

**Psychology 207**  
**The Psychology of Excellence**  
**Class Schedule & Assignments**  
(Subject to Change)

<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Monday	4/2	Introduction	
Tuesday	4/3	Unit 1: Psychological Skills Training	Unit 1 Readings
Wednesday	4/4		
Thursday	4/5		
Friday	4/6		Reaction Paper #1 (Orlick)
Monday	4/9		
Tuesday	4/10	Unit 2: Goal Setting	Unit 2 Readings
Wednesday	4/11		
Thursday	4/12		Reaction Paper #2 (Dweck)
Friday	4/13		
Monday	4/16		
Tuesday	4/17	Unit 3: Behavioral Self Regulation	<b>Optional Reaction Paper #1 Due</b>
Wednesday	4/18		Unit 3 Readings
Thursday	4/19		
Friday	4/20		Reaction Paper #3 (Duckworth)
Monday	4/23		
Tuesday	4/24	Unit 4: Time Management	<b>PEP Proposal Due</b>
Wednesday	4/25		Unit 4 Readings
Thursday	4/26		
Friday	4/27		Reaction Paper #4 (Taylor)
Monday	4/30		
Tuesday	5/1	Unit 5: Imagery	Unit 5 Readings
Wednesday	5/2		
Thursday	5/3		<b>EXAM 1 (Units 1-5)</b>
Friday	5/4		In-class cooperative extra credit session
Monday	5/7		
Tuesday	5/8	Unit 6: Stress & Anger Management	Unit 6 Readings
Wednesday	5/9		
Thursday	5/10		
Friday	5/11		Reaction Paper #5 (Salovey)
Monday	5/14		
Tuesday	5/15	Unit 6: Stress & Anger Management	<b>Optional Reaction Paper #2 Due</b>
Wednesday	5/16		
Thursday	5/17		
Friday	5/18		Reaction Paper #6 (Deckro)

**Psychology 207**  
**The Psychology of Excellence**  
**Class Schedule & Assignments**  
(Continued)

<b>Day</b>	<b>Date</b>		
Monday	5/21		
Tuesday	5/22	Unit 7: Attention Control	Unit 7 Readings
Wednesday	5/23		
Thursday	5/24		
Friday	5/25		Reaction Paper #7 (Ryan)
Monday	5/28	<b>NO CLASS – MEMORIAL DAY</b>	
Tuesday	5/29	Unit 8: Sleep	Unit 8 Readings
Wednesday	5/30		
Thursday	5/31		
Friday	6/1		<b>Final PEP Due</b>
Monday	6/4		
Tuesday	6/5	Unit 9: Communication Skills	Unit 9 Readings
Wednesday	6/6		
Thursday	6/7		
Friday	6/8		Reaction Paper #8 (Fredrickson)
Monday	6/11	<b>EXAM 2 (Units 6-9)</b>	
Wednesday	6/13	<b>OPTIONAL FINAL (9:30 – 10:30)</b> <b>In-class cooperative extra credit (10:30 – 11:20)</b>	

**Reading Assignments**

**Unit 1: Psychological Skills Training**

Smith, R. E. (2007). Psychology and human effectiveness. In *Enhancing human performance: A psychological skills approach* (pp. 1-6). Seattle, WA: Performance Enhancement Associates.

Krakovsky, M. (2007). The effort effect. *Stanford Magazine*, pp. 46-52.

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S., (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78, 246-263.

**Unit 2: Goal Setting**

Smith, R. E. (2007). Goal Setting: Mapping the road to success. In *Enhancing human performance: A psychological skills approach* (pp. 7-14). Seattle, WA: Performance Enhancement Associates.

Gould, D. (2010). Goal setting for peak performance. In J. M. Williams (Ed.), *Applied sport psychology: Personal growth to peak performance* (6<sup>th</sup> ed., pp. 201-220). Boston, MA: McGraw-Hill.

