✏️ Chapter 1 Project

▶ Purpose

You've learned about different research methods, and you've been introduced to experiments and correlations. Students often have a very difficult time understanding experiments and correlations and often confuse aspects of them. **The purpose of this project is to help you to understand experiments and correlations, and to learn the difference between them.** Doing this project in pairs would be great! It will probably make you less likely to fall into this experiment-correlation confusion.

You will need to have an understanding of experiments and correlations, as well as descriptive research methods, variables, and the other basics of psychological research methods. Lessons 1.3-1.5 will help you there. Feel free to go to outside, web-based resources if you want some more clarification on any of these things.

▶ Directions

You will design two studies – one experimental and one correlational. You will not actually DO the studies. You will just develop them, which is going to take some creativity (which good researchers are full of). There are a couple of things to note as we begin:

- Each study will use the same variables (whichever you choose)

- Each study will intend to ask a question that could be somehow helpful to the average student's life (e.g., in areas of school, work, relationships, health, etc.)

For <u>each</u> of the studies:

1. Identify your hypothesis

2. Identify your participants and explain what you are doing with your participants

3. Identify your operationally defined variables (two for each study)

4. Write a paragraph or two to describe all aspects of each study, right up to the point where you would actually do the study.

5. Imagine you did the studies and that your hypotheses were supported. Include a simple statement of what conclusion can be drawn from each study.

6. Include a final statement about how such psychological findings could be helpful to students.

Finally, write a single paragraph to explain the differences between the findings of your two studies (i.e., how correlation and experiments are different).

▶ Materials

None required. Trifold poster board as optional follow-up. See below.

Going a step further? Create a visually stimulating trifold poster with your experimental design depicted on the left, your correlational design depicted on the right, and the center of the folder with connecting information (e.g., differences and similarities of the methods, how these research questions help students, etc.). Be ready to present your poster to your peers.

☑ Checklist

Experimental Study

- ☐ Hypothesis
- ☐ Participants (and what you'll do with them)
- ☐ Independent & Dependent Variables
- ☐ Experimental & Control Conditions
- ☐ Study narrative (1-2 paragraphs)
- ☐ Simple Conclusion Statement
- ☐ Helpful to students?

Correlational Study

- ☐ Hypothesis
- ☐ Participants (and what you'll do with them)
- ☐ Independent & Dependent Variables
- ☐ Study narrative (1-2 paragraphs)
- ☐ Simple Conclusion Statement
- ☐ Helpful to students?

Comparison

- ☐ Explain differences in findings from your studies (1 paragraph)

✏️ Chapter 2 Project

▶ Purpose

Test anxiety is real. Millions of students all over the country experience this vague sense of unease when it comes to testing.

Psychology gives us insight into what is going on with our bodies in response to something like test anxiety. In fact, when a person understands their body's response to anxiety, it can be helpful in dealing with it. **The purpose of this project is to better understand how the body's structures (i.e., parts), functions (i.e., what those parts do), and systems operate when a student experiences test anxiety.**

▶ Directions

On a piece of very large paper or poster board, label and explain the role and/or process of biological structures, functions, and systems that are activated when a student is experiencing test anxiety. You should thoroughly address the role of each the following:

1. Brain Structures

2. Brain Functions

3. Neurotransmitters

4. Neural Transmission

5. The Nervous System

6. The Endocrine System

Begin with an outline of the body and brain. You should also display visually, an understanding of neural transmission. You should specifically address test anxiety on your poster.

▶ Materials

Large piece of paper or poster board (20+ inches width) required. Pencil crayons or colored markers encouraged.

☑ Checklist

Biopsychological Components of Test Anxiety

- ☐ Brain Structures
- ☐ Brain Functions
- ☐ Neurotransmitters

- ☐ Neural Transmission
- ☐ The Nervous System
- ☐ The Endocrine System

For each component:

- ☐ Label
- ☐ Explain role in test anxiety

✏️ Chapter 3 Project

▶ Purpose

As within many areas of psychology, the average person holds both accurate and inaccurate beliefs about consciousness. Of course, as psychological scientists, we determine what we know about any topic through empiricism. **The purpose of this project is to have you explain how a variety of areas of consciousness could have a positive effect in a student's life.**

▶ Directions

This project has three parts:

Part 1. Identify three interesting things you did not previously understand about consciousness but learned in this chapter. For each concept/theory discuss i) how this previous knowledge may have hindered you as a college student, and ii) how accurate knowledge could be beneficial. Be specific and be sure to give in-depth examples.

Part 2. Identify three other interesting things from this chapter. For each concept/theory discuss how it could be beneficial to you as a college student. Be specific and be sure to give in-depth examples.

