

**COURSE SYLLABUS**  
**Argosy University**  
**PP7060; Social Psychology**  
**Spring, 2009**

**Faculty information:**

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**Biography: Ron Valle, Ph.D.** has his doctoral degree in Social Psychology and has served as a professor in both behavioral-experimental and existential-phenomenological departments of psychology at major universities. He has published extensively in the areas of social, humanistic, transpersonal, and philosophical psychology, including over 40 professional journal articles, numerous book chapters, and five books. Following his post-doctoral clinical training, Ron has served as a psychologist for over 25 years, specializing in clients with chronic pain and stress-related disorders, and with those facing a life-threatening diagnosis and their families. A long-time practitioner and teacher of meditation, Ron developed the Integrated Therapy Program for Transforming Stress and Pain while director of an outpatient university hospital pain clinic. He is editor of *Phenomenological Inquiry: Existential and Transpersonal Dimensions*, senior editor of *Metaphors of Consciousness*, and first author of *Opening to Dying and Grieving: A Sacred Journey*.

**Course description:**

Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical settings are emphasized.

**Course prerequisites:** None

**Required texts:**

- 1) Aronson, E., Wilson, T., and Akert, R. (2006). *Social Psychology*. Prentice Hall; ISBN-10: 0132382458. (AWA)
- 2) Valle, R. and Mohs, M. (2006). *Opening to Dying and Grieving: A Sacred Journey*. Saint Paul, MN: Yes International Publishers; ISBN-13: 978-0-936663-40-1

**Required Reader:**

I. Historical Figures

1. Darwin, C. (1968). The expression of the emotions in man and animals. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in*

- Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 183-192.
2. James, W. (1968). James-Lange theory of emotions; Habit; The stream of consciousness; The self; Psychological types. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 211-217.
  3. McDougall, W. (1968). The hormic psychology. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 202-205.
  4. Lewin, K. (1968). Topology and field theory. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 434-441.

## II. Social-Clinical Psychology

5. Leary, M. R. and Kowalski, R. M. (2004). An introduction to social-clinical psychology. In M. Leary and R. Kowalski (Editors), *The Interface of Social and Clinical Psychology*. New York: Psychology Press. pp. 3-10.
6. Kowalski, R. M. and Leary, M. R. (1999). Interfaces of social and clinical psychology: Where we have been, where we are. In R. Kowalski and M. Leary (Editors), *The Social Psychology of Emotional and Behavioral Problems*. Washington, DC: American Psychological Association. pp. 7-33.
7. Pinel, E. C. and Constantino, M. J. (2003). Putting self psychology to good use: When social and clinical psychologists unite. *Journal of psychotherapy integration, 13(1)*, 9-32.

## III. Psychology of Self

8. Bem, D. J. (1972). Self-perception theory. In L. Berkowitz (Editor), *Advances in Experimental Social Psychology*. New York: Academic Press. pp. 1-62.
9. Robins, R. W. and Trzesniewski, K. H. (2005). Self-esteem development across the life span. *Current directions in psychological science, 14(3)*, 158-162.
10. Sheldon, K. M., Elliot, A. J., Ryan, R. M., Chirkov, V., Kim, Y., Wu, C., Demir, M., and Sun, Z. (2004). Self-concordance and subjective well-being in four cultures. *Journal of cross-cultural psychology, March*, 209-223.
11. Flora, C. (2005). Mirror mirror: Seeing yourself as others see you. *Psychology today magazine, May-June*, 54-57.
12. Natanson, M. (1970). Preface, Introduction, Chapter 1, Chapter 2, Chapter 3. In *The journeying self: A study in philosophy and social role*. Reading, MA: Addison-Wesley Publishing Company.

## IV. Person Perception

13. Gilovich, T. (1997). Some systematic biases of everyday judgment. *The skeptical inquirer, 21(2)*, 31-37.
14. Paul, A. M. (1998). Where bias begins: The truth about stereotypes. *Psychology today, 31(3)*, 52-55.
15. Bertrand, M., Chugh, D., and Mullainathan, S. (2005). New approaches to discrimination: Implicit discrimination. *American economic*

*review*, 95(2), 94-98.

