Course Syllabus

POINT LOMA NAZARENE UNIVERSITY

Department of Psychology
Mental Psychology and Cultural Values

Credit Hours: 3
Course Level: Undergraduate
Units: 4

FALL 2023

Instructor: Dr. Rosie Gates Mueller
Phone: (619) 849-2563
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Office Hours: click here to schedule a Zoom appointment or office hours by phone

Class Meeting: Tuesday & Thursday
5:30-6:55 - Ryan Learning Center, Room 1
Zoom
(or outdoor location TBA)
Tuesday, September 12th & 5:30pm

Public Meeting:
To Teach / To Impact / To Serve

Point Loma Nazarene University exists to provide Christ-centered education that prepares students to think and engage with challenges, character is established, and formed, and service is an expression of faith. Graduates will be equipped to live a life of learning, service, and witness grounded in a foundation of faith, personal and holistic in nature, and in the liberal arts tradition.

COURSE DESCRIPTION

Introduction to the psychological study of mentally, personal behavior, and character development, including a survey of historical and contemporary theories of human behavior and mental health. Includes a particular emphasis on the role of culture in human development and understanding. Recommended to complete a sociology course (e.g., study, anthropy, family, etc.).

COURSE LEARNING OUTCOMES

Students will be able to:

- Recognize and appreciate the psychological dynamics of mental development and mental behavior.
- To learn to apply social and psychological theories to better interpret characteristics and behaviors of individuals, families, and communities, and to better understand themselves.
- To better understand the differences in values across cultures, as well as factors that may contribute to mental health and behavioral challenges in individuals, families, and communities.
- To increase your ability to read, comprehend, and critically evaluate scientific and popular literature.
- To better understand Christian theories and findings into a single unified understanding of human character and standards.
- The purpose of study cases section is to highlight selected topics from the required readings and to provide students with an opportunity to apply the concepts and principles presented in the assigned textbook. Also, the purpose of the 20-minute session at the end of each class period is to have "probative" discussion. Each student is expected to have read the assigned reading for that day and to be able to ask questions and to offer comments on the reading.

PROGRAM LEARNING OUTCOMES

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

1. Identify basic biases of psychology.
2. Summarize and apply Martin of The Church (Ref. to contemporary) in contemporary practice mental health.
3. Display an increase in personal growth and development for the purpose of serving others.
4. Demonstrate a basic knowledge of psychology.
5. Understand careers in psychology.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Required Textbook:

- Gates Mueller, Rosie. (2022). PSY3030: Mental Psychology and Cultural Values. Cognella Custom Press.

Required Textbook:

- Online articles available through Point Loma Library.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the Point Loma Nazarene University Credit Hour Policy for a 3-credit hour course. One credit hour is equivalent to approximately 15 hours of student engagement per credit hour. Specific details about how this class meets the credit hour requirement are

Distribution of Student Learning Hours

Category	Time Expectation in Hours
Class Meetings	15
Reading Assignments	15
Writing Assignments	12
Other Assignments & Learning Activities	10
Total Hours	52

ASSESSMENT AND GRADING

Grades will be based on the following:

A	B	C	D	F
93-100	83-87/89-92	73-77/80-82	63-67/70-72	62-Below
90-92/93-96	80-82/86-88	70-72/76-79	60-62/67-69	F Less than 60

All student grades will be posted in the Canvas grade book. It is important to read the comments posted in the grade book for each assignment. Students are responsible for checking their grades. Grades will be posted within one week of the end of the class. Grades will be based on the following:

Assessment	Grade
Daily Online Reading Summaries	200
Daily Video Reading Responses and Comments on Peer Videos	75
Online Participation	75
Detailed Reading Summaries & Discussion Leader (Term)	135
Detailed Reading Summary & Discussion Leader (Term 2)	205
Mindfulness and Meditation Study Project	100
Art of Compassion	100
Final Exam	100
Total	**1000**

Written Reading Summary (200)

Reading summaries are due on the dates each class session you will turn in **Daily Reading Responses** on Canvas. The reading summaries are assigned for each class session and are due at the beginning of class (and though critically absent) the material. It will allow you to read through your responses, and gauge your understanding of the material. Reading summaries are worth 10 points each. Reading summaries are straightforward and clerical. A short paper (of include 1-2 paragraphs (about a page, double spaced) of thoughtful responses.

The total points can those that **BOTH**:

1. **Accurately summarize the ideas and perspectives of the authors** (Focus on the ideas, not the specific wording of the author). Use your own words to show that you understand the material.
2. **Apply the concepts to what this means to you, or to a example of what this thinking about how mental development may be either enhanced or hindered** by parents, friends, schools, churches, etc. (Use your own words).

Note: If you write a class, or could will be great for this discussion, and **you will be selected (period) and for your daily reading reflection if you want to share that with the class and/or to which you are prepared.** Such in thinking reflection/discussion is the most valuable part of the class.

Daily Video Reading Responses (75)

In addition to your Written Reading Summary, the **midnight (12:00 am)** on the night before each class session, you will turn in a Daily Video Reading Response. Unless the video is long, you prepare for each class session by watching the assigned video and taking notes on the material. The video notes are due to watch and of your responses before class, and to engage your and of participation in class. Video reading responses are worth 5 points each. Video reading responses are straightforward and clerical. A short paper (of include 1-2 paragraphs (about a page, double spaced) of thoughtful responses.

The total points can those that **BOTH**:

1. Accurately summarize the ideas and perspectives of the authors (focus on the ideas, not the specific wording of the author). Use your own words to show that you understand the material.
2. **Apply the concepts to what this means to you, or to a example of what this thinking about how mental development may be either enhanced or hindered** by parents, friends, schools, churches, etc. (Use your own words).

Note: If you write a class, or could will be great for this discussion, and **you will be selected (period) and for your daily reading reflection if you want to share that with the class and/or to which you are prepared.** Such in thinking reflection/discussion is the most valuable part of the class.

Daily Online Participation (75)

Each class you are **graded on your participation in class discussion**, ranging from 0-5 ("Could contribute yet this guy never spoke!"Not 5 to 5). Effectively contributing to the discussion is meaningful, and, if you miss a class session, you will miss a participation point.

Each week will be given for three class meetings **or** seven consecutive days.

1. Provide evidence that you have read the material (e.g., show a grasp of and an engagement with the key ideas and knowledge of the author).
2. Ask questions of the material.
3. Evidence critical thinking about the article and/or its implications for everyday life.

Note: This number not up to setting the ideas of the study, but rather to show that you have actually critically examining the SMT in which the study was carried out, critically examining the operational DEFINITION used for rankings.

Detailed Reading Summaries and Discussion Leader (205)

Starting most sessions two students will read the Prof/Instructor's summarizing the assigned reading. Summarizing the assigned reading (Prof/Instructor) the assigned you will be a discussion leader of the assigned reading. Discussion leaders will:

1. **Written Reading Summary (5-10%):** Prepare a reading summary for each assigned class (formal and brought to the description) class. In which you will briefly overview the background, the purpose, the hypothesis, the methodology, the results, and the conclusion of the study. Provide a critique of the study. This will be a formal report, not a short paper. It should be **at least** 1-2 pages (double spaced) and **must be uploaded to Canvas** by **Midnight (12:00 am) the night before the class session.** Use the following outline for the reading summary:
   - Introduction: Why is the study important? What is the purpose of the study? What is the hypothesis? Why is the study important? Why is the study important? Why is the study important? What gap in knowledge does the study address?
   - Method: What kind of study was it? Was it a survey? Was it an experiment? Was it a survey? Was it a survey? Was it a survey