Part 3. Using the six concepts/theories you discussed above, write a hand-written letter to an incoming college freshman (e.g., Dear Diego...), providing advice about college success. Your letter will consist of a brief introduction and then six paragraphs, one related to each topic you explored above. Since this incoming freshman has never taken a psychology course, you will need to find a way to explain this content in an accessible and helpful way, all while conveying the importance of science "as a way of knowing" to display mastery.

▶ Materials

None required.

☑ Checklist

Part 1

☐ Three interesting things about consciousness

☐ How not knowing those things could hinder you as a college student

☐ How understanding those things could benefit you

Part 2

☐ Three additional interesting things about consciousness

☐ How understanding these things could be beneficial to you as a college student

Part 3

☐ Letter to incoming freshman

☐ Introduction

☐ One paragraph for each of the topics in parts 1 & 2

☐ Accessible and helpful advice based on this content

✏️ Chapter 4 Project

▶ Purpose

In this chapter, you have learned about sensation and perception, our connection with the outside world. **The purpose of this project is to investigate 1) how sensation and perception contribute to success in multiple areas of your daily life, 2) how the lack of functioning senses would be detrimental to people's lives, and 3) how the nervous system is involved in sensation and perception.**

▶ Directions

Answer the following questions, which build upon one another. Your answers should be robust, including examples or illustrations, and should be thoroughly explained in your own words.

Part 1. Choose any one of the five senses. Describe three ways that this sense helps you in particular tasks that are related to being successful in three different areas of your life (e.g., relationship, work, school, etc. – one per area). The three tasks should be specific (e.g., type on a computer, communicate with my boyfriend, know when something is burning as a cook at a restaurant, etc.) and you should explain how it is related to success. List them as bullet points 1, 2, and 3.

Part 2. Now, choose any one of the three tasks and write a paragraph that describes both the electrical and chemical process of sensory communication associated with the task (you may need to revisit Chapter 2 or outside sources). Also, explain the role transduction plays in moving this information from the outside world, through to sensation and perception.

Part 3. If this sense did not work correctly, characterize three negative outcomes that could happen in your (present) life as a result. Be specific and thorough.

Part 4. Use a search engine to find a case where someone did not have this functioning sense (Use critical thinking to determine if it is a reputable source. Include a reference for it, with a link). Describe this person's situation, as if you were writing to a friend to explain it. Provide specific examples of its impact in this person's life. Use Chapter 2 and online sources to assess and describe which parts of the brain are involved in processing this sense. If you can further determine which neurotransmitters are involved, please list them and their general function in the brain. If you cannot determine this for certain, make a statement about which neurotransmitters you think might be involved, and why.

▶ Materials

None required.

☑ Checklist

Part 1: Senses in everyday life

☐ Choose a sense

☐ Life Area #1

    ☐ Task 1

    ☐ How is this sense related to success?

    ☐ Life Area #2

☐ Task 2

☐ How is this sense related to success?

☐ Life Area #3

    ☐ Task 3

    ☐ How is this sense related to success?

Part 2: Sensory communication – 1 paragraph

☐ Electrical & chemical communication for 1 task

☐ Transduction

Part 3: Problems with chosen sense

☐ Potential negative outcomes in your present life

    ☐ Negative outcome #1

    ☐ Negative outcome #2

    ☐ Negative outcome #3

Part 4: Explain a real-life example

☐ Find a reputable case study of someone without chosen functioning sense

☐ Informal explanation w/ specific examples

Part 5: The brain

☐ Describe parts of the brain involved in chosen sense

☐ Explain how they are involved

☐ Which neurotransmitters? Why?

✏️ Chapter 5 Project

▶ Purpose

Learning theories help to explain many things in the life of a student, from dating behaviors, to studying behaviors, to test anxiety, to confidence in sports and activities, to learning better study habits just by watching other peers.

The purpose of this project is to master learning theories by applying them to the student experience.

This will be done in two ways:

1. **Application** – Many students can understand textbook or online examples of different types of learning, but have difficulty applying that knowledge to multiple contexts. An ability to apply displays better learning.

2. **Integration** – The three learning theories are often not mutually exclusive in real-world experiences. An ability to integrate them displays better learning.

▶ Directions

On your own or with a partner, you will design four integrated, applied learning scenarios that are college-student-specific, and which explain a variety of behaviors and thought processes. Here are the step by step directions. For each of the four scenarios:

1. Provide a brief narrative of the integrated learning scenario (as it relates to the life of a typical college student). For example, "Jenny went to class…" or "Drake is having a problem with his friend…" This single narrative should include Classical Conditioning, one specific type of Operant Conditioning, and Observational Learning.

