

Psychology Department 2011-2012 APC Submissions

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Psychology Department 2011-2012 APC Submissions

NAME OF SCHOOL OR DEPARTMENT:

Psychology Department

Proposal I:

To modify the name of PSY 420 from Moral Development and Christian Spirituality to Pursuing Goodness: The Science of Moral Change, and to increase the course from 3 to 4 units for all psychology concentrations.

Proposal II:

Drop cross-listed LIT/PSY460 The Human Challenge from the course catalog.

Proposal III:

Change course number from PSY230 to PSY315.

Proposal IV:

Drop PSY 350 (3) Clinical and Research Assessment as a required course in the General Psychology and Character, Morality, and Culture concentrations and add PSY 321 (3) Abnormal Psychology as a required course in its place.

Proposal V:

To remove PSY 460 as an option in the minor. To add PSY 380, and PSY 230 (315) as additional course options in the minor.

Proposal VI: To add PSY 349 Intimate Couples course to the course catalog as a Psychology elective course.

Proposal VII: To decrease units in PSY101 from 4 units to 3 units. (Remove 1 unit for convocation. Psychology maintains responsibility for staffing and direction of 101 sections and small groups. Psychology maintains two units administrative release to manage 101 sections.)

- a. PSY101 / FYE101 Psychology of Personal Development
- b. Add 1 unit Core Values Convocation run by the GE committee, for a net zero sum gain in units.

II. Rationale Proposal I:

To modify the name of PSY 420 from Moral Development and Christian Spirituality to Pursuing Goodness: The Science of Moral Change, and to increase the course from 3 to 4 units for all psychology concentrations.

1. How has assessment data informed the proposed change and how recently has your department or school completed a program review? For example, have alumni, outside reviewers, etc., suggested improvements?

The course has received a significant reorganization and the new name reflects the content changes. This course is now designed as the mandatory Psychology senior capstone course across all three concentrations.

The department's recent program review indicated the need for a senior capstone course. The focus of Dr. Mike Leffel's Fall 2011 sabbatical is the full revision of this course to include the latest research and best practices in the areas of moral development and character change.

In particular, while writing our program review and constructing our curriculum map, it became clear that a senior capstone course was necessary but lacking. Several learning outcomes were introduced and developed in previous courses, but having a mandatory senior capstone course allows the opportunity for mastery level learning throughout all three major concentrations. This course would offer the **mastery** elements of the following Departmental Learning Outcomes:

- a. Display an increase in self-knowledge as students learn basic tenets of psychology.
- b. Demonstrate care for others
- c. Describe basic ideas of how psychology and theology can be integrated

The additional material covered, as well as the inclusion of a specific character training module is what necessitates the increase from three units to four.

2. What are comparable universities and colleges doing?

Westmont University has two capstone courses for their psychology majors: one focused on practicum experiences, and one focused on research. Each of these courses is four units. George Fox has a one unit Senior Seminar that is required of all psychology majors. Seattle Pacific has a three unit Senior Seminar that is required of all psychology majors.

Azusa Pacific, Biola, NW Nazarene, and Cal Baptist do not have a required psychology capstone course.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)?

No.

4. How does the proposed change relate to the mission of the university?

The revised course will require all psychology students to demonstrate mastery of the above

learning objectives. The three elements of the course will focus on the latest research in moral development focused on crafting a flourishing life, how to relate to others to promote their ideal self (the Michelangelo effect), and the neuroscience of new behaviors. In other words, how to live, love, and change. All of these are central to our university mission to promote whole development and to teach, shape, and send our students.

5. How does the change accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?

Psychology 420 was an existing course option for some of our students. Making it a capstone class that all Psychology majors take will add depth to our course offerings. It will also close the possible loopholes that made it possible for students to complete their major without facing opportunities to demonstrate mastery in all departmental learning objectives.

In addition, the course will help fulfill the departmental mission based on Ephesians 4:29 to develop students who are psychologically knowledgeable, emotionally intelligent, and morally engaged. The addition of the active character cultivation program is necessary for increasing moral engagement rather than just moral knowledge, and it is this addition that warrants the extra unit.

6. What impact will it have on the size of the major, minor, etc.?

Please see the Course Requirements Sheet included at the end of the application packet:

We do not estimate any impact to the size of the major or minor.

The increased unit requirements for all three concentrations fall within the limits of the BA degree. Here are the required number of units beyond GE for each concentration:

General Concentration - 47 units beyond GE

Therapeutic and Community Psychology – 49 units beyond GE

Character, Morality, and Culture Concentration – 46-49 units beyond GE

7. Will the change(s) be sustainable with human and financial resources?

The course will be sustainable with current human and financial resources. The additional units needed to teach this course both semesters will come from reducing other course offerings. No additional resources are necessary.

8. State other rationale that you deem appropriate.

This course is a summary of the latest work in moral psychology which we believe is important not only for our Character, Morality, and Culture concentration students but all our majors. We believe this course will represent a best practice course among our comparator schools and will serve as a positive distinction in obtaining a psychology degree at PLNU. We are very excited about this course and hope that it may benefit other departments considering a capstone experience for their students.

The increase in units from three to four reflects the extra material covered and the additional work we expect seniors to complete. In addition to different course material from the previous version of PSY420, the capstone course will include compassion cultivation training, as developed and certified by centers such as Stanford’s Center for Compassion and Altruism . This additional student work is the primary focus of the increased units from three to four.

Proposal I: Tentative Syllabus/Course Learning Outcomes:

Syllabus:

Please see course description and proposed calendar at the end of this document (note, it is a work in progress, but the ten pages give an excellent sense of what the course will look like when completed.)

Outcomes:
 The previous learning objectives were:

Students will be able to...

- Identify four aspects of how moral development and Christian spirituality are related
- Compare moral development to Christian spirituality
- Summarize three key aspects of the nature of moral character
- Critique the Wesleyan theological tradition with regard to moral character

The Updated Learning Objectives of this course are that students will be able to:

- Distinguish three conceptions of moral goodness currently popular in contemporary culture
- Examine the literature on the nature of flourishing and how it relates to Christian ethics
- Summarize three key aspects of the nature of moral character
- Critique the limitations and misconceptions of the “happiness paradigm” in psychology especially in light of the Wesleyan theological tradition
- Apply compassion cultivation methods within their own life

IV. Proposal I Catalog Copy: What will these changes look like in the catalog?

Catalog Copy (Present)	Catalog Copy (New) Because of the numerous small changes, please see the single updated Catalog Copy in the appendix.
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<p>Old Descriptions PSY 420 (3) MORAL DEVELOPMENT AND CHRISTIAN SPIRITUALITY Psychological and theological studies of the meaning of moral character and of the relationship between processes of moral development, religious faith, and</p>	<p>New Descriptions PSY 420 (Senior Capstone, 4) Pursuing Goodness: The Science of Moral Change This course surveys some of the latest research in positive and moral psychology that concerns how we live a good life in a world with others. It addresses three perennial</p>
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<p>the experience of God. Emphasis is placed on understanding moral developmental determinants of religious experience, and on the application of psychotherapeutic principles in facilitating moral character change. A multi-disciplinary approach is taken to encourage integrative scholarship in the areas of faith development, spiritual formation, and character change. Integration within the Wesleyan theological tradition is emphasized. Open to students who are not Psychology majors. Offered fall only. <i>Prerequisites: Psychology 101 or 103 and Bible 101 or 102.</i></p>	<p>questions about personal and social well-being: What makes a good life <i>good</i>? What makes a good relationship good? And, how do persons change for good? It examines theory and research in three new psychological literatures: the science of a flourishing life, the science of love and virtue, and the practical neuroscience of moral change. Students will participate in experiential exercises that this new science suggests will enhance our motivation and capacity for moral goodness. <i>Prerequisites: Psychology 101 or 103 and Bible 101 or 102.</i> Senior standing or consent of instructor.</p>
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II. Rationale Proposal II:

Drop cross-listed LIT/PSY460 The Human Challenge from the course catalog.