### **Unit 3: Behavioral Self-Regulation**

Watson, D. L., & Tharp, R. G. (2002). Adjustment and the skills of self-direction: The principles of self-regulation. In *Self-directed behavior: Self-modification for personal adjustment* (8<sup>th</sup> ed., pp. 1-24, 105-130). Belmont, CA: Wadsworth/Thompson Learning.

Smith, R. E. (2007). Self-regulation of behavior: Principles and techniques. In *Enhancing human performance: A psychological skills approach* (pp. 15-23). Seattle, WA: Performance Enhancement Associates.

Smith, R. E. (2007). Self-regulation of behavior: Principles and techniques. In *Enhancing human performance: A psychological skills approach* (pp. 23-32). Seattle, WA: Performance Enhancement Associates.

### **Unit 4: Time Management**

Smith, R. E. (2007). Successful time management. In *Enhancing human performance: A psychological skills approach* (pp. 33-42). Seattle, WA: Performance Enhancement Associates.

### **Unit 5: Imagery**

Vealey, R. S., & Greenleaf, C. A. (2010). Seeing is believing: Understanding and using imagery in sport. In J. M. Williams (Ed.), *Applied sport psychology: Personal growth to peak performance* (6<sup>th</sup> ed., pp. 267-299). Boston, MA: McGraw-Hill.

### **Unit 6: Stress and Anger Management**

Smith, R. E. (2007). Stress, coping and the relaxation response. In *Enhancing human performance: A psychological skills approach* (pp. 43-48). Seattle, WA: Performance Enhancement Associates.

Smith, R. E. (2007). Stress, coping and the relaxation response. In *Enhancing human performance: A psychological skills approach* (pp. 48-58). Seattle, WA: Performance Enhancement Associates.

Smith, R. E. (2007). Mental control of emotions and stress. In *Enhancing human performance: A psychological skills approach* (pp. 59-69). Seattle, WA: Performance Enhancement Associates.

Smith, R. E. (2007). Mental control of emotions and stress. In *Enhancing human performance: A psychological skills approach* (pp. 70-72). Seattle, WA: Performance Enhancement Associates.

### **Unit 7: Attention Control**

Williams, J. E., Nideffer, R. M., Wilson, V. E., Sagal, M.-S., & Peper, E. (2010). Concentration and strategies for controlling it. In J. M. Williams (Ed.), *Applied sport psychology: Personal growth to peak performance* (6<sup>th</sup> ed., pp. 336-358). Boston, MA: McGraw-Hill.

### **Unit 8: Sleep**

Stickgold, R., & Ellenbogen, J. M. (2008). Quiet! Sleeping brain at work. *Scientific American mind*. Oakland, CA: New Harbinger.

Dement, W. C., & Vaughan, C. (1999). Sleep debt and the mortgaged mind. In *The promise of sleep* (pp. 51-73). New York, NY: Dell Publishing.

Dement, W. C., & Vaughan, C. (1999). The human animal and the biological clock. In *The promise of sleep* (pp. 74-101). New York, NY: Dell Publishing.

### **Unit 9: Communication Skills**

McKay, M., Davis, M., & Fanning, P. (1993). Listening. In *Messages: The communication book* (pp. 12-28). Oakland, CA: New Harbinger.

McKay, M., Davis, M., & Fanning, P. (1993). Expressing. Body language. Paralanguage and metamessages. In *Messages: The communication book* (pp. 39-55, 59-67, 69-76, 77-83). Oakland, CA: New Harbinger.