2. Explain how this narrative scenario includes **Classical Conditioning** by identifying the following:

   • Unconditioned Stimulus

   • Unconditioned Response

   • Conditioned Stimulus

   • Conditioned Response

3. Explain how this narrative scenario includes **Operant Conditioning** by identifying the following:

   • The Target Behavior

- The Consequence

- Whether it is Positive Reinforcement, Negative Reinforcement, Positive Punishment, or Negative Punishment

Please note: each of your four examples should use a different type of Operant Conditioning, so that you can display a clear understanding of each one.

4. Explain how this narrative scenario includes **Observational Learning** by identifying the following:

- The Model

- What Was Learned

- The Motivation (see Bandura's "Steps in the Modeling Process" in Lesson 5.4)

Finally, based on what was has been learned through this assignment, each group member should submit a 300-word reflection that addresses the following:

5. The role that these three theories of learning have played in your current experiences as a college student. These should be related specifically to success or failure in college.

6. Two learning-based changes which, if implemented, could increase your success as a college student.

Please note: Individual reflections should illustrate knowledge of Classical Conditioning, Operant Conditioning and Observational Learning.

▶ **Materials**

None required.

✅ Checklist

Scenario 1

- ☐ Narrative; includes all three types of learning
- ☐ Explain how it shows Classical Conditioning
- ☐ Identify US, UR, CS, & CR
- ☐ Explain how it shows Operant Conditioning

- ☐ Identify Target Behavior, Consequence, Type of Operant Conditioning
- ☐ Explain how it shows Observational Learning
- ☐ Identify Model, Learned Behavior, Motivation

Scenario 2

- ☐ Narrative; includes all three types of learning
- ☐ Explain how it shows Classical Conditioning
- ☐ Identify US, UR, CS, & CR
- ☐ Explain how it shows Operant Conditioning
- ☐ Identify Target Behavior, Consequence, Type of Operant Conditioning
- ☐ Explain how it shows Observational Learning
- ☐ Identify Model, Learned Behavior, Motivation

Scenario 3

- ☐ Narrative; includes all three types of learning
- ☐ Explain how it shows Classical Conditioning
- ☐ Identify US, UR, CS, & CR
- ☐ Explain how it shows Operant Conditioning
- ☐ Identify Target Behavior, Consequence, Type of Operant Conditioning
- ☐ Explain how it shows Observational Learning
- ☐ Identify Model, Learned Behavior, Motivation

Scenario 4

- ☐ Narrative; includes all three types of learning
- ☐ Explain how it shows Classical Conditioning
- ☐ Identify US, UR, CS, & CR
- ☐ Explain how it shows Operant Conditioning
- ☐ Identify Target Behavior, Consequence, Type of Operant Conditioning
- ☐ Explain how it shows Observational Learning
- ☐ Identify Model, Learned Behavior, Motivation

Individual Reflection – min. 300 words

- ☐ Role each of the three types of learning have played in your success or failure in college life
- ☐ Two learning-based changes that could contribute to your success in college

✏ Chapter 6 Project

▶ Purpose

In this project, you will work with a peer to develop case studies for two individuals, both college students. Your task is to use the content in this chapter to create these two case studies. And, because creativity is a concept covered in this chapter, you are invited to be creative as you "build your characters. **"The purpose of this project is to provide you an opportunity for empathy-building and perspective-taking, as you consider the genetic and environmental influences on the development of thinking, language, and intelligence**.

▶ Directions

For each written case study, use at least two concepts or ideas from each of the lessons in this chapter (i.e., 6.1-6.6), for a total of 12 concepts per case study. Place these chosen concepts in a table like the one below. Your case studies may have no more than six of the twelve concepts in common, so that you can consider diversity in college students.

Chapter 6	College Student Case Study 1	College Student Case Study 2
6.1 – Concept 1 (Example)	**Schemata**	**Prototype**
6.1 – Concept 1		
6.1 – Concept 2		
6.2 – Concept 1		
6.2 – Concept 2		
6.3 – Concept 1		
6.3 – Concept 2		
6.4 – Concept 1		
6.4 – Concept 2		
6.5 – Concept 1		
6.5 – Concept 2		
6.6 – Concept 1		
6.6 – Concept 2		

Each written case study should begin by providing some background on the individual (e.g., name, gender, ethnicity, family background, etc.). Following this background, you should display a clear understanding of each concept in your table, by showing how it is at work or how it has been experienced in this person's life. Since you will use narrative (i.e., story) to illustrate your understanding of these concepts, you should expect each case study to be at least 750 words. All concepts should be applied within the case study and

should be typed in **boldface** when used, either directly within the narrative if it is suitable, or in parentheses after an illustration is given.