3. How has assessment data informed the proposed change and how recently has your department or school completed a program review? For example, have alumni, outside reviewers, etc., suggested improvements?

This course was cotaught and cross-listed with LJML. It was taught by instructors from both Psychology and Literature. Unfortunately, the course has not been offered for the past two years, and will not be offered in the future because of the unavailability of the professors. Thus, according to University procedures, the course needs to be deleted from the catalog.

4. What are comparable universities and colleges doing?
NA

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)?
No.

5. How does the proposed change relate to the mission of the university?
NA

5. How does the change accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?

The course has an impact on the minor where PSY460 was an option. Please see Proposal 5 which highlights updating the minor options.

6. What impact will it have on the size of the major, minor, etc.?
Please see the Course Requirements Sheet included in the appendix.
None.

7. Will the change(s) be sustainable with human and financial resources?
NA

8. State other rationale that you deem appropriate.
LJML has been notified and they are in agreement with this action.

II. Rationale Proposal III:

Change course number from PSY230 to PSY315.

1. How has assessment data informed the proposed change and how recently has your department or school completed a program review? For example, have alumni, outside reviewers, etc., suggested improvements?

In 2009, the faculty approved the Psychology Department's new concentration Character, Morality, and Culture. The Psychology Department just submitted their 2011 Program Review. PSY230 Positive Psychology learning objectives make clear that PSY230 advances learning objectives in a way consistent with an upper-division course, and the work required to complete the learning objectives are more consistent with an upper division course. (See learning objectives below).

2. What are comparable universities and colleges doing?

Positive Psychology is a relatively new field and while it is receiving increasing attention at the graduate level, it is not widely taught at the undergraduate level. None of our top six competitor schools have a unique course devoted to positive psychology.

There are several top notch universities that offer Positive Psychology as an upper division course such as University of Pennsylvania PSY266, University of Michigan PSYC400, Cornell PSY315g, Tyndale University PSYC3943, and UC Berkeley PSY402. In all these cases, these courses are advanced upper division courses, and we believe our Positive Psychology course is upper division as well.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)?

No.

4. How does the proposed change relate to the mission of the university?

The faculty approved the course in terms of its mission fit when it was originally presented in passed in 2009.

5. How does the change accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?

The change to upper division helps fill a gap in our learning objectives in a way consistent with how the course is currently taught. The learning objectives this course meets are to develop the following competencies:

Identify key content in the area of psychology, display an increase in self-knowledge as student learns basic tenets, demonstrate care for others. All of these objectives are met at the middle Develop range, instead of the Introduce range that would be consistent with a lower division course. As an upper division course it adds depth to our CMC curriculum

map.

6. What impact will it have on the size of the major, minor, etc.?
No discernable impact.

7. Will the change(s) be sustainable with human and financial resources?
Yes. No additional faculty will be needed.

8. State other rationale that you deem appropriate.

The department originally suggested Positive Psychology as a 200 level course because we wanted students to take it during their sophomore year. Little consideration was given to the "Lower Division - Upper Division" issue. From the very beginning, we saw the demands of the course being upper division, but we were trying to be "neat" in terms of the sequence of courses for our new concentration. Even still, Dr. Schaeffer has taught the course twice now and he has found he makes increasingly heavy demands on the students. Our additional reasons for making the course an Upper Division one is based essentially in two areas:

- Number of assignments: This is without a doubt the most assignment intensive course in the psych major. Each week students must complete three thoughtful and reflective assignments and turn them in for grading through eclass. If a student misses more than a small few assignments, their grade is significantly affected. During the first year less was required, but we realized we needed to do more to have an impact not just on declarative knowledge, but on procedural knowledge as well, to fulfill our learning objectives and mission statement of moral engagement.
- Instructor involvement: In its original conception this 3 hour course involved 2 hours of instruction and 1 hour of small group. The class is capped at 20 so the department would rely on 2 outstanding students to lead 2 small groups of 10. The instructor would rotate among groups to observe, participate, and supervise. During the 2nd year, the instructor decided to be the leader of the entire class. This increased the quality and depth of the interactions exponentially. This increase in student interaction and introspection merits an upper-division designation.

Therefore, it appears to us in its initial state that the course was an upper-division course, and with the addition of the increased interaction demands and the addition of assignments, we have no doubt that Positive Psychology is an upper division course.

III. Tentative Syllabus/Course Learning Outcomes: If you are proposing new courses, please include a tentative syllabus with course learning outcomes. This should not include textbooks, calendar, etc., but merely an idea of what the course content will include as well as what you hope the student will accomplish by the end of the course. **State four course learning outcomes at the most.**

Syllabus:
Please see the appendix.

Outcomes:

The currently approved learning objectives are:

Students will be able to...

- Design a project that will enable them to experience positive growth related to the positive psychology literature.
- Construct at least five suggestions on how an “imaginary” student who has an overall pessimistic outlook on life can learn how to lead a better life
- Identify flow activities in personal, community service, and student realms
- Plan a “beautiful day” within a school (work) day, and appreciate the many positives in a schedule that has many constraints
- Identify at least 3 personal strengths without an attitude of pride

The new learning objectives are:

Students will identify their personal character strengths and flow activities in areas of vocation, avocation, and service to others. They will write a paper identifying the relationship of their strengths to these flow activities.

Students will identify their top 5 maladaptive pessimistic thoughts that lead to pointless and unproductive negative affect, and determine how they can replace these thoughts with more realistically positive ones that will lead to constructive positive affect. Students will write a paper reporting their experience.

Students will express gratitude for acts or persons of grace in their life while simultaneously identifying issues that they are motivated to complain about for which there is minimal chance of change. In addition, each student will invite an important person in their life to class for which they have not deeply expressed gratitude. In class, the student will read a self-written letter of gratitude to that person. Each student will write a paper reporting their experience regarding this Course Learning Outcome.

Students will plan a “beautiful day” within a school ("work") day and carry it out. Further, students will identify character strengths and flow activities within the beautiful school day. The student will write a paper based on their experience (embodying character strengths and flow activities), and include the joy that can result from a typical "work" day.

Students will write a letter to a friend (real or imaginary) who suffers from pessimism. They will present five suggestions, including regular exercises, that will help them lead a more realistically positive life.

Students will write a positive psychology philosophy of life paper. It will include their personal outlook regarding family, friends, child-rearing, vocation, avocation, and most importantly altruistic endeavors. It will emphasize "how can I turn negatives into realistic positives with my relationship with others," and it will also point out "how I can turn negatives into realistic positives within my self."

Students will write a paper coupling their Christian beliefs with positive psychology.

IV. Catalog Copy: What will these changes look like in the catalog?

· Keep in mind academic policies with regard to number of units for major, minors, etc. See resource section at the end of this template.

