester grades are finalized to provide a Probation Plan for the student. Once students have fulfilled the conditions of the Probation Plan, they will no longer be on probation.

A student may be terminated from the program if they fail to meet the conditions detailed in the Probation Plan, if they are acting in a manner that violates the ethical and professional standards of the APA as determined by faculty vote, if they fail to return from a leave of absence by the date specified, or if their academic or professional actions have created a situation for which a warning or probation is inappropriate or impossible.

For procedures related to dismissal from the PsyD program, please refer to the College of Psychology Student Rights and Responsibilities and Code of Conduct handbook.

## ATTENDANCE POLICY

Students are allowed two unexcused absences per semester for each course. Additional absences may adversely impact course grades. Excessive absences may result in disciplinary action.

If a student knows they will need to miss a class, the student should contact the professor in advance. Students are permitted to make up missed work for excused absences. They may make up missed work for unexcused absences at the discretion of the course professor.

A student cannot miss more than 30% of any course for any reason. If a student misses more than 30%, the student will be required to retake the course.

Students who know they will miss more than two class meetings, but less than 30% of the course, should request an Extended Absence.

Please refer to the Clinical Training Handbook for attendance policies relating to clinical practicum training.

### *Tardiness*

Students are considered tardy if they arrive to class more than 15 minutes late. Tardiness counts as one hour of missed class and is added to a running tally of total missed class time for each course. Students who are habitually tardy to class may receive a Performance Alert.

### *Excused absences*

A student may request an excused absence for the following circumstances (verification is always required if the absence is more than one day, or if the absence included any exams or in-class graded assignments):

- medical (self or immediate family)
- immigration or naturalization
- jury duty or legal/court-mandated appearance
- professional conference (requires verification of academic standing)
- military duty
- emergency
- bereavement (immediate family)
- involvement in traffic accident documented by a law enforcement report

A student seeking an excused absence should submit any required verification to the Assistant Dean of Student Affairs and Admissions, who will determine if the absence is excused or unexcused according to policy.

Students who know they will miss more than one week of classes should complete the *Extended Absence Request Form*.

### *Extended absence*

Extended absences are initiated by the student. If the student knows that they will need to miss class, they have the option to file an *Extended Absence Request Form* with the Office of Student Affairs and Admissions.

Students are allowed to makeup missed work for excused absences. Vacations do not qualify as excused absences. If it is an unexcused absence, students are allowed to makeup assignments at the course professor's discretion.

If an extended absence is due to a medical condition, the student may not return to the program without appropriate medical clearance. Students who know they will be required to miss more than 30% of the course should take a leave of absence.

### *Leave of absence*

A leave of absence can be no less than one semester, but no more than one academic year. While on a leave, the student cannot participate in classes, practicums, or internship. Students are required to meet with the Financial Aid Manager because during leave they are not enrolled at the University. Students considering a leave of absence must submit a College of Psychology *Leave of Absence Request Form* to the Assistant Dean of Student Affairs and Admissions the semester before the leave is to be taken, or as soon as it is known that a leave of absence is needed. Non-attendance does not constitute notification of intent to apply for leave of absence status. The request must include the basis for the request and expected time of return. The form should be signed by the student's Academic Advisor and, if assigned, dissertation Chair. If approved by all parties, the request will require a final signature from the Dean. The student must also fill out the CNU *Leave of Absence Request Form*.

Approved leave of absences will be noted on the student's transcript. Leave status is recorded as the date the Registrar receives the signed form.

### *Return from leave of absence*

At the agreed deadline indicated on the approved *Leave of Absence Request Form*, the student is responsible for notifying the University Registrar of their intent to re-enroll.

Students are advised to maintain contact with the Office of Clinical Training during their leave of absence to coordinate clinical training experiences on their return.

A student who does not return to enrolled status at the end of the approved period of leave will be administratively withdrawn from the program. Students who stop attending classes and/or practicum experiences without following the leave of absence procedures will be administratively withdrawn from the program.

## ACCOMMODATIONS

You will need to contact the Dean of Student Affairs and Admissions, who will send each of your current professors a letter from that office indicating the accommodations required for your support.

If you need disability-related accommodations in this course, please contact your instructors privately, and ideally before the first class. Please note that accommodations are never provided retroactively. Thus, to ensure effective implementation, all accommodations must be requested from Dean of Student Affairs and Admissions in a timely manner (at least within the first two weeks of the semester).

## TECHNOLOGY PROFICIENCY

Web-based course management system (Canvas)  
Testing software (Exemplify)  
Presentation program (e.g., Keynote, Power Point, Prezi)  
Word processing program (Word)

## CLASSROOM ELECTRONICS USE

Surfing the internet, conducting email correspondence, checking social media sites, shopping, playing games on your computer or other devices is not permitted during class time. Inappropriate use of electronic devices will affect your professionalism evaluation and may lead to a performance alert.

