



**Chaminade**  
**University**  
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY  
AT CHAMINADE UNIVERSITY OF HONOLULU

### **Course Syllabus**

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** PP7060

**Course Title:** Social Psychology

**Department Name:** Hawai'i School of Professional Psychology

**College/School/Division Name:** College of Education and Behavioral Sciences

**Term:** Spring 2021

**Course Credits:** 3.0

**Class Meeting Days:** Wednesdays

**Class Meeting Hours:** 9:00 AM—12:00 PM

**Class Location:** Kieffer Hall room 9

<b>Instructor Name:</b>	Daniel Lev, Ph.D.
<b>Email:</b>	thecomfortdoc@gmail.com
<b>Phone:</b>	808.633.6569 (cell)
<b>Office Location:</b>	N/A
<b>Office Hours:</b>	By appointment

### **University Course Catalog Description and Overview**

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 will also include a lecture on the relatively new sub-field of Critical Social Psychology.

### **Instructional Contact and Credit Hours**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'ēau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

### **Program Learning Outcomes: HSPP Aims and Competencies**

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.

8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice. The application of Marianist values includes applying and adapting social awareness for community service, justice, and peace.

### Course Learning Outcomes

- Student will be able to examine and interpret major theories and concepts in social psychology.
- (Competency 5)
- Students will be able to understand the historical and philosophical context of psychology. (Competency 5)
- Student will be able to review, evaluate, and integrate published examples of research in social psychology. (Competency 5 & 6)
- Students will demonstrate an understanding of applications of social psychology to clinical and community settings, considering ethical and diversity issues in that application. (Competency 1, 4, 11)

### Required Learning Materials

#### Required Textbooks

Kendrick, D., Neuberg, S. L., & Cialdini, R. L. (2015). *Social psychology: Goals in interaction* (6<sup>th</sup> ed.). Pearson. ISBN 10: 0133810186

#### Required Readings

- Balzarini, R. N., Campbell, L., Kohut, T., Holmes, B. M., Lehmler, J.J., Harman, J. J., & Atkins, N. (2017). Perceptions of primary and secondary relationships in polyamory. *PLoS One*, 12:5: e0177841, <https://doi.org/10.1371/journal.pone.0177841>
- Gillath, O., Karantzas, G. C., and Selcuk, E. (2017). A net of friends: Investigating Friendship by Integrating Attachment Theory and Social Network Analysis. *Personality and Social Psychology Bulletin*, 43(11): 1546-1565.
- Gough, B., McFadden, M., & McDonald, M. (2013). *Critical social psychology: An introduction* (2nd Ed), Palgrave-MacMillan: New York; pp. 3-33.
- Haslam, S. A., & Reicher, S. D. (2017). 50 years of "Obedience to Authority": From blind conformity to engaged followership. *Annual Review of Law and Social Science*, 13: 59-78.
- Hortensius, H., & de Gelder, B. (2018). From empathy to apathy: The bystander effect revisited. *Current Directions in Psychological Science*, 27(4): 249-256.
- Koban, L., & Wager, T.D. (2016). Beyond Conformity: Social Influences on Pain Reports and Physiology. *Emotion*, 16(1): 24-32.
- Le Texier, T. (2019). Debunking the Stanford prison experiment. *American Psychologist*, 74(7): 823-839.
- Nook, E. C., Ong, D. C., Morelli, S. A., Mitchell, J. P., & Zaki, J. (2016). Prosocial conformity: Prosocial norms generalize across behavior and empathy. *Personality and Social Psychology Bulletin*, 42(8): 1045-1062.
- Pettigrew, T. F. (2017). Social psychological perspectives on Trump supporters. *Journal of Social and Political Psychology*, 5(1): 107-116.
- Zimbardo, P. (2019). Philip Zimbardo's Response to Recent Criticisms of the Stanford Prison Experiment. <https://www.prisonexp.org/response>

### Course Requirements

1. Attendance and Participation – 5 points per class. *If you need to miss class* please notify me at least a week ahead so that I can document your attendance and give you an alternative assignment so that you can be counted as present.