Catalog Copy (Present)	Catalog Copy (New) Please see attached catalog copy.
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Old Descriptions PSY 230 (3) Positive Psychology A study of the expanding field of Positive Psychology. Emphasis is placed on ways to lead meaningful and fulfilling lives. Small group activities are included. Offered spring only. Prerequisite: Psychology 103 (may be taken concurrently) or consent of instructor.	New Descriptions PSY 315 (3) Positive Psychology An examination of the scientific study of optimal functioning. Emphasis is placed on leading a meaningful and fulfilling life that benefits both person and society. Small group activities and daily assignments are required. Offered spring only. Prerequisite: Psychology 103 (may be taken concurrently) or consent of instructor.
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II. Rationale Proposal IV:

Drop PSY 350 (3) Clinical and Research Assessment as a required course in the General Psychology and Character, Morality, and Culture concentrations and add PSY 321 (3) Abnormal Psychology as a required course in its place.

1. How has assessment data informed the proposed change and how recently has your department or school completed a program review? For example, have alumni, outside reviewers, etc., suggested improvements?

The Psychology Department recently completed their program review and as a result are making several changes to their course curriculum. The changes to the Psychology curriculum represent common practices within the field where abnormal psychology is almost always a core curriculum course and essential for graduate school.

2. What are comparable universities and colleges doing?
Westmont University, Azusa Pacific, Biola, and Cal Baptist require Abnormal Psychology but not Psychological Testing for their major.
Seattle Pacific offers Abnormal as an option to fulfill a requirement but not Psychological Testing.
Northwest Nazarene and George Fox require neither.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)?
No.

4. How does the proposed change relate to the mission of the university?
These changes help prepare our students with essential courses needed for both graduate school and practical application of psychology in the real world, which fits our mission to teach, shape, and send.

5. How does the change accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?

These changes help ensure a critical area of knowledge, abnormal psychology, is required of our students which helps fulfill the learning outcome of Identifying Key Content in the Field of Psychology. The study of psychology testing and instruments, which was a critical part of the field of psychology in its early years, has more specialized relevance for students who seek a clinical or counseling career path, and would continue to be required in our Therapeutic and Community Psychology concentration. This change allows all our students to receive training in an area that has seen dramatic growth in our understanding of mental disorders and etiology.

6. What impact will it have on the size of the major, minor, etc.?

Please see the Course Requirements Sheet included at the end of the application packet:

We do not estimate any impact to the size of the major or minor.

The increased unit requirements for all three concentrations fall within the limits of the BA degree.

Here are the required number of units beyond GE for each concentration:

General Concentration - 47 units beyond GE

Therapeutic and Community Psychology – 49 units beyond GE

Character, Morality, and Culture Concentration – 46-49 units beyond GE

7. Will the change(s) be sustainable with human and financial resources?

Yes.

8. State other rationale that you deem appropriate.

1. **Tentative Syllabus/Course Learning Outcomes:**

2.

Syllabus: No change to the currently accepted syllabus are proposed.

Outcomes:

IV. Catalog Copy: What will these changes look like in the catalog?

Catalog Copy (Present)
No Changes.

Catalog Copy (New)
Please see attached catalog copy.

II. Rationale Proposal V:

To remove PSY 460 as an option in the minor. To add PSY 380, and PSY 315 as additional course options in the minor.

1. How has assessment data informed the proposed change and how recently has your department or school completed a program review? For example, have alumni, outside reviewers, etc., suggested improvements?

The Psychology Department recently completed their program review and as a result are making several changes to their course curriculum. The changes to the minor reflect these changes as well as offer increased course options to provide additional student flexibility to complete the minor efficiently and choose from new courses that were approved by the faculty in 2009.

2. What are comparable universities and colleges doing?
Not applicable.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)?
No.

4. How does the proposed change relate to the mission of the university?
These changes continue to meet the mission of the university similar to original minor. They also help fulfill the mission of the department to train students who are psychologically knowledgeable, emotionally intelligent, and morally engaged.

5. How does the change accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?

These changes provide breadth to the minor by allowing students a wider choice of options to fulfill the requirements.

6. What impact will it have on the size of the major, minor, etc.?

The minor currently includes PSY 420 as a three unit option. If proposal two is passed, this will be a four unit course for a one unit gain. However if proposal xx passes, PSY 101 will go from four units to three units, creating a one unit decrease, essentially cancelling each other out for a net zero gain in units. Adding PSY 380 and PSY 315 as options do not add any net units. Deleting PSY 460 as an option is needed because the course is no longer offered.

7. Will the change(s) be sustainable with human and financial resources?
Yes.

8. State other rationale that you deem appropriate.

Offering PSY 380 as an option with PSY 325 makes sense because both are therapy courses

and it increases the scheduling flexibility of our minors. This is particularly true of our Liberal Study Human Development Concentration majors who seek a Psychology minor. PSY 380 is an option in their major and approving PSY380 as an alternative to PSY 325 in the minor is something that has been regularly approved for years.

In 2009 the faculty approved the Psychology Department's request to offer a new concentration in Character, Morality, and Culture. This included the creation of several new courses such as PSY 315 Positive Psychology. With the deletion of PSY 460 Human Challenge, our department wanted to offer minor students the opportunity to take a course from this concentration that did not exist when the minor was originally created. We believe that our stated target audience of people who may enter the social sciences would benefit from the opportunity to learn about this new field.

There is no overall unit change to the major.

5. **Tentative Syllabus/Course Learning Outcomes:**

Syllabus: No new courses are being proposed.

Outcomes:

IV. Catalog Copy: What will these changes look like in the catalog?

Old Descriptions	New Descriptions																																																																		
<p>Catalog Copy (Present)</p> <p>Pre-Therapeutic Psychology Minor This minor is for non-Psychology majors who desire an introductory exposure to therapeutic psychology. It is especially suited for individuals who plan to enter careers in social services, i.e. ministry, nursing, medicine, or social work. Students minoring in this program complete the following courses.</p> <table border="1" data-bbox="205 500 1031 1393"> <thead> <tr> <th>COURSE</th> <th>TITLE</th> <th>UNITS</th> </tr> </thead> <tbody> <tr> <td>PSY 321 (3)</td> <td>Abnormal Psychology</td> <td>3</td> </tr> <tr> <td>PSY 325 (4)</td> <td>Clinical and Community Interventions</td> <td>4</td> </tr> <tr> <td colspan="3"><i>One course from the following:</i></td> </tr> <tr> <td>PSY 101 (4)</td> <td>Psychology of Personal Development</td> <td>4</td> </tr> <tr> <td>PSY 103 (3)</td> <td>General Psychology</td> <td>3</td> </tr> <tr> <td colspan="3"><i>One course from the following:</i></td> </tr> <tr> <td>PSY 308 (4)</td> <td>Developmental Psychology – Birth Through Adolescence</td> <td>4</td> </tr> <tr> <td>FCS 150 (3)</td> <td>Human Development</td> <td>3</td> </tr> <tr> <td colspan="3"><i>One course from the following:</i></td> </tr> <tr> <td>PSY 320 (3)</td> <td>Social Psychology</td> <td>3</td> </tr> <tr> <td>PSY 341 (3)</td> <td>Group Counseling</td> <td>3</td> </tr> </tbody> </table>	COURSE	TITLE	UNITS	PSY 321 (3)	Abnormal Psychology	3	PSY 325 (4)	Clinical and Community Interventions	4	<i>One course from the following:</i>			PSY 101 (4)	Psychology of Personal Development	4	PSY 103 (3)	General Psychology	3	<i>One course from the following:</i>			PSY 308 (4)	Developmental Psychology – Birth Through Adolescence	4	FCS 150 (3)	Human Development	3	<i>One course from the following:</i>			PSY 320 (3)	Social Psychology	3	PSY 341 (3)	Group Counseling	3	<p>Catalog Copy (New)</p> <p>Pre-Therapeutic Psychology Minor This minor is for non-Psychology majors who desire an introductory exposure to therapeutic psychology. It is especially suited for individuals who plan to enter careers in social services, i.e. ministry, nursing, medicine, or social work. Students minoring in this program complete the following courses.</p> <p>(See end of this document for chart).</p> <table border="1" data-bbox="1066 683 1906 1393"> <thead> <tr> <th>COURSE</th> <th>TITLE</th> <th>UNITS</th> </tr> </thead> <tbody> <tr> <td>PSY 321 (3)</td> <td>Abnormal Psychology</td> <td>3</td> </tr> <tr> <td colspan="3"><i>One course from the following:</i></td> </tr> <tr> <td>PSY 325 (4)</td> <td>Clinical and Community Interventions</td> <td>4</td> </tr> <tr> <td>PSY 380 (3)</td> <td>Family Development & Family Therapies</td> <td>3</td> </tr> <tr> <td colspan="3"><i>One course from the following:</i></td> </tr> <tr> <td>PSY 101 (3)</td> <td>Psychology of Personal Development</td> <td>4</td> </tr> <tr> <td>PSY 103 (3)</td> <td>General Psychology</td> <td>3</td> </tr> <tr> <td colspan="3"><i>One course from the following:</i></td> </tr> <tr> <td>PSY 308 (4)</td> <td>Developmental Psychology – Birth Through Adolescence</td> <td>4</td> </tr> </tbody> </table>	COURSE	TITLE	UNITS	PSY 321 (3)	Abnormal Psychology	3	<i>One course from the following:</i>			PSY 325 (4)	Clinical and Community Interventions	4	PSY 380 (3)	Family Development & Family Therapies	3	<i>One course from the following:</i>			PSY 101 (3)	Psychology of Personal Development	4	PSY 103 (3)	General Psychology	3	<i>One course from the following:</i>			PSY 308 (4)	Developmental Psychology – Birth Through Adolescence	4
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PSY 345 (3)	Group Dynamics	3
PSY 360 (3)		3
<i>One course from the following:</i>		
PSY 410 (3)	Issues in Psychotherapy – Theology Integration	3
PSY 420 (3)	Moral Development and Christian Spirituality	3
PSY 460 (3)	The Human Challenge	3
MINOR TOTAL		19-21