Finally, you are encouraged to think in divergent ways (see Lesson 6.4). For the greatest impact of this assignment, try to make at least one of your characters very different from you in terms of gender, ethnicity, socioeconomic status, educational background and opportunity, etc. Your case study should also "flow." That is, it should read like a real college student's life (or case), integrating stories and using chronological history.

▶ Materials

None required.

☑ Checklist

Case Study 1

- ☐ 2 concepts from lessons 6.1-6.6 (total of twelve)
- ☐ Background information
- ☐ Clear demonstration of each concept at work in case study
- ☐ Narrative approach; 750 words
- ☐ Concepts in **bold**
- ☐ Demonstrates diversity

Case Study 2

- ☐ 2 concepts from lessons 6.1-6.6 (total of twelve)
- ☐ Background information
- ☐ Clear demonstration of each concept at work in case study
- ☐ Narrative approach; 750 words
- ☐ Concepts in **bold**
- ☐ Demonstrates diversity

✏️ Chapter 7 Project

▶ Purpose

The way we go about remembering something is very complex. Only through further exploration can we truly appreciate the impact that memory has on our daily lives. **The purpose of this project is to further reflect on memory and apply it to your everyday life. You are going examine your own memories over a week and apply the information that you learned to those memories.**

▶ Directions

For a period of a week, you will spend at least 5 days of your choice reflecting on a particular memory you encoded, stored, or retrieved. Decide on the days and times that you want to assess your memory. Do your best to vary the time of day (i.e., day 1: morning shortly after you wake up; day 2: during lunch; day 3: evening; day 4: when you are out with friends, etc.). The goal is to have you tap into as many memories as possible.

Then, get a small notebook (small enough you can keep on you) or use your phone to jot down the memory that you experience and the time of day. Once you have at least 5 days' worth of memories, you are going to classify each one based on the terminology in this chapter in the order below:

1. Describe your memory in at least 50 words.

2. Decide if you're encoding, storing, or retrieving information.

    A. If encoding…

        i.   Did you use automatic processing or effortful processing?

        ii. Was it semantic?

        iii. Was it visual or acoustic?

    B. If storing…

        i. Was it sensory, short-term, or long-term memory?

        ii. If in long-term memory

            1. Was it explicit or implicit?

                a. If explicit…was it episodic or semantic?

                b. If implicit…was it procedural or emotional conditioning?

    C. If retrieving…

        i. Was it recall, recognition, or relearning?

3. Decide what part of the brain you think was used in that memory and provide an explanation as to why you think that part was used.

▶ Materials

A small notebook or phone to take notes on

☑ Checklist

☐ 5 days' worth of memories

☐ Memories are recorded at different times of the day.

☐ Each memory has the following: at work in case study

    ☐ Described in at least 50 words

    ☐ Categorized as encoding, storing, or retrieving information

        ☐ Additional categorization as needed

    ☐ The part of the brain the memory is using

        ☐ Why you think this part of the brain is used

✏️ Chapter 8 Project

▶ Purpose

A good way to understand how an individual changes over the lifespan is to observe them. However, that takes a long time. An alternative research method that is often used in developmental psychology is a cross-sectional design, where different individuals, at various stages of the lifespan, are studied all at once. **The purpose of this assignment is to help you identify and understand the theories and concepts of lifespan psychology using the cross-sectional research method with three individuals at various stages of the lifespan.** You will interview each individual and collect raw data (i.e., interview notes) and provide that raw data as well as a summary report that focuses on how this individual exemplifies an aspect of developmental psychology.

▶ Directions

You will be assigned a partner for this project. The two of you will then choose three people to interview from different developmental stages. For each of those people, you will be focused on <u>one</u> domain of lifespan psychology (i.e., physical, cognitive, or social). Since you will be conducting interviews, you can choose any individual who can carry on a conversation (yes, young children can carry on a conversation). For each individual, after you ask a set of common preliminary interview questions (see the list below), you will also ask five domain-specific questions that you develop.