Professors can make modifications and additions to this policy according to their own needs.

## PRIVACY

Any personal information shared with the class or instructor is private, within the limits defined by the Code of Ethics and state laws and guidelines. The faculty and administration do communicate with each other about student performance in order to effectively collaborate in response to any problems or strengths demonstrated by students. Conversations between students and their academic advisors are not confidential, as these are not therapeutic relationships. Information acquired by individual faculty members is shared with CoPSY faculty and administrators on an as-needed basis to support student success with a maximum of privacy.

## FERPA

The Family Educational Rights and Privacy Act is a federal law that protects the privacy of student education records. It gives students certain controls over the use of their educational records and prevents institutions from disclosing personally identifiable information in education records. These protections extend to the classroom and the professor will not disclose identifiable, student performance information without prior permission from the student.

## HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) requires that any protected health information (PHI) that may identify a patient must be removed to protect confidentiality. Confidentiality applies to patient information in both classroom discussions and written work.

## LIBRARY

Library hours are Monday-Thursday 7:30 am-8:30 pm and Friday 7:30 am-4:30 pm. Students can view physical holdings and access various databases through any internet-connected computer at the following address: [medicine.cnsu.edu/facilities/library-learning-center](http://medicine.cnsu.edu/facilities/library-learning-center). Please use your CNU login and password to access these services. If you have any questions, please address them to the Director of Library and Learning Resources.

## COURSE ADD/DROP

Courses in the PsyD program are sequential and progressive in difficulty. Students must take all courses offered each semester. Students may not add or drop required courses during the semester.

## FORMATTING

All papers are to follow the APA format. The expectations regarding assessment report writing will be covered in the first lecture. All out-of-class essays must be typed with no more than one-inch margins. Text can be no larger than twelve-point font and papers must be double spaced. While plagiarism of any kind will result in immediate failure of the course, students are encouraged to help each other in refining their ideas and writing style. Written work is often a collaborative process, and a single report or article can reflect information gathered from a variety of sources. Every professional has trusted colleagues or friends that they turn to for advice and a little editing.

## My background

As a sixth-generation Californian born here in the Central Valley from English and French forebearers, my own clinical training was in safety net public hospitals and clinics in the Mission District in San Francisco, and in Spanish Harlem in New York City. It was in those settings that I saw patients negatively impacted by decisions made on the institutional, governmental, and cultural levels...and often without the input of the communities most affected. These large-scale entities would miss (or ignore) how the richness of intersectionality was not reflected in policies, legal decisions, or respect for varieties of cultural expression. I also experienced first-hand how these lapses affected me in my professional as well as personal life. At that point in my life—in my mid-20s—I came to this awareness later than many other people (mostly because of my own set of privileges). I was frustrated at not being able to articulate what I thought was wrong, as well as with my lack of skill in how best to respond to patients who experienced these types of inequities. I wanted to understand, and do, more. As I turned 30, I returned to graduate school, earned my PhD in clinical psychology, and completed an internship and post-doc fellowship in health psychology, which is where I began formal classroom teaching.

My first clinical duties were as a volunteer in 1983; I was licensed as a marriage, family, and child counselor in 1991, as a psychologist in 1996, and worked as a provider both in private practice and in the previously-mentioned hospitals and clinics until I closed my practice in 2019 and joined CNU as a full-time professor. Before I started my position here, I taught continuing education workshops for a variety of schools and national professional organizations. Serving as an adjunct professor at Alliant International University, I facilitated courses in ethics, cultural humility, palliative care, and different clinical skills courses. I also taught for 25 years at the UCSF School of Medicine in courses focused on provider communication skills and a wide variety of psychology-based approaches to heuristics, end-of-life issues, health behavior change, and interprofessional education. My favorite course was *Foundations of Patient Care*, where I worked with fixed-membership small groups of 7-8 students throughout their first three years of medical school. By the time I left UCSF I advanced to clinical professor and was inducted into the Haile T. Debas Academy of Medical Educators. My personal history and my professional path and direction have profoundly affected each other.

I started teaching on the medical wards more than thirty-five years ago when I was in graduate school, and I still find it to be my primary source of professional satisfaction. For me, one of the delights of teaching is that I have the privilege of collaborating with apprentices who are dedicated to making a difference in the world. I feel fortunate to be able to spend this time in *Social and Cultural Foundations of Behavior* with you, and I look forward to our semester together; **please** schedule 1:1 conversations when you need or want to do so. Welcome!

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