FCS 150 (3)	Human Development	3
<i>One course from the following:</i>		
PSY 320 (3)	Social Psychology	3
PSY 341 (3)	Group Counseling	3
PSY 345 (3)	Group Dynamics	3
PSY 360 (3) PSY 315 (3)		3
<i>One course from the following:</i>		
PSY 410 (3)	Issues in Psychotherapy – Theology Integration	3
PSY 420 (4)	Moral Development and Christian Spirituality 3	3
MINOR TOTAL		18-21

II. Rationale VI:

To add PSY 349 Intimate Couples course to the course catalog as a Psychology elective course.

1. How has assessment data informed the proposed change and how recently has your department or school completed a program review? For example, have alumni, outside reviewers, etc., suggested improvements?

The course came about from a desire to help engaged and married couples gain marriage skills. The implementation of marital skills training has been shown to reduce the odds of divorce, and this course teaches young couples these skills.

2. What are comparable universities and colleges doing?

None of our top six comparator schools offer a marriage skills course like this.

SPU offers a relational skills course. Northwestern University offers a Marriage 101 course, and Pepperdine offers a marriage education course that is very similar to ours. PLNU is ahead of most universities in this regard.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)?

No.

4. How does the proposed change relate to the mission of the university?

The course helps fulfill the university mission of “wholeness in personal development.” Building strong marriages is an immediate benefit to the student’s wholeness, and a later benefit to personal development by building stronger families.

5. How does the change accommodate the department or school’s learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?

This course helps fulfill the departmental learning outcome:

“Psychology graduates will report that the Psychology major was influential in their personal growth and development.” This course helps promote personal growth and development.

6. What impact will it have on the size of the major, minor, etc.?

None.

7. Will the change(s) be sustainable with human and financial resources?

Yes. This course will only be taught as an overload to current faculty and will not be offered as part of a full-time faculty load.

8. State other rationale that you deem appropriate.

This course was authorized in Fall 2002 by the Provost Patrick Allen and Dean Becky Havens and has been taught once a year since that date. It was offered under PSY 490 Special Studies, and was specifically designed to not be part of the main course load of a faculty, but only taught as an overload as a service to the university. Because of this the Psychology Department did not enter this class into the course catalog or register the course with APC. Mark Pitts recently requested this course go through APC since it has been taught more than two times and the Psychology department

is complying with this request.

This course is unique in its mission: to help increase intimacy and reduce divorce to married and marrying couples by learning current psychological interventions that have been demonstrated to reduce divorce in outcome studies. The course is an extension of other experiential courses currently offered such as Small Group Counseling PSY341 and Group Counseling PSY345. The course is structured as a couple's small group, and is a mixture of instruction, practice of communication techniques, and discussion. It fills a unique role on campus and serves students of all majors. The anecdotal student feedback has been extremely high from this course.

III. Tentative Syllabus/Course Learning Outcomes:

Syllabus:

Attached at the end of this document.

Outcomes:

1. Summarize knowledge regarding what communication factors and behaviors predict divorce or enhance relational satisfaction.
2. Apply knowledge of attachment theory to a couple's own relationship with their spouse/fiancé.
3. Create a comprehensive marriage questionnaire and interview two "model couples" synthesizing their newly learned psychological theories with the real world experience of these couples.
4. Produce an environment of confidentiality where people feel free to share and learn from other couples.

IV. Catalog Copy: What will these changes look like in the catalog?

1. If proposing to substitute new courses for old ones, **list old and new course descriptions side by side.**
2. State with precision what a new major, concentration, minor will look like.
 - Keep in mind academic policies with regard to number of units for major, minors, etc. See resource section at the end of this template.

Catalog Copy (Present)	Catalog Copy (New)
Old Descriptions	Please see updated catalog copy following all proposals.

	<p>New Descriptions</p> <p>PSY 349 (3) Intimate Couples</p> <p>A laboratory learning experience in building intimate and long-lasting marriage relationships. The course utilizes research based interventions that have effectively decreased the risk of divorce. This course must be taken with your spouse or fiancé.</p> <p><i>Prerequisite: Consent of instructor.</i></p>
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Proposal VII:

To decrease units in PSY101 from 4 units to 3 units. (Remove 1 unit for convocation. Psychology maintains responsibility for staffing and direction of 101 sections and small groups. Psychology maintains two units administrative release to manage 101 sections.)

Please see APC Proposal co-written with the GE committee, and submitted by the GE committee.

Final Summary:

I. Recorded Department/School Vote:

Please state the number and percentage of department school faculty who voted for the proposal. If other departments are affected, please inform the committee how those departments voted.

On 11/11/11 the Psychology Department voted 100% (5 to 0) to accept these new proposals.

II. Library Impact:

What new library acquisitions, if any, will be needed to support the proposed changes?
(If none, please state that.)
None.

III. Technological Impact:

What new software, hardware or additional lab space will be needed to support the proposed changes? (If none, please state that.)
None.

IV. Final Summary: Review course and staffing impact with your College Dean.

Total unit additions: 6

Total course additions: 0

Course Psy349 formalizes a course that already exists.

[+ 5 units] Increase in PSY420 from 3 units one time a year (3 units) to 4 units twice a year (8 units.) The increase in units is 5 units.

[+1] Addition of FYE 100 Core Values Convocation (1 unit)

Total unit deletions: -6

Total course deletions: 1

[-2 units] Deleting PSY460 The Human Challenge (3 units, 2 units of teaching load)

Rotation of courses or deletion of sections to accommodate additions:

[-3 units] Reduction of one section of PSY345 (3) from three times a year (9 units) to two times a year (6 units).