2. Assignment → “20-Minute Lecture” – During the last two weeks of class, each of you will carry out a presentation that includes the following:
  - A) *Article/Topic Chapter Selection and Description.* You will have access to several Social Psychology articles/Topic chapters provided by Dr Lev in a set of edited books located in the HSPP office (they include articles/topic chapters Social Neuroscience, Groups, Social Clinical Psychology, etc). You may also select an article from the general Social Psychology literature. (Please email Dr Lev with your article choice for approval.)
  - B) *Presentation Time and Media.* In 20-minutes, present a lecture on your article. You can use Power-points, video clips, and demonstrations to illustrate the content of the article. Make sure to leave time to elicit questions/comments from your classmates, and/or provide questions for them that will create some discussion.
  - C) *Presentation Description.* Please make sure that your presentation includes the following:
    - (i) *Talkstory the Basic Area of Inquiry.* That is, talk about the issues and findings they included in the article’s discussion section (or introduction to a review chapter). Also cover the question the study is trying to answer and the researcher’s hypotheses).
    - (ii) *Describe the Methodology Used to Explore the Question(s).* For example, “They gave participants XX psych test before and after subjecting them to criticism from an older and younger man. This was followed by...” Also observe how this method can answer the research question(s).
    - (iii) *Discuss the Findings.* What was discovered? What are the implications for our state of knowledge in that area? What (if any) practical uses the findings provide?
    - (iv) *Critique the Study/Review Chapter And Questions.* What weaknesses have you discovered in the study or topic. Offer at least one alternative way you would either a) conceptualize the findings (i.e., “the boys smiled when an attractive teacher praised them not because they were sexually aroused but because her smile communicated to them that they were a smart”). Leave time for class questions
3. Midterm – Test covers material from the first half of the course (Weeks One through Six). Take home format. Please do not share your brilliance with others - work on the exam individually. Exam will be distributed and due 2 weeks later. 1.5 pt a question for 1<sup>st</sup> 100; Last ten questions each provide 1 pt extra credit.
4. Final Exam - Test covers material from the second half of the course (Weeks Seven through Twelve). Take home format. Same warning about your brilliance - please work on the exam individually. Exam will be distributed and then due 2 weeks later. 1.5 pt a question for 1<sup>st</sup> 100; Last ten questions each provide 1 pt extra credit
5. Extra Credit Opportunity #2: “Social Psychologist Story” (10-to-15-Minutes in length). *ONLY FOUR OPENINGS AVAILABLE.* Volunteers will choose a social psychologist (listed below or self-selected). Notify Dr. Lev by email if you are interested. Use whatever sources at your disposal to describe the highlights of the life and contributions of the social psychologist you choose. You are also welcome to use other sources. You can use notes but no power-point during your presentation about this person and their work. Please include the following:
  - A. *Tell Their Life Story.* Talk a little about the psychologist’s life (if not in the article, look it up)
  - B. *Describe the Psychologist’s Innovations.* Describe up to three contributions the person made to social psychology findings, theory and principles.
  - C. *Talk About One Critical Study.* Focus on a study that exemplifies the psychologist’s life work, briefly detail and discuss it.
  - D. *How You Would Apply Their Findings to Your Work.* Briefly tell us how you could use their work to aid you in your work as a therapist.
  - E. *Answer Questions Classmates May Have About Your Social Psychologist.* At least regarding what you have learned about the psychologist.

Social Psychologists (a sample list) – You can choose one of these or others you may find:

1. Solomon Asch
2. Kurt Lewin

3. Carol Tavris
4. Philip Zimbardo
5. Stanley Milgram
6. Ellen Langer
7. Viv Burr
8. Rachel Hare-Mustin
9. Kenneth Gergen
10. Richard Nisbett
11. Stanley Schachter
12. Daryl Bem
13. Phoebe Ellsworth
14. Kenneth B Clark
15. Leon Festinger
16. Carol Dweck
17. Robert Zajonc
18. Shelley Taylor
19. Fritz Heider (philosophical)
20. Susan Fiske
21. Robert Cialdini
22. Leonard Berkowitz
23. Richard Ofshe

## Grading

Project/Assignment	Point Value
Attendance	80 points
Assignment → "20-Minute Lecture" (Social Psy Article/Chapter Presentation & Discussion)	120 points
Midterm (take home)	150 points
Final Exam (take home)	150 points
Total Grade Points	500 points
EXTRA CREDIT - Social Psychologist Presentation	(10 points)

## Grading Scale

Grade point equivalents are presented below. Final scores > .5 will be rounded up.

A = 4.00 (465 - 500 points)      A- = 3.67 (450 - 464 points)  
 B+ = 3.33 (440 - 449 points)      B = 3.00 (415 - 439 points)      B- = 2.67 (400 - 414 points)  
 C = 2.00 (350 - 399 points); Failed - No credit given      F = 0.00 ( $\leq$  69); Failed - No credit given

## Course Policies

**Instructor and Student Communication:** Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

**Cell phones, tablets, and laptops:** Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

**Disability Access:** If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for

accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

**Title IX Compliance:** Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Attendance Policy:** Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

**Academic Conduct Policy:** Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu 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 an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

**Technology:** A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

### Schedule

Week	Date	Topics	Readings/Assignments
1	1/13	Course Orientation; Introduction to Social Psychology; The Person & Situation, Part I	Kendrick et al. Ch. 1
2	1/20	The Person & the Situation, Part II; Social Cognition	Kendrick et al. Ch. 2 & 3
3	1/27	Presenting the Self	Kendrick et al. Ch. 4
4	2/3	Attitudes & Persuasion	Kendrick et al. Ch. 5 Pettigrew article One Social Psychologist Presentation
5	2/10	Social Influence	Kendrick et al. Ch. 6 Koban & Wager and Haslam & Reicher articles
6	2/17	Affiliation & Friendship Intro to Love and Romantic Relationships	Kendrick et al. Ch. 7 Gillath et al. article One Social Psychologist Presentation
7	2/24	Love & Romantic Relationships	Kendrick et al. Ch. 8 Balzarini et al. article Midterm Given Out
8	3/3	Prosocial Behavior	Kendrick et al. Ch. 9 Hortensius & de Gelder and Nook articles
9	3/10	Aggression	Kendrick et al. Ch. 10 Midterm Due One Social Psychologist Presentation
10	3/17	Prejudice, Stereotyping, & Discrimination	Kendrick et al. Ch. 11 One Social Psychologist Presentation
11	3/24	Groups and Leadership (also Stanford Prison Experiment)	Kendrick et al. Ch. 12 Le Texier et al. and Zimbardo articles
12	3/31	Social Dilemmas: Cooperation vs. Conflict	Kendrick et al. Ch. 13 One "20-Minute Lecture"
13	4/7	Critical Social Psychology	Gough, et al. Chapter 1
14	4/14	Final Preparation TBA	Lecture, final preparation
15	4/21	Six "20-Minute Lectures"	Lecture, final preparation
16	4/28	Six "20-Minute Lectures"	Final Exam Due