<u>Common Preliminary Interview Questions (should be asked to everyone):</u>

1. What is your name?

2. How old are you?

3. How do you spend most of your time?

4. Please tell me about something that is important to you.

5. Please tell me about an accomplishment you are proud of.

6. Please tell me about something you are looking forward to.

7. Please share with me a very important event in your life. Why was it important?

Your final submitted paper will have three sections:

Part 1. Introduction

Part 2. Developmental reports (3)

Part 3. Interview notes from each report (3)

Part 1: Introduction

Please begin your final report with the following information:

Student 1:

Student 2:

	Interviewee Name and Relationship	Developmental Stage	Developmental Domain	Specific Theory or Content
Individual 1				
Individual 2				
Individual 3				

Part 2: Developmental Reports

Begin by listing the five-or-more questions that you came up with to better understand some specific lifespan psychology content (i.e., theory or principle). Then write a 500–1000 word report that illustrates your insights and knowledge about the developmental domain. For example:

Developmental Report 1

Individual: Jane Doe, grandmother

Developmental Stage: Late adulthood

Developmental Domain: Social

Specific Theory or Content: Erikson's Integrity vs. Despair

Questions:

1. *Example* - Looking back, how do you feel about the course of your life to now?

2.

3.

4.

5.

Erikson's Integrity vs. Despair in Jane Doe (500–1000 words)

Part 3: Interview Notes

These should be typed notes from your interview sessions. They need not be of essay-quality. Bullet points are acceptable.

Hint: it is highly recommended that you have one student take notes while the other student fully engages in the interview. You must both be present for all three interviews.

▶ **Materials**

None required.

☑ Checklist

☐ Introduction

☐ Person 1 Developmental Report

   ☐ Name and relationship

   ☐ Developmental stage

   ☐ Developmental domain

   ☐ Specific theory or content

   ☐ 500–1000 word report

☐ Person 2 Developmental Report

   ☐ Name and relationship

   ☐ Developmental stage

   ☐ Developmental domain

   ☐ Specific theory or content

   ☐ 500–1000 word report

☐ Person 3 Developmental Report

   ☐ Name and relationship

   ☐ Developmental stage

   ☐ Developmental domain

   ☐ Specific theory or content

   ☐ 500–1000 word report

☐ Interview notes

   ☐ Person 1

   ☐ Person 2

   ☐ Person 3

✏️ **Chapter 9 Project**

▶ Purpose

College is challenging and requires quite a lot of adjustment. For example, a student may be faced with the challenge of balancing social life with academic responsibility or with dealing with the feelings of new roles and more complex relationships. In fact, college students may never be as aware of their own motivations and emotions until they are faced with some of these new situations. **The purpose of this project is to help you reflect on your own experiences as a college student, in light of psychological theories of motivation and emotion.**

▶ Directions

There are three parts to this project:

> **Part 1.** The Reflection

> **Part 2.** The Application

> **Part 3.** The Plan

Part 1 – The Reflection

Reflect on the changes that you have experienced in coming to college, in the following four areas:

Relationships

Responsibilities

Independence

Identity

There is not a "right" way to reflect upon these categories; simply write 150+ words for each one as you consider how these things changed for you when you became a college student. **Note: Don't do this before you read about the requirements in Part 2.**

Part 2 – The Application

For each of these reflections, choose one concept or theory from Chapter 9 that might help you better understand your student experience. You may choose any concepts or theories you like, though each one should apply to <u>one</u> of your four areas of reflection. When choosing your specific concepts or theories, you should be sure to cover each of the following categories:

9.1 Intrinsic Motivation AND Extrinsic Motivation (required)

9.1 Motivation (any, other than intrinsic and extrinsic motivation)

9.2 Hunger and Eating (any) OR 9.3 Sexual Behavior (any)

9.4 Emotion (any)

In 150+ words, apply one of each of the chosen concepts to one of your reflections. Your application should display deep understanding of that concept or theory. In total you will have four sets of 300+ word reflections and applications.

Part 3 – The Plan

To complete this project, you will first need to read and understand Chapter 9. Then, to begin, and to help you organize your writing, fill in this table to match your chosen concepts/theories to your reflections:

	Theme of Your Reflection (150+ words)	Category (9.1 E/I Motivation, 9.1, 9.2 or 9.3, and 9.4)	Chosen Concept or Theory to Apply to Reflection (150+ words)
Relationships			
Responsibilities			
Independence			
Identity			

Please submit this table along with your four reflections and applications.

▶ Materials

None required.

☑ Checklist

- ☐ Reflection
  - ☐ Relationships (150+ words)
  - ☐ Responsibilities (150+ words)
  - ☐ Independence (150+ words)
  - ☐ Identity (150+ words)
- ☐ Application
  - ☐ Covers all of the given categories (9.1 E/I Motivation, 9.1, 9.2 or 9.3, and 9.4)
  - ☐ Relationships (150+ words)
    - ☐ Connected to concept or theory
    - ☐ Connected to relevant category
  - ☐ Responsibilities (150+ words)
    - ☐ Connected to concept or theory
    - ☐ Connected to relevant category
- ☐ Independence (150+ words)
  - ☐ Connected to concept or theory
  - ☐ Connected to relevant category
- ☐ Identity (150+ words)
  - ☐ Connected to concept or theory
  - ☐ Connected to relevant category

✏️ Chapter 10 Project

▶ Purpose

Personality refers to the long-standing traits and patterns that propel individuals to consistently think, feel, and behave in specific ways; it is what makes each individual unique. Psychologists study the factors that contribute to personality development. These factors are varied and include biological and social influences. **The purpose of this project is to better understand what personality is and how it is influenced.**

▶ Directions

For this project, you will be studying one person. You may choose to study yourself or someone you know well, such as a parent or close friend. If you choose to study someone else, share the scope of this project with them and obtain permission to use them as your subject before beginning.