[-1] Reduction of one unit from PSY 101 (4 units) to (3 units) in the dropping of PSY 101 Convocation. PSY 101 Sections and Small groups continue as they have in the past.

Staffing impact/increase or decrease: 0

NON ACTION OR PROCEDURAL CHANGES: These changes will not go to the faculty floor for a vote. These are changes that include: revision of course descriptions including title, number or prerequisites, alternate year listing in the Catalog and the cross listing of courses.

I. **List proposals with a one line abstract.**

Proposal VIII:
We propose adding PSY341 as a pre-requisite for course PSY 345.

Proposal IX:
To change the units in PSY 341 Group Counseling from 3 units to 1-3 units.

6. **List current descriptions and new descriptions side by side.**

Current Descriptions	New Descriptions
<p>PSY 345 (3) GROUP DYNAMICS A laboratory learning experience in the formation and development of small group processes with emphasis upon understanding the effects of individual dynamics on the group. <i>Prerequisite: Consent of instructor.</i></p>	<p>PSY 345 (3) GROUP DYNAMICS A laboratory learning experience in the formation and development of small group processes with emphasis upon understanding the effects of individual dynamics on the group. <i>Prerequisite: PSY 341 Group Counseling and Consent of instructor.</i></p>

7. **Rationale Proposal VIII.**

Rationale:
We desire to direct the flow of students to PSY 341 first which offers an introduction to small groups, allowing PSY 345 to be an advanced experience of groups. This course offers an introduction to small groups and requiring PSY 341 as a prerequisite to PSY345 allows the latter course to be a more advanced small group experience.

The department voted and passed this proposal at their department meeting 10/19/11 with a vote of 5-0 (100%). The Department of Communication and Theater were notified of the change in prerequisite in PSY 345 which is a course option for them and agreed to the changes.

II. Rationale Proposal IX:

III. List current descriptions and new descriptions side by side.

Current Descriptions	New Descriptions
<p>PSY 341 (3) GROUP COUNSELING An introductory survey of theories used to modify, ameliorate, or change personal behavior using group methods. Laboratory experiences required. May be repeated once up to a total of six units. <i>Prerequisite: Consent of instructor.</i></p>	<p>PSY 341 (1-3) GROUP COUNSELING An introductory survey of theories used to modify, ameliorate, or change personal behavior using group methods. Laboratory experiences required. May be repeated once up to a total of six units. <i>Prerequisite: Consent of instructor.</i></p>

IV.

Rationale:
 PSY341 is a course where students learn about small groups by participating in a small group and leading a small group of first year students. In leading the small groups on an unpaid basis, students serve the first year students and the university. Because this course is experiential, students often volunteer to participate even when they have a heavy load of other courses. Thus, they often are forced to go over the 17 unit limit and pay extra to serve the university. A non-elegant solution that the deans have allowed in previous years is to let students sign up for PSY490 Special Topics, so that they can do the work of PSY341 and take it for only 1 or 2 units. However the policy of records is to only allow students to take PSY490 twice if needed and they recommended we make this practice official by going through the APC process.

Regardless of whether the student takes the units for 1-3 units, the students are required to do all the work of leading, preparing, taking quizzes, and participating in their own small group. This proposal allows the true course name of PSY341 to be on their transcript whether they take 1 to 3 units.

The department voted to accept this proposal 5-0 (100%) on 10/19/11.

Appendix:

Course Catalog

Minor Changes

Syllabi Proposal I (PSY420 Pursing Goodness-Senior Capstone)

Syllabi Proposal III (PSY315 Positive Psychology)

Syllabi Proposal VI (PSY349 Intimate Couples)

CORE REQUIREMENTS FOR ALL PSYCHOLOGY MAJORS

PROGRAM LEARNING OUTCOMES

Students who complete the program in Psychology will be able to:

1. Identify basic tenets of general psychology.
2. Critique psychological theory in light of Christian theology.
3. Display an increase in self-knowledge for the purpose of serving others.
4. Demonstrate care for others.
5. Describe key components necessary for competitive graduate school applications.

LOWER-DIVISION REQUIREMENTS

COURSE	TITLE	UNITS
PSY 101	Psychology of Personal Development (first-time freshmen or transfers with fewer than 24 units)	4 3
PSY 103	General Psychology	3
MTH 203	Introduction to Statistics	3
	TOTAL	10 9

UPPER-DIVISION REQUIREMENTS

COURSE	TITLE	UNITS
PSY 300	Personality and Adult Development	4
PSY 308	Developmental Psychology – Birth Through Adolescence	4
PSY 350 PSY 321	Clinical and Research Assessment Abnormal Psychology	3 3
PSY 390	Research Methods and Design I	4
PSY 391	Research Methods and Design II	4
PSY 400	History of Psychology	2

PSY 409	Psychology of Cognition and Learning	4
PSY 420	Pursuing Goodness: The Science of Moral Change (Senior Capstone)	4
	TOTAL	25
		29
	CORE TOTAL	35
		38

CONCENTRATION: CHARACTER, MORALITY, AND CULTURE

UPPER-DIVISION REQUIREMENTS

COURSE	TITLE	UNITS
PSY 315	Positive Psychology	3
PSY 330	Moral Psychology and Cultural Values	4
PSY 420	Moral Development and Christian Spirituality	3
<i>One course from the following:</i>		
PSY 410	Theology-Psychotherapy Integration*	3
PSY 440	Psychology of Religion	4
PSY 460	The Human Challenge	3
	TOTAL	10-14
		11-14
	CONCENTRATION TOTAL	13-17
		11-14

*If course is selected, must also take Psychology 325 (4)

RECOMMENDED

PHL 351	Asian Philosophies and Religions
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CONCENTRATION: GENERAL PSYCHOLOGY

UPPER-DIVISION REQUIREMENTS

Fifteen units of Psychology electives

Twelve units of Psychology electives

CONCENTRATION TOTAL

15

12

Electives - According to individual goals

CONCENTRATION: THERAPEUTIC AND COMMUNITY PSYCHOLOGY

UPPER-DIVISION REQUIREMENTS

COURSE	TITLE	UNITS
PSY 301	Physiological and Neuropsychology	4
PSY 321	Abnormal Psychology	3
PSY 325	Clinical and Community Interventions	4
PSY 380	Family Development and Family Therapies	3
<i>One course from the following:</i>		
PSY 410	Issues in Psychotherapy-Theology Integration	3
PSY 420	Moral Development and Christian Spirituality	3
CONCENTRATION TOTAL		17
		14
RECOMMENDED		
PSY 315	Positive Psychology	3
PSY 341	Group Counseling	3
PSY 345	Group Dynamics	3
PSY 410	Issues in Psychotherapy-Theology Integration	3

CORE REQUIREMENTS FOR PRE-THERAPEUTIC PSYCHOLOGY MINOR

This minor is for non-Psychology majors who desire an introductory exposure to therapeutic psychology. It is especially suited for individuals who plan to enter careers in social services, i.e. ministry, nursing, medicine, or social work. Students minoring in this program complete the following courses.