16. Crocker, J. and Major, B. (2003). The self-protective properties of stigma: Evolution of a modern classic. *Psychological inquiry*, 14(3/4), 232-237.
17. Steele, C. M. (1999). Thin ice: "Stereotype threat" and black college students. *The atlantic monthly*, August, 44-54.
18. von Eckartsberg, R. (1989). The social psychology of person perception and the experience of valued relationships. In R. Valle and R. von Eckartsberg (Editors), *Metaphors of Consciousness*. New York: Plenum Press. pp. 137-154.

#### V. Aggression

19. Le Bon, G. (1968). Group psychology: The crowd. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 248-250.
20. Bandura, A., Ross, D., and Ross, A. R. (1961). Transmission of aggression through imitation of aggressive models. *Journal of abnormal and social psychology*, 63, 575-583.
21. Haney, C., Banks, C., and Zimbardo, P. (1999). A study of prisoners and guards in a simulated prison. In E. Aronson (Editor), *Readings About the Social Animal*. New York: Worth Publishers. pp. 56-70.

#### VI. Group Processes

22. Manning, T. and Robertson, B. (2004). Influencing, negotiating skills, and conflict-handling: Some additional research and reflections. *Industrial and commercial training*, 36(3), 104-109.
23. Skitka, L. J. and Crosby, F. J. (2003). Trends in the social psychological study of justice. *Personality and social psychology review*, 7(4), 282-285.
24. Rooke, D. and Torbert, W. R. (2005). Seven transformations of leadership. *Harvard business review*, April, 67-76.
25. Offermann, L. R. (2004). When followers become toxic. *Harvard business review*, 82(1), 177-181.

#### VII. Emotions

26. Boswell, D. L. and Dodd, D. K. (1994). Balance theory: A social psychological explanation of the therapeutic value of unconditional positive regard. *Journal of psychology*, 128(1), 101-106.
27. Keltner, D. (2004). The compassionate instinct. *Greater good*, 1(1), 6-9.
28. Stevick, E. L. (1971). An empirical investigation of the experience of anger. In A. Giorgi, W. Fischer, and R. von Eckartsberg (Editors), *Duquesne Studies in Phenomenological Psychology: Volume 1*. Pittsburgh, PA: Duquesne University Press. pp. 132-148.
29. Fischer, W. F. (1989). An empirical-phenomenological investigation of being anxious. In R. Valle and S. Halling (Editors), *Existential-phenomenological Perspectives in Psychology*. New York: Plenum Press. pp. 127-136.
30. Nuernberger, P. (1994). Overcoming fear. What's the secret? *Yoga international*, 4(3), 20-27.

### VIII. Existential-Phenomenological and Transpersonal Perspectives

31. Valle, R. S., King, M., and Halling, S. (1989). An introduction to existential-phenomenological thought in psychology. In R. Valle and S. Halling (Editors), *Existential-phenomenological Perspectives in Psychology*. New York: Plenum Press. pp. 3-16.
32. Maslow, A. (1968). Self-actualizationism. In W. S. Sahakian (Editor), *History of Psychology; A Source Book in Systematic Psychology*. Itasca, IL: F. E. Peacock Publishers. pp. 411-416.
33. Valle, R. S. (1989). The emergence of transpersonal psychology. In R. Valle and S. Halling (Editors), *Existential-phenomenological Perspectives in Psychology*. New York: Plenum Press. pp. 257-268.

### IX. Other Articles:

34. Dodge, K. (2008). Framing public policy and prevention of chronic violence in American youths. *American psychologist*, 63(7) 573-590.
35. Sommers, S. and Norton, M. (2008). Race and jury selection: Psychological perspectives on the peremptory challenge debate. *American psychologist*, 63(6) 527-539.
36. Condor, S. (2006). Public prejudice as collaborative accomplishment: Towards a dialogic social psychology of racism. *Journal of community and applied social psychology*, 16(1), 1-18.
37. Howarth, C. (2006). Race as stigma: Positioning the stigmatized as agents, not objects. *Journal of community and applied social psychology*, 16(6), 442-451.
38. Wallis, C. (2007). Issue 9: Can social psychological research help explain the Abu Ghraib prison scandal? In J. Nier (Editor), *Taking Sides: Clashing Views in Social Psychology*. New York: McGraw Hill. pp. 174-185.
39. Smith, R. and Harris, M. (2006). Multimethod approaches in social psychology: Between- and within-method replication and multimethod assessment. In M. Eid and E. Diener (Editors), *Handbook of Multimethod Measurement in Psychology*. Washington, DC: American Psychological Association. pp. 385-400.
40. Bryman, A. (2007). The research question in social research: What is its role? *International journal of social research methodology*, 10(1), 5-20.
41. Wilson, T. (2005). The message is the method: Celebrating and exporting the experimental approach. *Psychological inquiry*, 16(4), 185-193.

