



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

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 2020
Course Credits: 3.0
Class Meeting Days: Tuesdays
Class Meeting Hours: 9:00 AM—12:00 PM

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

University Course Catalog Description

A review of representative theories, concepts, research, and applications in social psychology for the understanding of social influence on personality, human interaction, and behavior. In addition, the course will attempt to relate the social psychological research and theory to the clinical setting.

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 in 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'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 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'eau 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'eau 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'eau ('Ōlelo No'eau 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'eau 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.

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 increase their interest in social psychology research and theory for clinical settings. (Competency 5)

Guidelines for Students' Sharing of Affective Experiences and Reactions to Didactic and Clinical Materials

It is anticipated that in this course that students may experience a variety of emotional experiences and reactions to assignments, didactic lectures, and/or discussions of psychotherapy clinical case materials. Being in contact with one's internal states and understanding one's emotional reactions around contacts with clinical material is understood to be an integral part of one's professional responsibility. Students are encouraged to share or discuss these experiences as appropriate and relevant to course material in the classroom. However, the self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context. While appropriate self-disclosure is encouraged, such disclosure is voluntary. Requirements or pressure on the part of the instructor or fellow students on individuals to share such emotional experiences when they are unwilling to do so is not appropriate. In the event that affective reactions to the material presented in this course become overwhelming, students are encouraged to speak with the instructor, seek out sources of informal support, and/or, seek out formal support in the form of individual therapy. If you have a problem with the class in any way, please feel free to talk with the instructor during breaks or on the phone.

Required Learning Materials

Texts:

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

Articles:

Balzarini, R. N., Campbell, L., Kohut, T., Holmes, B. M., Lehmilller, 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.

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.
- Mulder, R., Bos, A. E. R., Pouwelse, M., & van Dam, K. (2017). Workplace mobbing: How the victim's coping behavior influences bystander responses. *Journal of Social Psychology*, 157(1): 16-29.
- 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/Methods of Evaluation:

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 → “Professor for a Moment” – @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. Articles/ Topic chapters include Neuroscience and Social Psychology, Groups, Interrelationships and sources on Social/Clinical Psychology, etc. You can choose an article from this collection or select one of your own from the Social Psychology literature.
 - B) **Presentation Time and Media.** In 20-minutes, present a lecture on your article. You can use Powerpoints, 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 hypothesis(es).
 - (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 are two or three weaknesses that you discovered. 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.
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.
5. **Extra Credit Opportunity #2 → “Social Psychologist Story” (15-Minutes) → ONLY SIX OPENINGS AVAILABLE.** Volunteers will choose a social psychologist listed below (or find one not on the list). You will

put your name and the name on the list that Dr. Lev provides at the beginning of each class. Use whatever sources you can find to describe the highlight of the life and contributions of the psychologist. 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 Life Story.** Talk a little on 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. Richard Nisbett
8. Stanley Schachter
9. Daryl Bem
10. Phoebe Ellsworth
11. Kenneth B Clark
12. Leon Festinger
13. Carol Dweck
14. Robert Zajonc
15. Shelley Taylor
16. Fritz Heider (philosophical)
17. Susan Fiske
18. Robert Cialdini
19. Leonard Berkowitz
20. Richard Ofshe

Grading

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|--|--|------------|
| Attendance | 5 pts for each class | 80 |
| Assignment → “20-Minute Professor” (Social Psy Article/Chapter Presentation & Discussion) | | 120 |
| Midterm (take home) | 1.5 pt a question for 1 st 100; Last ten questions each provide 1 pt extra credit | 150 |
| Final Exam (take home) | 1.5 pt a question for 1 st 100; Last ten questions each provide 1 pt extra credit | 150 |
| Total Grade Points | | 500 |

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| EXTRA CREDIT - Social Psychologist Presentation | Six Possible Opportunities | (10) |
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Grading Scale

Students will be graded according to total points earned:

| Grade | Points Earned |
|-------|---------------|
| A | 450-500 |
| B | 400-449 |
| C | 350-399 |
| F | <350 |

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 will take place 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 Counseling Center at (808) 735-4845 or email counselingcenter@chaminade.edu for further information.

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, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter 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 make arrangements to 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.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by

the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

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 the 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 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 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 for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook at <https://studentaffairs.chaminade.edu/>

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 7th Edition* (2019). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 7th Edition* for thesis and paper format.

Scholarly writing: 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 "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Technology

The following technology may be required in order to complete courses in the Clinical Psychology program: For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version). 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

SPRING 2020 COURSE SCHEDULE

| (Session #) - Date TOPIC(S) - | |
|---|--|
| (1) - 1/7 Introduction to Soc Sike /Syllabus/ Presentation Assignments Topic: Introduction to Social Psychology Readings: Kendrick et al. Ch. 1 | |
| (2) - 1/14 The Person & the Situation/ Social Cognition Readings: Kendrick et al. Ch. 2 & 3 | |
| (3) - 1/21 Presenting the Self, Readings: Kendrick et al. Ch. 4 - | Two Social Psychologist Presentations |
| (4) – 1/28 Attitudes & Persuasion Readings: Kendrick et al. Ch. 5 and Pettigrew article | - Two Social Psychologist Presentations |
| (5) - 2/4 Social Influence Readings: Kendrick et al. Ch. 6, Koban & Wager and Haslam & Reicher articles | |
| (6) - 2/11 Affiliation & Friendship Readings: Kendrick et al. Ch. 7 and Gillath et al. article | One Social Psychologist Presentation |
| 2/18/2020 – Study Week, no class | |
| (7) - 2/25 Love & Romantic Relationships Readings: Kendrick et al. Ch. 8 and Balzarini et al. article | Midterm Given Out |
| (8) – 3/3 Prosocial Behavior Readings: Kendrick et al. Ch. 9, Hortensius & de Gelder and Nook articles | One “20-Minute Professor” Lecture |
| (9) - 3/10 Aggression Readings: Kendrick et al. Ch. 10 and Mulder et al. article | Midterm Due |
| (10) – 3/17 Prejudice, Stereotyping, & Discrimination Readings: Kendrick et al. Ch. 11 - | One Social Psychologist Presentations |
| (11) - 3/24 Groups and Leadership (also Stanford Prison Experiment) Readings: Kendrick et al. Ch. 12, Le Texier et al. and Zimbardo articles | |
| (12) - 3/31 Social Dilemmas: Cooperation vs. Conflict Readings: Kendrick et al. Ch. 13 - | Two “20-Minute Professor” Lectures |
| (13) - 4/7 Experiencing Social Psychology Readings: Kendrick et al. Ch. 14 | Four “20-Minute Professor” Lectures |
| | Final Exam given out |
| (14) – 4/14 – | Six “20-Minute Professor” Lectures |
| (15) – 4/21 – | Six “20-Minute Professor” Lectures |
| | Final Exam Due |