After identifying your subject, consider and/or discuss who your subject is as a person and the factors that have helped to shape their traits, characteristics, and coping mechanisms. It may help to create a list of interview questions based on information from the chapter in order to fully investigate this question. Take notes as you explore the question "Who Am I?" with your subject.

After completing your exploration of personality with your subject, answer the following questions. Your answers should reflect an understanding of your subject's personality as well as an understanding of the key concepts from psychology pertaining to personality and personality development. Use specific information from the chapter to build and support the points you make about who your subject is and the factors that helped to shape them.

1. Briefly describe your subject and their personality. In your discussion, specifically describe how your subject sees their real and ideal self. Is there congruence?

2. Identity your subject's key cardinal, central, and secondary personality traits. Record them in the following table.

Cardinal Traits	Central Traits	Secondary Traits

3. Describe your subject's social context. How has it influenced their personality and the behaviors they engage in?

4. Identify which archetypes have influenced your subject's personality. Discuss the impact these archetypes have had.

5. Which, if any, traits does your subject identify as inherited? In other words, how has heritability influenced your subject's temperament?

▶ Materials

None required.

☑ Checklist

☐ Description of subject

☐ Subject's key cardinal, central, and secondary traits identified

☐ Description of subject's social context

☐ Subject's archetypes identified and discussed

☐ Description of inherited traits

✏️ Chapter 11 Project

▶ Purpose

The failure to recognize the power of a situation or social context on other's individual behavior and instead attributing the behavior to the person's state or personality is referred to as the fundamental attribution error. The fundamental attribution error is most commonly committed in individualistic cultures that promote a focus on individual achievements verses communal relationships.

Social psychologists argue that people's behaviors, thoughts, and attitudes are strongly influenced by their social settings, situations, and interactions with others. Thus, understanding the role of the social world on behavior is critical and is the central tenant of social psychology. **The purpose of this project is to broaden your understanding of the social forces that influence individual behavior and examine the impacts of social settings, groups, and scripts on everyday life.**

▶ Directions

This project includes two parts:

Part 1. The Response

Part 2. The Reflection

The Response:

Provide two examples for each of the following questions. Create a table like the one below.

Question	Example 1	Example 2
Identify two social settings you regularly participate in, such as school or church. Briefly describe each.		
Describe your social role in each setting.		
Describe the social norms for each setting.		
Describe the social scripts you follow in each setting.		
Describe the role, if any, of conformity, compliance, and/ or obedience in each setting.		

Describe the social groups you interact with and/or participate in in each setting.		
What, if any, initiation did you complete to become part of these groups?		
What stereotypes or prejudices, if any, do you experience through participation in these social groups?		
What benefits or exchanges do you receive from participating in these social interactions?		

The Reflection:

Go back through your responses and write a 150+ word paragraph on what you learned, what surprised you, and what questions you now have.

Then, write a second paragraph considering if what you discovered connects with the concept of social impact.

▶ Materials

None required.

☑ Checklist

☐ All questions are answered for both examples

☐ Reflection

    ☐ 150+ words

    ☐ Connection to the concept of social impact

✏️ Chapter 12 Project

▶ Purpose

Industrial and organizational (I-O) psychology is a branch of psychology that studies how human behavior and psychology affect work and how they are affected by work. Organizational psychology specifically focuses on how the relationships between workers impacts business and how organizational culture impacts individual behavior and employee satisfaction. **The purpose of this project is to better understand what organizational psychology is and how it is effectively employed in the business world to maximize success.**

▶ Directions

Imagine you are starting your own small business and want to employ the best practices of organizational psychology to maximize your success. Your business can be anything as long as you have multiple employees and a fixed, physical setting in which they interact, such as an office, store, factory, etc.

Write a mission statement that outlines what your business aims to accomplish and how you plan to go about achieving the optimal work environment to do so. Your mission statement should describe your goals as an organization (beyond making your product/providing your service) and the type of work environment you need to achieve to meet those goals. The mission statement should also tell us what the organizational culture is like and what your organizational values are. Imagine that this mission statement will be how people learn about your company and an important tool for recruiting your new employees.