**Course length:** 15 weeks

**Contact hours:** 45 hours

**Credit value:** 3.0

### **Program Outcomes, Objectives, and Competencies**

**Goal:** To prepare professionals who are able to understand and use the scientific bases of psychology to inform their practice of professional psychology and to evaluate the methods of assessment and intervention they use in practice.

**Objective:** Students will demonstrate understanding of and competence in integrating into practice the body of knowledge in the scientific bases of human functioning.

**Competency:** Students will demonstrate understanding of and competence in integrating into practice the body of knowledge in the scientific bases of human functioning including physiological bases of behavior, social bases of behavior, cognitive and affective bases of behavior, and human development.

**Course objectives:**

- 1) Describe social psychological theory and research from the perspective of the four major world-views in psychology
- 2) Describe the defining characteristics of the field of social psychology including areas of study, major theoretical approaches to social behavior and major categories of inquiry
- 3) Explain how and why research is conducted in social psychology
- 4) Identify the major ethical concerns involved when conducting research in experimental social psychology
- 5) Discuss current evidence-based research in the field of social psychology
- 6) Describe the nature of the self, how we present ourselves to the world, and what it means to be in relationship with others
- 7) Identify areas in the field of social psychology that have clear or potential clinical relevance and applicability
- 8) Describe how social psychological theory and research findings can be applied to various social, personal, and clinical issues
- 9) Describe the nature of social cognition and the forms or styles of social thinking
- 10) Explain how certain types of social thinking relate to problematic thinking and dysfunctional belief systems
- 11) Assess how social psychology can shed light on our understanding of DSM-IV diagnostic categories, and can aid in our general diagnostic understanding of clients
- 12) Identify key issues involving diversity in social psychology and social psychological research

**Course policies:**

*Attendance:* Note that your attendance at all class sessions is expected. Please inform the instructor ahead of time if you are unable to attend a class. Be aware that no more than two class sessions may be missed for satisfactory completion of the class according to Argosy University policy. Attendance will be taken at each class session.

*Readings and Participation:* Completing the required readings on time and your appropriate verbal participation (questions, comments, personal responses) in class are expected. In this context, it is also

expected that you will listen respectfully to the instructor and other students when they are speaking. See the rubrics for assessing reading and participation in Addendum B.

*Take-Home Final Examination:* The final exam consists of a number of multiple choice and short-answer questions based on both the material presented in lectures and the assigned readings.

*Personal/Professional Experience Papers (PEPs):* These two papers (typed, double-spaced, one inch margins) will present you with questions relevant to the Valle and Mohs book (PEP#1) and the course reader (PEP#2), and ask you to apply what you have read to your personal and professional life experience. See the rubrics for assessing papers in Addendum E.

*Class presentations:* Each group of students will be responsible to present the theories and main insights of the area in social psychology that they have chosen, as well as the main personal and collective issues that arose in the group in preparing for the class presentation. See the rubrics for assessing presentations in Addenda C and D.

Grading Criteria:

Grading Scale:

A	= 100-93
A-	= 92-90
B+	= 89-87
B	= 86-83
B-	= 82-80
C+	= 79-77
C	= 76-73
F	= 72 and below

Evaluation of assignments:

Class participation	10%
PEP paper	40%
Presentation	25%
Final exam	25%
Total	100%

## Rubrics for Assessing Final Course Grading

Exceeds Expectation	Meets Expectation	Below Expectations	Does Not Meet Expectations; Unacceptable Work
<p><b>Final Course Grade of A</b></p> <p>Excellent class participation and contribution; excellent individual and/or group presentations; excellent researched and written paper(s); test(s) 88%-100%; displays excellent learning and understanding of all key course content.</p>	<p><b>Final Course Grade of A-, B+</b></p> <p>Good class participation and contribution; well prepared and delivered individual and/or group presentations; well to reasonably well researched and written papers; test(s) 80%-87%; displays good learning and understanding of most key course content.</p>	<p><b>Final Course Grade B, B-</b></p> <p>Adequate to barely adequate class contribution and preparation and quality of individual and/or group presentations; adequately to barely adequately researched and written paper(s); tests 70%-81%.</p>	<p><b>Final Course Grade of C or below</b> (<i>equivalent to <b>Fail</b> if it is a core non-elective course</i>)</p> <p>No, or almost no, class participation or contribution; inadequate individual and/or group presentation (off topic, poorly researched, poorly presented); unacceptable writing ability with little or no specific details or evidence of research and time put in; displaying little or no critical evaluation and synthesis of the relevant theoretical, clinical, and empirical literature; tests 60% and below.</p>

### Rubrics for Assessing Reading-based Discussion/Participation

	Criteria				Points
	4	3	2	1	
<b>Level Of Engagement In Class</b>	Student proactively contributes to class by offering ideas and asking questions <b>more than once</b> per class.	Student proactively contributes to class by offering ideas and asking questions <b>once</b> per class.	Student <b>rarely</b> contributes to class by offering ideas and asking questions.	Student <b>never</b> contributes to class by offering ideas and asking questions.	—
<b>In Text-based discussions, give evidence and makes inferences</b>	Uses evidence in the text to create a new idea or draw connections among ideas.	Uses evidence in the text to expand on, analyze or critique an idea.	Locates evidence in support of an idea under discussion.	Able to locate factual evidence in the text with page number.	—
<b>Listening Skills</b>	Student listens when others talk, both in groups and in class. Student <b>incorporates or builds off</b> of the ideas of others.	Student <b>listens</b> when others talk, both in groups and in class.	Student <b>does not</b> listen when others talk, both in groups and in class.	Student <b>does not</b> listen when others talk, both in groups and in class. Student often <b>interrupts</b> when others speak.	—
<b>Deepening the Learning</b>	Able to ask a question that connects the current discussion to <b>bigger themes or ideas</b> . Connects the ideas of several participants.	Able to ask a question that relates the current discussion to previous discussions.	Able to ask a question that provokes others to respond at a deeper level in the current discussion. Asks questions to clarify what someone has said.	Able to ask a question related to the current discussion.	—
<b>Preparation</b>	Student is <b>almost always</b> prepared for class with	Student is <b>usually</b> prepared for class with	Student is <b>rarely</b> prepared for class with assignments and	Student is <b>almost never</b> prepared for class with	—

	assignments and required class materials.	assignments and required class materials.	required class materials.	assignments required class materials.	
	A: 15-20	B: 11-14	C: 6-10	<b>Total----&gt;</b>	_____

Rubrics for Assessing Collaboration

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Research & Gather Information	Collects a great deal of information--all relates to the topic.	Collects some basic information--most relates to the topic.	Collects very little information--some relates to the topic.	Does not collect any information that relates to the topic.	
Share Information	Relays a great deal of information--all relates to the topic.	Relays some basic information--most relates to the topic.	Relays very little information--some relates to the topic.	Does not relay any information to teammates.	
Be Punctual	Hands in all assignments on time.	Hands in most assignments on time.	Hands in most assignments late.	Does not hand in any assignments.	
Fulfill Team Role's Duties	Performs all duties of assigned team role.	Performs nearly all duties.	Performs very little duties.	Does not perform any duties of assigned team role.	
Share Equally	Always does the assigned work without having to be reminded.	Usually does the assigned work--rarely needs reminding.	Rarely does the assigned work--often needs reminding.	Always relies on others to do the work.	
Listen to Other Teammates	Listens and speaks a fair amount	Lists, but sometimes talks too much	Usually doing most of the talking--rarely allows others to speak	Is always talking; never allows anyone else to speak	
Cooperate with Teammates	Facilitates and resolves conflicts	Respectful during conflicts and demonstrates commitment to resolution	Recognizes conflicts and requests support for resolution	Usually argues with teammates without offering opportunities for resolution	
Make Fair	Always helps	Usually	Often sides	Usually	

Decisions	team to reach a fair decision	considers all views.	with friends instead of considering all views.	wants to have things his/her own way	
	A: 25-32	B: 17-24	C: 9-16	Total	