COURSE	TITLE	UNITS
PSY321	Abnormal Psychology	3
One course from the following:		
PSY325	Clinical and Community Interventions	4
PSY380	Family Development and Family Therapies	3
One course from the following:		
PSY101	Psychology of Personal Development	3
PSY103	General Psychology	3
One course from the following:		
PSY308	Developmental Psychology—Birth through Adolescence	4
FCS150	Human Development	3
One course from the following:		
PSY320	Social Psychology	3
PSY341	Group Counseling	3
PSY345	Group Dynamics	3
PSY360	Human Sexuality	3
PSY315	Positive Psychology	3

One course from the following:		
PSY410	Issues in Psychotherapy—Theology Integration	3
PSY420	Moral Development and Christian Spirituality	4
	MINOR TOTAL	18-21

Proposal for
Psychology 420 (Senior Capstone)

Pursuing Goodness: The Science of Moral Change

Course-at-a-Glance

Introduction

Ancient, New Guide to Goodness

Exploring "the Good Life" with Sages and Scientists

Goodness: What is "good" and why?

Part 1

Craft of Life

The New Science of a Flourishing Life

Life: What makes a good life "good"?

Part 2

The Michelangelo Effect

The New Science of Love and Virtue

Love: What makes a good relationship "good"?

Part 3

Changing for "Good"

The Practical Neuroscience of Moral Transformation

Change: How do we change for "good"?

A "Course" for the Rest of Your Life . . .

The recent spate of books and articles in the social sciences reflecting on the question of evil might make one forget that the question of what constitutes *goodness* is no less cogent or perplexing. Nearly everyone aspires to be a "good" person, and to live a good life in good relationships. But, what does a good life look like? And, what makes a good relationship good? Furthermore, how do persons change for good? Are there multiple, competing possibilities for what counts as a good life? Is there some transcendent conception of the good that should guide and order the various "goods" that make up a good life? Does science have anything to teach us about goodness? These questions are the focus of *Pursuing Goodness*.

In this second decade of the 21st century we are witnessing a revolution in the scientific understanding of human nature and moral change. In the last twenty years, the psychological sciences have joined other disciplines – especially moral philosophy, religious ethics, and cognitive neuroscience – in the pursuit of what constitutes a good life in a world with others. Where once science and (some) religious traditions depicted human beings as mostly selfish and violent, today thinkers of many disciplines are uncovering the deep neurobiological roots of human goodness and the capacity for compassion and generosity. While this new science certainly does not deny the existence of the selfishness we sometimes see in ourselves and in the world around us, it does offer new evidence that another kind of human being is possible. This course introduces you to three new sciences: the science of a flourishing life; the science of love and virtue; and the practical neuroscience of moral change. These emerging sciences promise to offer valuable insights about how persons who aspire to goodness *live, love, and change*.

In light of these sciences, our course also endeavors to explore these questions about moral goodness and change from an interdisciplinary perspective – primarily psychological, but also with philosophic, literary, and religious sources. Each lecture attempts to emphasize the relevance of the questions by offering illustrations from everyday life, literature, and film. From Plato’s *The Apology* to Shel Silverstein’s *The Giving Tree* and Camus’s *The Plague*, and to the films *The Bourne Identity*, *Schindler’s List* and *The Matrix* (and many more), this course offers a wealth of thought-provoking insights to help each of us address this fundamental, but complex, aspect of human life: the pursuit of goodness – in life, love, and change.

Part 1

Craft of Life

The New Science of a Flourishing Life

What makes a “good life” good? When it comes to understanding how human beings grow and thrive, it turns out that people are a lot like plants: If you get the conditions right, they will usually flourish. So what are those conditions? In Part 1 of our course we try to answer this question from two perspectives. First, we will look at three contrasting conceptions of goodness that vie for attention in contemporary culture, including the more ancient concept of flourishing or *eudaimonic* well-being. We’ll discover that happiness and flourishing are not exactly the same things, and that there is much more to flourishing than either maximizing happiness or self-sacrificing altruism. Second, we will explore some of the latest research in positive and moral psychology concerning the optimal conditions for *eudaimonia*, and outline a new formula for flourishing that commends five essential “goods” for a Good Life: positive emotionality, social connection and love, vital engagement, *arête* (virtues of character), and transcendent meaning. Our goal is a state-of-the-art *ancient, new guide to the Good Life* that we can use as a blueprint for “crafting” a good life.

Part 2

The Michelangelo Effect

The New Science of Love and Virtue

What makes a “good relationship” good? The great Italian artist Michelangelo Buonarroti is said to have described the art of sculpting as a process whereby the artist released a yet unrealized figure from the block of stone in which it slumbered. But, to liberate the figure required that the artist have some conception of the good he sought to release. In this second decade of the 21st century, we are witnessing a revolution in the scientific understanding of human nature. Where once science

and (some) religious traditions depicted human beings as mostly selfish and violent, today scientists of many disciplines are uncovering the deep neurobiological roots of human goodness, including the human capacity for compassionate caring. For example, the capacities for empathy, gratitude, compassion, and forgiveness, once thought to be aberrations from “real” human nature, are now being revealed as core features of the human being – and as necessary conditions for a flourishing life and loving relationships. In particular, an emerging science of virtue is beginning to show us how to “practice” in order to enlarge our capacity for mature love. In Part 2 of our course we look at old and new conceptions of love, especially as they concern friendship and family relationships. Again, our goal will be an *ancient, new guide* to love and virtue that could help us in our pursuit of good relationships.

Part 3 ***Changing for “Good”*** **The Practical Neuroscience of Moral Transformation**

How does a person change for “good”? Recent theoretical and empirical advances in the study of the brain and in “contemplative mind science” reveal the brain to be an organ that is continually built and re-built by one’s social experiences. Our interactions with each other literally “sculpt” our brains, and through the brain, our moral characters. In Part 3 of our course, we study more about the social brain – especially how and why the brain changes in response to relational experiences – and how we can practice basic skills that help us “change for good.” We’ll especially be interested in how we acquire two master skills that facilitate moral transformation: *mindsight* and *self-compassion*. We’ll see how mindsight and self-compassion “deficits” are at the heart of nearly all personal and relationship problems, and we’ll explore practical methods for enhancing these skills. As before, our goal will be an *ancient, new guide* to moral change that could assist us in our pursuit of goodness.

1.

Prologue to a Journey

"May I Ask You a (Good) Question?"

A Course for the Rest of Your Life

Read after class: (Text) Haidt, *The Happiness Hypothesis*, Introduction

Introduction

Ancient, New Guide to Goodness

Exploring "the Good Life" with Sages and Scientists

Wed

"The End is in the Beginning"

Searching for an Image of a Life Well-Lived

Read before class: (Supplemental) Frattaroli

Week 2

Mon

MLK Day

Wed

The Giving Tree

Contrasting Conceptions of Goodness

Read before class: *The Giving Tree*

Week 3

Mon

Flourish

Ancient, New Ethic of Well-Being

Read before class:

Part 1

Craft of Life

The New Science of a Flourishing Life

Wed

The Early Happiness Formula

What Makes a Good Life "Good"?

Read: (Text) *The Happiness Hypothesis*, Ch. 5

Week 4

Mon

Why Pursuing Happiness ^{Subjective Well-Being} *Doesn't Work (Very Well)*

Five Things You Need to Know About Your Emotions

Read: (Text) *The Happiness Hypothesis*, Ch. 1 (pp. 1-5) and Ch. 2

2.