As you create your mission statement, feel free to be creative! Consider how design elements such as colors, fonts, images, layout, etc. may be employed to "say" something about your company or organizational values. Final submissions should be approximately one page of textual information and should be typed, but otherwise may vary in format.

As you think about what should be included in your mission statement, consider the following themes/questions from organizational psychology. It is not required that you address all of these questions; however, they should serve as guiding principles for what is included in your mission statement.

- What types of employees do you need to be successful, and how will you recruit them?

- What traits should your employees possess?

- What types of training will you provide for your employees (and will they be suited to it)?

- How will employees be evaluated?

- What will the organizational culture of the company be like?

- What is the role of teamwork?

- What are the benefits of working for your organization? What is the role of employee satisfaction in your company?

- How will human factors impact the workplace design/environment?

▶ Materials

None required.

☑ Checklist

☐ Mission Statement

    ☐ Description of the business

        ☐ Multiple employees

        ☐ Fixed, physical setting

☐ Outlines what the business aims to accomplish

    ☐ Goals

☐ Identifies plans for achieving optimal work environment

☐ Description of organizational culture and values

☐ At least one page of textual information

☐ Typed

☐ Addresses some of the given concept questions

✏️ Chapter 13 Project

▶ Purpose

The physical and emotional impacts of stress are real and meaningful. Both good and bad sources of stress contribute to physiological, emotional, and behavioral outcomes in individuals. **The purpose of this project is to help you better understand how and what environmental events trigger stress reactions, what those reactions look like and why, and how stress impacts health and well-being.**

▶ Directions

Think about a time you have experienced stress. What triggered the stress reaction? What factors contributed to your appraisal of the situation, and what were the consequences of experiencing this stressor? How did you respond and cope? As you think about this stressor, it may be helpful to take notes about the experience, your reactions, and the outcomes.

After identifying your specific stressor and stress situation, think about what psychology says regarding stress reactions and the outcomes of stress. What would psychologists explore to better understand your stress situation? What would they make of your reactions and coping mechanisms?

Using the following guide to analyze your stress situation and reaction.

1. Briefly describe your stressor. What environmental event, hassle, or life challenge caused your stress?

2. Was your stressor chronic or acute? Briefly explain why or why not.

3. What was your initial appraisal of the stressor? In other words, did you appraise the stressor as a challenge and/or a threat? Briefly explain why or why not.

4. Briefly describe your reaction to the stressor as related to each of these categories:

	Description	**Did you experience distress? (Yes or No)**
Physiological		
Cognitive		
Behavioral		

5. What, if any, individual factors or personal characteristics might have contributed to your initial reaction?

6. What was your secondary appraisal of the stressor? What, if anything, changed?

7. What, if any, type of social support did you receive when coping with this stress?

8. What, if any, additional social supports would have been helpful?

9. What coping mechanisms emerged for handling your stress? Complete the following chart to explore 2 of the coping mechanisms that emerged to deal with your stress.

Coping Mechanism (Briefly describe)	Is this mechanism problem-focused or emotion-focused? (Briefly explain)	Did this coping mechanism address physiological, cognitive, and/or behavioral reactions to the stressor? (Briefly explain)

10. What, if any, impacts did this stressor have on your health and/or lifestyle?

11. What would be the long-term physical and/or mental health consequences of this stressor if it were left unaddressed?

▶ Materials

None required.

☑ Checklist

- ☐ All questions answered
    - ☐ A stressor described
        - ☐ Described as chronic or acute
        - ☐ Initial appraisal
            - ☐ Physiological, cognitive, and behavioral responses to the stressor
            - ☐ Contributing factors
        - ☐ Secondary appraisal
            - ☐ Social support received
            - ☐ Social support requested
        - ☐ 2 coping mechanisms described
            - ☐ Problem-focused or emotion-focused
            - ☐ Addressed physiological, cognitive, or behavioral responses
        - ☐ Impact on health and/or lifestyle
        - ☐ Long-term physical and/or mental health consequences

✏️ Chapter 14 Project

▶ Purpose

In this chapter, you have learned about a variety of psychological disorders. Many of the disorders share similar features or symptoms, while others are significantly different. **The purpose of this project is to explore the complexities of the human condition through application of the knowledge you have gained in this chapter.** You are going to be creating your own version of the DSM-5 to organize the various mental health conditions you have been exposed to in this chapter.

▶ Directions

For this project, imagine that you are the author of the DSM-5 and have been approached by a psychiatrist's office to create a simplified version of the manual. You will use a word processor, like Microsoft Word, and create a "book." Each page will contain a major disorder category noted in this chapter (i.e., anxiety, mood, etc.) and applicable information pertaining to that category of disorders.