### Rubrics for Assessing Individual Presentations

	<i>4 - Excellent</i>	<i>3 – Good</i>	<i>2 – Fair</i>	<i>1 - Poor</i>	
<b>Organization of presentation</b>	Well-structured and presented in a logical sequence	Mostly structured, precise but parts may be unconnected to the rest of the presentation.	Somewhat structured but too much time spent on unimportant material. Disjointed sequence.	Unstructured, strays from the subject. Much of the presentation out of logical order.	
<b>Comprehensibility of presentation</b>	Clear and easily understood.	Mostly clear but some confusion in the presentation.	Somewhat clear but leaves the listener a little lost.	Unclear and confusing. Not understood.	
<b>Knowledge of subject</b>	Accurate and shows depth of thought.	Mostly accurate and certain areas show depth of thought.	Some understanding of subject but little depth.	Inaccurate and shows a surface knowledge only.	
<b>Use and analysis of sources</b>	Sources of high quality and varied. Critically evaluates and synthesizes the relevant theoretical, clinical and empirical literature.	Most sources used of high quality with some questionable sources. Some variety. Effectively evaluates and synthesizes the relevant theoretical, clinical and empirical literature.	Some sources of high quality but little variety and many sources that are questionable. Only moderately evaluates and synthesizes the relevant theoretical, clinical and empirical literature.	Unreliable and uncorroborated sources. Little or no variety. Does not evaluate and synthesize the relevant theoretical, clinical and empirical literature.	
<b>Persuasion and context</b>	Convincingly solves the problem, answers the question or accomplishes the purpose of the study.	Answers the question or solves the problem but leaves certain minor areas not assessed.	Some answers provided or part of the problem solved but leaves certain major areas not assessed.	Unsupported and unconvincing arguments. Does not answer the question or solve the problem of the study.	
	A: 16-20	B: 11-15	C: 6-10		



### Rubrics for Assessing Paper(s)

<b>Performance Element</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
Mechanics (1 Point)	No errors (1)	A few distracting errors Some minor difficulties (.5)	Many major mechanical errors (0)
Assertions (2 Points)	Major points are supported by strong examples. (2, 1.5)	Major points are given thin support only. (1)	Major points are given superficial support or are unsupported. (.5, 0)
Ideas (2 Points)	Ideas are engaging, insightful, and illustrate understanding. (2, 1.5)	Ideas are good but obscured by unclear writing or lack of information. (1)	Ideas do not go beyond the obvious, or are randomly presented or remain undeveloped. (.5, 0)
Style (1 Points)	Writing is clear, inspiring, and done with a flair. (1)	Writing is O.K. but contains few surprises. (.5)	Writing lacks energy, is narrow and unimaginative. (0)
Organization (2 Points)	Contains clearly developed paragraphs in a logical sequence. (2, 1.5)	Contains mostly clearly developed paragraphs, but is unclear in places. (1)	Is disorganized and difficult to follow. (0)
Thesis Statement or Purpose (2 Points)	Contains a sharp focus and a clearly identifiable statement of purpose. (2, 1.5)	Contains an unengaging or poorly focused statement of purpose. (1)	Does not present a thesis or purpose statement that is clearly identifiable or developed. (0)
<b>TOTAL</b>	<b>7 – 10: A</b>	<b>5 – 6.5: B</b>	<b>0 – 4.5: C- F</b>

## Assignment Table

- Week 1 - Field of social psychology  
Research in social psychology  
Ethical issues in social psychological research  
Read: Reader # 38, 39, 40, 41
- Week 2 - Nature of self, self-knowledge, and self-justification  
Roles and stereotypes  
Read: AWA Chapters 1 and 2  
Reader # 3, 11, 12, 13, 14, 17
- Week 3 - Attitudes and attitude change  
Cognitive dissonance, self-perception, and balance theory  
Read: AWA Chapter 7  
Reader # 8, 9, 10
- Week 4 - Mass communication, propaganda, and persuasion  
Consumer behavior, advertising, and the media  
Issues of diversity: Prejudice and discrimination  
Read: AWA Chapter 13  
Reader # 15, 16, 35, 36, 37
- Week 5 - Conformity  
Obedience  
Attribution theory and Weiner's model of causal attribution  
Read: AWA Chapter 8  
Reader # 4, 21
- Week 6 - McClelland's theory of achievement motivation  
Measuring need for achievement: Thematic Apperception Test  
PEP#1 due  
Read: AWA Chapters 5 and 6  
Reader # 24
- Week 7 - Social cognition and person perception  
Need for approval: Defining self in terms of others  
M-C Scale  
Read: AWA Chapters 3 and 4  
Reader # 18
- Week 8 - Group dynamics and process  
Norms, compliance, and collective behavior  
Read: Chapter 9  
Reader # 22, 23, 25
- Week 9 - Nature and theory of emotion  
Human aggression, violence, and abusive behavior