Wed

Why It's "Good" to Feel Good

"Goods" of a Good Life–1: Pursuing Positive Emotionality

Read: (Supplemental) Boehm & Lyubomirsky, *The Promise of Sustainable Happiness*

Week 5

Mon

"1" Really is the Loneliest Number

"Goods" of a Good Life–2: Pursuing Social Connection and Love

Read: (Text) *The Happiness Hypothesis*, Ch. 6

Wed

"Small Things With Great Love"

"Goods" of a Good Life–3: Pursuing Vital Engagement

Read: (Text) *The Happiness Hypothesis*, Ch. 10

Week 6

Mon

Why You Can't Be Good Without Arete

"Goods" of a Good Life–4: Pursuing Virtues of Character

Read: (Text) *The Happiness Hypothesis*, Ch. 8

Wed

The Sacred Dimension

"Goods" of a Good Life–5: Pursuing Transcendent Meaning

Read: (Text) *The Happiness Hypothesis*, Ch. 9

Week 7

Mon

Goodness and God

But, Are Christians Supposed to Flourish in This World?

Read: (Supplemental) Borg

Wed

Exam 1 (Covering Introduction and Part 1 of the Course)

3.

Part 2
The Michelangelo Effect
The New Science of Love and Virtue

Week 8

Mon

The Michelangelo Phenomenon

What Makes a Good Relationship “Good”?

Read:

Wed

Who Cares?

Generativity and an Old, New “Golden Rule”

Read: Leffel

Spring Break

Week 9

Mon

Love as Craft

The Art of Loving (Part 1)

Read: (Text) Fromm, *The Art of Loving*, pp. 1-20

Wed

Fundamental Capacities and Expression of Love

The Art of Loving (Part 2)

Read: (Text) Fromm, *The Art of Loving*, pp. pp. 21-58

Week 10

Mon

Love’s Disintegration in Contemporary Society

The Art of Loving (Part 3)

Read: (Text) Fromm, *The Art of Loving*, (skip pp. 58-76 if you wish); but definitely read pp. 77-98

Wed

Enlarging Your Capacity to Love

The Art of Loving (Part 4)

Read: (Text) Fromm, *The Art of Loving*, Ch. 4

4.

Week 11

Mon

Mirroring People

How We Are Designed to Connect with (and to Sculpt) Other Persons

Read: (Supplemental) Iacoboni, Ch. 4

Wed

Born To Be Good

The Neural Basis of Compassion

Read: (Supplemental) Keltner, Ch. 11

Week 12

Mon

Thanks!

What "Good" is Gratitude?

Read: (Supplemental) **Emmons, Ch.**

Wed

Beyond Revenge

The Instinct to Forgive

Read: (Supplemental)

Part 3

Changing for "Good"

The Practical Neuroscience of Moral Transformation

Week 13

Mon

Easter Recess

Wed (April 11)

Sculpt Your Brain to Train Your Mind to Change Your Heart

Practicing for "Good"

Read: (Supplemental)

Week 14

Mon

"Why Can't We Be Good?"

The Dilemma of a Multiple Mind (Or, Your "Moral Dissociative Identity Disorder")

Read: (Supplemental) Siegel, *Mindsight*, Ch. 10

5.

Wed

Fundamental Skills for Moral Change–Part 1

Mindsight: The Skill of Intra-personal Attunement

Read: (Supplemental) Siegel, *Mindsight*, Ch. 2

Week 15

Mon

Fundamental Skills for Moral Change–Part 2

Self-Compassion: “Stop Beating Yourself Up!”

Read: (Supplemental) Neff

Wed

Epilogue

PSY 315

Positive Psychology

Dr. Kim W. Schaeffer
Office: Culbertson 212
Office Phone: 849-2466
Office Hours: TBA

Catalog Description

“A study of the expanding field of Positive Psychology. Emphasis is placed on ways to lead meaningful and fulfilling lives. Small group activities are included.”

Course Learning Objectives

- Students will identify their personal character strengths and flow activities in areas of vocation, avocation, and service to others. They will write a paper identifying the relationship of their strengths to these flow activities (paper 5%).
- Students will identify their top 5 maladaptive pessimistic thoughts that lead to pointless and unproductive negative affect, and determine how they can replace these thoughts with more realistically positive ones that will lead to constructive positive affect. Students will write a paper reporting their experience (paper 5%).
- Students will evaluate another individual's attempt to live a life based on positive psychology based on an author's personal account. They will write a book report evaluating this individual's findings (paper 10%).
- Students will express gratitude for acts or persons of grace in their life while simultaneously identifying issues that they are motivated to complain about for which there is minimal chance of change. In addition, each student will invite an important person in their life to class for which they have not deeply expressed gratitude in the past. In class, the student will read a self-written letter of gratitude (no more than one page, single-spaced) to that person. Each student will write a paper reporting their experience (paper 10%).
- Students will plan a “beautiful day” within a school (“work”) day and carry it out. Further, students will identify character strengths and flow activities within the beautiful school day. The student will write a paper based on their experience (embodying character strengths and flow activities), and include the joy that can result from a typical “work” day (paper 5%).
- Students will write a letter to a friend (real or imaginary) who suffers from pessimism. They will present five suggestions, including regular exercises, that will help them lead a more realistically positive life (paper 5%; due midterm).
- Students will identify one behavior that they would like to change during the semester. They will operationally define the behavior and chart their progress on changing the behavior throughout the semester (final exam 5%).
- Students will write a positive psychology philosophy of life paper. It will include their personal outlook regarding family, friends, child-rearing, vocation, avocation, and most importantly altruistic endeavors. It will emphasize “how can I turn negatives into realistic positives with my relationship with others.” It will also point out “how can I turn negatives into realistic positives within myself.” The paper will integrate character strengths, flow activities, and so on (final exam 10%).

Textbook

Ben-Shahar, T. (2008). *Happier: Learn the secrets to daily joy and lasting fulfillment*. New York, NY: McGraw-Hill.

Rubin, G. (2011). *The happiness project*. New York: Harper.

Seligman, M. E. P. (2004). *Authentic happiness*. New York: Free Press.

Attendance

Attendance will be taken but each student is responsible for their own attendance. If a student needs to miss a test due to an emergency the professor (849-2466) should be notified *prior* to the examination. If the student does this and the absence is excused by the professor then the student will not receive a zero on the examination. All students are allowed 3 absences for illness, weddings, and other special family occasions. If a student misses class for any other reason 3% points are reduced from their overall grade. Each absence above three also involves a 3% reduction in the overall grade for each occurrence.

Policy on Electronic Devices

A student’s classroom contribution is vital to the academic environment at Point Loma. Classroom contribution is more than just asking thoughtful questions, it also involves respectful attention to what others are saying. This is not only a good idea because what is being said might be on a test, but it is also just a common courtesy. Although it does not need to be said to most college students, texting or listening to one’s MP3 detracts from the classroom environment. In order to maximize the effectiveness of the classroom environment, I do not allow the use of laptops or cell phones during class (laptops will be allowed during this class under special circumstances). Please silence your cell phones and make sure that they are out of sight. I doubt that this will be a problem, but first-time violation of the policy will result in a 1% reduction in a student’s overall grade, and each subsequent violation will result in a 1% reduction in a student’s overall grade.

Grade composition

		A	93-100%	A-	90-92.99%
B+	88-89.99%	B	84-87.99%	B-	80-83.99%
C+	77-79.99%	C	70-76.99%	C-	65-69.99%
D+	62-64.99%	D	55-61.99%-%	D-	50-54.99%
		F	0-49.99%		
	Papers		40%		
	Presentations		20%		
	Exercises/assignments		25%		
	Final (including exercise)		15%		

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

Presentations

Students will be assigned to a presentation group. Each group will make 3 presentations to the class based on the reading assignment. In the spirit of positive psychology, the professor will assign groups versus students grouping up with those with whom they might already have positive connections. The groups will present from the reading assignment and then have an analysis/discussion of the material.