Please use the following template for each class or category:

1. Class or Category

   A. Five or more pieces of pertinent information pertaining to the class or category of disorders (i.e., concepts and or ideas)

   B. Symptoms common to all disorders within the category

   C. Therapy common to all disorders within the category

   D. Specific conditions under the class or category of mental health disorders

      i. For each condition, list unique symptoms, treatments, and famous people who have suffered from the condition.

FOR EXAMPLE:

1. Anxiety Disorders

   A. Fact 1

   B. Fact 2

   C. Fact 3

   D. Fact 4

   E. Fact 5

F. Shared Symptoms

    i. Symptom 1

    ii. Symptom 2

    iii. Symptom 3

G. Shared Therapy

    i. Therapy 1

    ii. Therapy 2

    iii. Therapy 3

H. Types of Anxiety Disorders

    i. Specific Phobia

        1. Symptoms

        2. Treatments

        3. Famous examples

    ii. Social Anxiety Disorder

        1. Symptoms

        2. Treatments

        3. Famous examples

▶ Materials

Word processing application, like Microsoft Word

☑ Checklist

☐ All classes or categories in the chapter are addressed

☐ Each class or category has:

    ☐ 5 or more facts/examples of pertinent information

    ☐ Symptoms common to all disorders in the category

    ☐ Therapy common to all disorders in the category

    ☐ Specific conditions under this class or category of disorder

☐ List of symptoms, treatments, and examples of famous people with the disorder

✎ Chapter 15 Project

▶ Purpose

A 2013 survey by the Association for University and College Counseling Center Directors (AUCCCD) stated that around half of college students reported having "overwhelming anxiety," and nearly one-third of students reported depression so severe that it made it difficult to function. The good news is that most college campuses offer mental health services to students and often for free. **The purpose of this project is to help you to determine where college students can get mental health support, and what mental health treatment might be like for them.**

▶ Directions

This project has two parts:

Part 1. College Counseling Services

Part 2. Therapeutic Perspectives

College Counseling Services:

Investigate where counseling services are and types of services that are offered on your campus. If your counseling center has a website, that is a great place to start. However, you should also physically visit the counseling center. Walk around, observe the space, look through the available materials, chat with someone who is at the front desk, etc. Then, in two-to-three paragraphs, write a letter to your friend Ivan who is experiencing anxiety about his college performance, his relationships, and his future. Your letter should answer the question, "what would it be like to go to counseling?" Be sure to write in a way that Ivan can understand. That is, avoid jargon.

*If your college does not have a counseling center, find a counseling center near your college campus.

Therapeutic Perspectives:

Imagine that a friend of yours, Michelle, is having depression that makes it difficult for her to get to class, to keep up with schoolwork, or to spend time with friends. She has very little energy, she is often sad and tearful, and she feels guilty for not doing what she is supposed to be doing in school.

She has recently begun to see a psychologist for her depression. For each of the following therapeutic perspectives, describe how a psychologist might a) explain the origins of this depression, and b) treat the depression that Michelle is experiencing. It is okay to speculate within these answers, though they should communicate a clear understanding of each particular therapeutic perspective, and they should be specific to Michelle.

- Psychodynamic

- Cognitive

- Behavioral

- Humanistic

- Biological

Finally include a paragraph that describes when and why you think Michelle should conclude therapy for her depression, regardless of therapeutic perspective. That is, when will she and her psychologist know she is finished? Discuss her original symptoms, what has taken place in therapy, and her current experiences. Once again, it is okay to speculate.

▶ Materials

None required.

☑ Checklist

☐ College Counseling Services section completed

  ☐ Two-to-three paragraph letter to Ivan explaining what it would be like to go to counseling

☐ Therapeutic Perspectives section completed

  ☐ All therapeutic perspectives included:

    ☐ Psychodynamic

      ☐ Explain the origins of depression from this perspective

      ☐ Treat depression from this perspective

    ☐ Cognitive

      ☐ Explain the origins of depression from this perspective

      ☐ Treat depression from this perspective

    ☐ Behavioral

      ☐ Explain the origins of depression from this perspective

      ☐ Treat depression from this perspective

    ☐ Humanistic

      ☐ Explain the origins of depression from this perspective

      ☐ Treat depression from this perspective

    ☐ Biological

      ☐ Explain the origins of depression from this perspective

      ☐ Treat depression from this perspective

☐ Paragraph describing when and why Michelle should conclude therapy

  ☐ Discusses her original symptoms

  ☐ What has taken place in therapy

  ☐ Her current experiences