Read: AWA Chapter 12  
Reader # 19, 20, 28, 34

- Week 10 - Clinical implications of social psychological theory and research  
Addiction, co-dependency, and helping behavior  
Read: AWA Chapter 11  
Reader # 5, 6, 7, 29, 30
- Week 11 - Love, attraction, and intimacy  
Nature of personal relationship  
Read: AWA Chapter 10  
Reader # 26, 27
- Week 12 - Class presentation #1
- Week 13 - Class presentation #2
- Week 14 - Class presentation #3
- Week 15 - Transpersonal perspectives on social behavior  
PEP#2 due  
Read: Reader # 2, 32, 33

### **Argosy University policies:**

#### **Academic Policies:**

##### *Library*

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering, & Applied Science, Humanities, Science, Medicine, & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content, as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism. Plagiarism, copying, representing another person's work as an independent project, and failure to provide appropriate credit for the work of another person are all grounds for the student being given a failing grade in the class. Regardless of the severity of the violation, any intentional misrepresentation of any work completed in this class will result in the student receiving no credit for the assignment.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

### ***Student Conduct***

All students are expected to be active participants in their own learning. Any student failing to complete the requirements of the class in timely manner will not receive a passing grade. Students who do not complete assignments by the due date will not receive credit for that assignment unless granted accommodations or presenting a statement from a health care provider indicating that the student was unable to be in class for the assignment. If a medical excuse is provided, it is expected that the assignment will be turned in at the next class along with a copy of the note. In keeping with California law and HIPAA regulations, a medical diagnosis is not required for any medical note.

Students are expected to conduct themselves in a manner keeping with the American Psychological Association Ethic Code. Classroom participation is expected to aid the student in clarifying his/her understanding of the material. All classroom participation should be in keeping with professional respect for one's fellow students. The use of intentionally demeaning or intentional derogatory language will not be accepted or tolerated. However, as a learning community, it is expected that each student will bring her/his own background, education, and experience to the classroom, and what may be perceived as problematic for one person, may not be viewed so by another. Each student is expected to raise any concerns about the use of language to the attention of the other student or the professor as soon as is reasonable.

### **Disability and Diversity Issues:**

#### *Disability*

Argosy University provides accommodations to qualified students with disabilities. The Disability Services Office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting their success at Argosy University.

Argosy University is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of college services, programs, and activities in compliance with The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Students who believe they are in need of accommodations should contact the Disability Services coordinator. If you have a concern or complaint in this regard, please contact the Student Services Department. Complaints will be handled in accordance with the Argosy University's Student Grievance Procedure for Internal Complaints of Discrimination and Harassment.

In addition, this course attempts to comply with the APA statements regarding disabilities and Division 22 (Rehabilitation Psychology) guidelines and recommendations. Students with disability-related needs are encouraged to contact the instructor as soon as possible to ensure that any accommodations that are needed are granted. Specific accommodations that are available to a specific student will be determined on a case-by-case basis in compliance with ADA guidelines and State of California laws and regulations.

#### *Commitment to Diversity*

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

All students are encouraged to raise diversity-related issues and comments as well as perspectives up in class instructions. Diversity in this context is taken to mean gender, race, ethnicity, religion, social background, and any other characteristic which impacts the person and her/his psychological functioning.

#### *Notice of Nondiscrimination*

Argosy University does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, disability, age, religion, or any other characteristic protected by state, local, or federal law in our programs and activities. Each campus has designated a staff member to handle inquiries and coordinate individual campus compliance efforts regarding the nondiscrimination policy.