## **Psychology 207** **The Psychology of Excellence**

### **Basic Information**

Instructor: Don S. Christensen, Ph.D.  
E-mail: dchrise@shoreline.edu  
Phone: (206) 546-5885  
Office: 5368 (FOSS Building)  
Office Hours: Mondays: 12:30 – 3:00  
                  Tuesdays: 12:30 – 2:00  
                  Wednesdays: 12:30 – 1:00  
                  Thursdays: 12:30 – 2:00  
                  & by appointment  
Course Location: 1522  
Course Meeting Time: 9:30 -10:20, Daily

### **Course Website**

<http://shoreline.edu/dchris/psych207/>

### **Course Description**

This course involves the application of psychological theories, research, and intervention strategies to performance enhancement in a variety of life settings. You will participate in various psychological training procedures and you will design your own performance enhancement manual. Topics to be covered in the course include:

- Unit 1: Psychological Skills Training: A Cognitive-Behavioral Approach to Performance Enhancement
- Unit 2: Goal Setting: Mapping the Road to Success
- Unit 3: Behavioral Self-Regulation: Controlling Your Environment and Actions
- Unit 4: Time Management: Making the Clock Work for You
- Unit 5: Imagery: Programming Your Mind and Body
- Unit 6: Stress & Anger Management: Coping with Stressors
- Unit 7: Attention Control: Maintaining Focus and Concentration
- Unit 8: Communication Skills: Sending and Receiving Messages
- Unit 9: Conflict Resolution: Interpersonal Relationship Skills

### **Course Outcomes**

After completing this course, students will be able to:

- Understand the central aspects of the psychology of excellence and how psychological skills training can be applied to achieve peak performance states.
- Identify the principles of systematic goal setting and apply these principles when selecting personal goals.
- Describe the key elements of behavioral self-regulation models and the various techniques utilized when controlling one's environment and actions.
- Discuss fundamental time management principles and procedures and recognize how they can be used to address various time management issues.
- Explain the essential components of effective imagery, contrast various imagery theories, and indicate how imagery skills can be applied in a wide variety of relevant contexts.
- Apply the theories and techniques of psychological skills training to the areas of stress management and emotion regulation.
- Describe the primary dimensions of attention and indicate how attention control strategies can be used to maintain and/or regain concentration.
- Identify the key elements of effective communication.

## **Reading Materials**

There is no textbook for this course. A required readings packet for the course is on sale at the Shoreline Community College Bookstore.

## **Examinations**

There will be two required exams in this course and an optional comprehensive final. Items on all tests will be multiple-choice and short answer questions based upon the required readings, lectures, and the content of videos shown in class. Each exam is worth 50 points. Students may elect to try to improve their lowest required exam score by taking the optional final. If a student's optional Final is higher than their lowest exam score, then their optional final score will replace it. If their score on the optional the final is worse, then this score will simply be thrown out and not used to calculate the student's grade. Please talk to me in advance if you will miss an exam. Please bring a #2 pencil and a Scan-Tron form answer sheet to each exam. These sheets can be purchased at the SCC Bookstore.

## **Performance Enhancement Project (PEP)**

As part of the requirements for this course, you will be asked to design and write-up a behavior change project of your own choosing. The purpose of this project is to give you an opportunity to apply the techniques learned in the course to your own life and to develop a self-change program for yourself. The foundation for your program should be the performance enhancement techniques covered in the course. The objective is to develop a mini-manual for self-change that is based on a clear specification of the target behaviors that you wish to change, a detailed plan for doing so, and a method for self-monitoring and/or graphing the target behaviors throughout the self-change process. You are not required to actually implement the program. However, the PEP manual should be explicit enough so that you or anyone else who wanted to apply the self-change program could do so on the basis of your manual. The manual should not exceed 10 double-spaced typewritten pages. The following are some required PEP guidelines:

1. Select and then describe (in a general way) a performance area in your life in which you would like to make positive changes. Briefly discuss the history of the behavior(s) you are choosing. Ideally you should select a behavior that is important to you. The objective is to make this a meaningful assignment that you will hopefully apply on your own.
2. Identify the precise target behaviors you want to change (either increase or decrease), as well as the situations in which you want to change them. Remember to be as specific as possible
3. Specify what you want to accomplish in goal-setting terms using both long-term and short-term goals. Please list your goals in bullet format.
4. Provide a detailed description of an action plan, with timelines specified for each element of the program. Make your goals and sub-goals challenging but realistic and sequence them in the most reasonable fashion.
5. Using the course readings and relevant lecture material, provide a theoretical rationale for the specific interventions you are planning to use. In other words, what evidence or theory is there to suggest that your program will be effective?
6. Indicate how you are going to measure change in the target behaviors on which you are focusing. How will you know whether or not your program is working?
7. In organizing the manual and typing the final product, please use the following headings:
  - I. Performance Area
  - II. Target Behaviors
  - III. Goal Setting
  - IV. Action Plan

V. Theoretical Rationale  
VI. Measurement of Change

In addition to the manual, a project proposal is also required (See Class Schedule and Assignments for due date). The proposal should address items #1, #2, & #3 above.

A sample tongue-in-check PEP manual is included in your reading packet. PEP proposals or manuals turned in late will have two points deducted for each day that they are late. The PEP proposal is worth 5 points so if it is turned more than two days late, it will not be worth any points. The final PEP manual is worth 20 points.

Experience indicates that some word processors and printers have an uncanny flaw: they break down when papers are due. To avoid putting yourself in a bind relate to the PEP deadlines, plan ahead and have backups available in the event of an equipment failure. Please note that excuses based on computer/printer problems will not be accepted.

### **Reaction Papers**

In addition to the articles assigned from the reader, students will also be asked to read selected articles on topics related to the course and share their personal reactions to what they read by writing a weekly paper. Papers could address some (but not necessarily all) of the following questions:

- What were the main ideas or themes that struck you from the assigned chapters?
- What was your personal reaction to the content presented?
- Did you agree with the article's claims or conclusions?
- Did you learn anything new?
- Was the material presented consistent with information presented in the reader or lecture or were there any contradictions?
- Could you relate the findings to your life in any way?

Papers should be double-spaced and at least one page in length. Individual papers will be graded on a credit/no-credit basis and are each worth 3 points. Though 8 papers are assigned, students only need to submit a total of seven for the quarter. Late papers will lose one point and will only be accepted within one week of the original due date. Papers submitted more than a week late will not be accepted. Students submitting the required 7 papers by the end of the quarter will receive an additional 2 bonus points added to their score. Specific content from the reaction paper articles will not be covered formally on the exams but much of the information presented in the text will also be covered in lecture and/or the other course readings and thus reading the Orlick text should help you to prepare for exams.

### **Additional Written Assignments**

In addition to the PEP assignments, students may also choose to do up to two optional reaction paper assignments as well. For these optional assignments, student will be asked to read an article posted on the class web site, summarize it, and share their personal reaction to it. Each optional assignment paper should be 2-3 pages in length, double-spaced, and is worth 5 points.

### **Course Grade and Grading Scale**

The final grade you receive for the course will be based on the number of points you earn. In other words, there is no automatic curve grading. Listed below is the grading scale that I will use to assign final course grades. You should view this scale as a "guaranteed minimum grade scale." If you achieve a given point total, then your course grade cannot be any lower than the grade on the scale. However, if the grade distribution using this scale comes out so that less than 50% of the class receives a final grade of 2.5 or above, then I will curve everyone's score up until 50% of the class has a grade of at least 2.5. This is a "back-up curve" which will only be used if the class is doing poorly. I am including the grading scale in this syllabus so that you will know exactly how well you have to do in order to receive a particular final grade.