OATH

“I PLEDGE TO TRY AS MUCH AS POSSIBLE TO BE REALISTICALLY POSITIVE AND GRATEFUL THIS SEMESTER. WHEN CRITICIZING OR TEMPTING TO CRITICIZE SOMEONE ELSE OR A SITUATION, I WILL TRY MY BEST TO LOOK AT THE SITUATION OR PERSON IN A REALISTICALLY POSITIVE WAY. FURTHER, I WILL BE GRATEFUL NOT ONLY FOR THE BIG THINGS BUT FOR THE SIMPLE THINGS AS WELL.”

PSYCHOLOGY 349

Psychology 349 Intimate Couples

Spring 2012

Tuesday: 4:30pm to 7:00 PM

Instructor: John T. Wu, Ed.D.

Office: 207 Culbertson Hall

Phone: (619) 849-2464

Email: johnwu@pointloma.edu

Course Description:

This course is designed to teach skills that will improve your ability to communicate, resolve conflict, deepen commitment, and increase spirituality within the context of marriage. These skills have proven through research to reduce the risk of divorce, and more importantly, increase the intimacy that leads to a lifelong joyful marriage union. Through lecture, video, and class discussion this class is designed to provide experiential learning for relational success. Papers, projects, and group presentations will be used for assessment purposes.

Course Purpose and Objective:

Is it really possible to marry someone and grow in your love and commitment over a lifetime? Current statistics indicate that many couples start off on this journey with this desire, but somewhere along the way get lost, discouraged, and often stop the car and get out. This class is designed to help you and your mate make the long journey well. Simply put, I am designing this class to help **you and your mate build a lasting and intimate marriage.**

There are no guarantees that taking this class will keep you from divorce. But it may provide a map for your journey that helps you and your mate get to your destination and enjoy the ride.

Course Learning Objectives:

4. Summarize knowledge regarding what communication factors and behaviors predict divorce or enhance relational satisfaction.
5. Apply knowledge of attachment theory to a couple's own relationship with their spouse/fiancé.
6. Create a comprehensive marriage questionnaire and interview two "model couples" synthesizing their newly learned psychological theories with the real world experience of these couples.
4. Produce an environment of confidentiality where people feel free to share and learn from other couples.

Course Design:

This course is designed to use both didactic and experiential formats. Roughly the first half of the weekly time is set aside for teaching about marriage skills. The second half of the time is set aside for exercises, coaching, and free discussion.

The course is restricted to married and engaged couples. The main reason for this is that I assume that you and your partner have already committed your lives to one another. **We will not discuss factors in choosing a mate or the suitability of you and your mate. The entire focus of the course is to help you and your mate grow closer in your relationship with one another.** As such, if you or your partner are unsure whether you want to stay together, I recommend that you seek couples therapy to address the specifics of your relationship. **This course is not designed for couples in deep distress, or a last-ditch attempt to hold couples together.** Instead, it is designed to help committed couples grow in their commitment to one another, utilizing techniques proven by research.

Confidentiality:

It is essential that all members enter into a verbal contract of confidentiality. This means that no one discusses anything that is spoken about in the group outside the group. The professor will also abide by this principle except in cases where consultation is needed or where he is required to report by law (e.g., child, elder, dependent adult, spouse abuse, or risk to hurt self or someone else). You may share your experience of group (what you are learning about groups and your self) with others outside group but never disclose the names or experiences of other members. Discussing group issues with your mate is encouraged without divulging names or other personal information. I encourage you and your mate to discuss what you are willing to share with the group. To benefit most, **there may be times when you two share difficult topics, but the goal should never be to needlessly embarrass your mate.**

Assignments:

- **Married Couple Interview:**
 - Each couple will interview two happily married couples. Scan ahead in the required books to create list of questions that relate to the material we are studying. Write your interview in a **joint 4-6 page paper**, and be prepared to share your findings with the group.
- **Mid-Semester Reflection Paper:**
 - On March 16th, after finishing the first book A Lasting Promise, each member of the couple will turn in a **separate 2-3 page paper** containing their reflections of what they thought of the material, and how they see using it in their marriage. I recommend that each person maintain a personal journal to record your reflections and personal applications across the course.
- **Hosting:**
 - Each couple will sign up for 2 sessions where they are the “hosts” of the class that day. This entails setting up the room, playing fun background music (hopefully something positive and love related), arranging a light snack (does not have to be expensive), and creating the discussion questions for that day.
 - The discussion starter can come from an article or book about relationships you have come across. Or you can watch a video from marriageuncensored (go to itunes, search for marriage uncensored, and several free episodes about marriage will come up. Trust me, you will enjoy watching these.) Come up with three discussion questions about the topic, and summarize the main points. This should not be big (half a page at most. Something that fit on an index card would be great.)

- **Joint Declaration Project:**

- On the last day of class, each couple will turn in a **joint declaration project**. This project will include a review of what was helpful about the course, what ground rules they want to use in the future, what techniques they might use in difficult situations, and finally a letter of commitment that each writes to the other. Please make two copies of this assignment because I plan to keep the copy that is turned in to me.

Grading:

The semester grade will be based on 1) your attendance, 2) completing the four assignments, 3) participation in the exercises. The actions of both partners will impact the grade of both. In other words, if only one person is receiving a grade, the actions of both affect that grade. If two people are receiving a grade, both partners will receive the same grade. Does that mean that if one person wants to sabotage the grade of the other and refuses to do any work, that both partners would receive a poor grade? Yes. This is marriage. Get used to it. ☺

Because so much of this course is participatory, missing any sessions is greatly discouraged. If more than two sessions are missed, the couple's grade will be lowered by one grade.

Office Hours:

Most of your issues will be handled within class. I encourage you to bring difficulties you are experiencing with one another to the group to be addressed and helped there.

Required Reading:

A Lasting Promise: A Christian Guide to Fighting For Your Marriage. 1998. Stanley, Trathen, McCain, Bryan. Jossey-Bates. (One book for the couple).

The PREP Couple's Notes. 1996. Stanley, Markman, Blumberg. (One set for the couple).

Hold Me Tight, 2008. Johnson, Sue. Little, Brown, and Company. (One copy for the couple).

Here are the tentative dates for your reading and other assignments.

Tuesday 1/17/12	Introduction: Saving Your Marriage Before It Starts (SYMBIS) Chpt 1: Have You Faced the Myths of Marriage with Honesty?
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1/24	A Lasting Promise (ALP) Read Chpt 1 &2: Foundations and Oneness
1/31	ALP Read Chpt 3 : Communication. Filters and Criticism
2/7	ALP Read Chpt 4 &5: Solving Problems and Ground Rules.
2/14	ALP Read Chpt 6 &7: Expectations and Hidden Issues.
2/21	ALP Read Chpt 8 & 9 & 10: Commitment and Forgiveness
2/28	ALP Read Chpt 11 &12 &13 &14: Friendship, Sex, and Spirituality Fireproof Marriage Interviews Due
3/6	Spring Break
3/13	The Number 1 Key to Incredible Sex I and II Mid Semester Paper Due HMT: Understanding Love and Attachment Read HMT (pages 1-61)
3/20	HMT: Conversation 1: Recognize the Demon Dialogues Read Pages 65-97

3/27	HMT Conversation 2: Finding the Raw Spots Read 98-120
4/3	HMT Conversation 3: Revisit a Rocky Moment Read 121-140
4/10	HMT Conversation 4: Hold Me Tight Read 141-164
4/17	HMT Conversation 5: Forgiving Injuries Read 165-184
4/24	HMT Conversation 6: Tender Touch and Sex Read 185-203 HMT Conversation 7: Keeping Your Love Alive Read 204-266 Declaration Project Due