### GRADING SCALE

<u>%</u>	<u>Course Grade</u>	<u>%</u>	<u>Course Grade</u>	<u>%</u>	<u>Course Grade</u>
96%	4.0 (A)	81%	2.8	69%	1.6
94%	3.9	80%	2.7	68%	1.5
92%	3.8	70%	2.6	67%	1.4
90%	3.7	78%	2.5	66%	1.3
89%	3.6	77%	2.4	65%	1.2
88%	3.5	76%	2.3	64%	1.1
87%	3.4	75%	2.2	60%	1.0 (D)
86%	3.3	74%	2.1	Below 60%	0.0 (F)
85%	3.2	73%	2.0 (C)		
84%	3.1	72%	1.9		
83%	3.0 (B)	71%	1.8		
82%	2.9	70%	1.7		

### Appeal Procedure

If your answer to an exam question is marked as being incorrect but you feel that it is correct, you may write a justification as to why you feel it is correct based upon the material presented in the textbook or in class. In other words, don't merely state your personal opinion; rather, specifically justify your answer based on course material. Any appeals should be handed in to me within 1 week after the official exam grades are posted. I will review your appeal and if I think it justifies your answer, you will receive credit. If not, I'll explain why.

### Incompletes and Make-ups

If you feel that you are unable to complete all the coursework this quarter you must see me in advance so that I can decide whether to assign a grade of Incomplete. As a rule, incompletes must be made up by the end of the following quarter. Because I may not teach this course every quarter, you may have to complete the course with different instructor.

Similarly, if justifiable and uncontrollable circumstances will prevent you from taking an exam at the scheduled time, see me in advance if at all possible so that we can discuss the possibility of a make-up exam. If you are facing circumstances (e.g., personal or family illness or crisis) that you feel will significantly impair your performance, see me ahead of time and then we can discuss what to do about it. If you go ahead and take an exam or quiz, or turn in an assignment, and then tell me after-the-fact that some personal circumstance affected your performance, it will be too late. If you are having difficulty with the course material please see me as soon as possible. I'm here to help you learn.

### Student Responsibilities and Ethics

These remarks aren't meant to offend anyone's sense of honesty, but I believe it's best to discuss ethics up front. It is the official policy of Shoreline Community College that cheating, plagiarism, fabrication, and other forms of academic misconduct are grounds for disciplinary action. Cheating is an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise which in fact has not been mastered. Examples of cheating include such things as looking at other students' exams, using notes during an exam, submitting the exact same or very similar work as another student, or receiving unauthorized outside assistance. Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work. Examples of plagiarism include such things as copying sentences from texts or the Internet. Ways to avoid plagiarism are to use quotation marks when including other people's actual words in your papers and to properly acknowledge the source(s) of your information. It is also extremely helpful to use your own words when writing a paper. If cheating or plagiarism occurs, a grade of zero will be given for that piece of work. I will also notify the appropriate administrative official and disciplinary action may follow. Cheating and plagiarism are both serious offenses that can have substantial consequences, including being expelled from school so I strongly encourage you to be aware of and avoid these potential student conduct problems.

(The following paragraph is from the SCC Student Guide, which can be accessed at the following web address: <http://www.shoreline.edu/shorelinepdfs/studentguide.pdf>) College Policy 5030, the Student Code of Conduct and Discipline, outlines general expectations for student behavior and procedures for resolving issues of student conduct and discipline. College Policy 5033, Dishonesty in Academics, describes behavior that is unacceptable in the classroom and procedures for resolving situations involving academic dishonesty. College Policy 5035,

Student Grievance Procedures—Academic Evaluation, provides procedures for resolving disputes that arise between students and faculty members regarding grades. A complete list of student standards of conduct, as well as campus rules and procedures, is printed in the College Policy Manual, which is available in the Ray W. Howard Library/Media Center, the Student Programs Office, the Student Government Office and other administrative offices.

### **Additional Campus Resources**

Some campus resources you may wish to utilize are The Writing & Learning Studio (206 546-4308, Room 1501) and Services for Students with Disabilities Program (206 546-5832, TDD 206 546-4520, FOSS Building, Room 5241, <http://www.shoreline.edu/twls/>). If you are a student with a disability and believe you are entitled to accommodations on exams and homework assignments or to particular services such as note taking, I need a formal letter from the Services for Students with Disabilities office in order to honor your request(s). Students are responsible for contacting this office themselves.