



C22 Psychology

Meets a requirement in the Western New York
Ministry Training Program

(Photo courtesy NIMH)

10 weeks in the Fall Semester, September 17 – November 19, 2026

Class meets on Zoom 7:00 – 9:00 p.m. Eastern time Thursdays

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I. General Information

Course Description

Scientific study of thinking, emotion, and behavior. Surveys theories, issues, and concepts of psychology. May include research participation opportunities.

Attendance Expectation

Please prepare for and attend all class sessions. Class activities will be used to assess your participation grade, and missed class activities may not be done later for credit.

Course Objectives

Upon successfully completing this course, you should be able to

1. Recognize and cogently discuss major psychological principles.
2. Connect psychological theories to the evidence upon which they are based.
3. Identify the theorists and worldviews from which major principles arise.
4. Use psychological theories to analyze and explain examples of human behavior.
5. Critically analyze and evaluate truth-claims and assumptions, and assess the relative validity of different sources of information.
6. Understand more of what it is to be human, connecting faith with learning and with life.

II. Course Requirements

Reading for class preparation. Read the textbook according to the calendar below. Please read the assigned material *prior* to the class in which we discuss it. You should form *questions* from your reading to bring up for discussion in class.

Textbook:

Spielman, R. M., Jenkins, W. J., & Lovett, M. D. Psychology, 2e. (2020) Houston: Rice University.
A free online copy is available at <https://openstax.org/details/books/psychology-2e>

Grading scale

A: 97 - 100, A-: 94 - 96, B+: 91 - 94, B: 88 - 90, B-: 85 - 87, C+: 81 - 84, C: 76 - 80, C-: 71 - 75, D: 68 - 70 F: 67 or below

Course schedule

Thursdays on Zoom 7:00 PM to 9:00 PM (EST)

- September 17
- September 24
- October 1
- October 8
- October 15
- October 22
- October 29
- November 5
- November 12
- November 19

Reading for class preparation. Read the textbook according to the calendar below. Please read the assigned material *prior* to the class in which we discuss it. You should form *questions* from your reading to bring up for discussion in class.

<i>Textbook Chapter</i>	<i>To learn about</i>	<i>Primary source readings</i>	<i>Demos/ Labs</i>	<i>Week</i>
1	Why people study psychology... Its breadth and diversity...Methods and ethics	William James James Ch. 1 Mary Whiton Calkins Charles Henry Turner		1
2	Methods used in psychological research	S. S. Stevens Scales of Measurement	Research methods video	1
3	The brain, the nervous system, and the control of hormones...Damage and plasticity	Sacks Power of Music		2
4	States of consciousness How do we think about meaning?			2
5	Sensation and perception: Detecting what is out there (and in here) and what it means.		Visual Illusions Pick three of the illusions. Describe each one and attempt to explain what is happening to create the illusion.	3
6	Learning: The main way we keep changing			4
8	Remembering our experiences...how memory works and why it fails			5

9	Developmental psychology: Ways we change. Emotional, moral, and sexual development.	Erikson's Stages of Psychosocial Development	Take the MEPSI Review Erikson's stage theory in the textbook and by reading the linked article here . Identify at least 5 questions in the MEPSI that you think fit Erikson's Adolescent stage.	6
10	More key influences: Emotions and other motivations			7
11	The individual as person: "I yam what I yam! (Popeye) Or am I what others say I am?"		Personality test	7
12	Thinking about others: Social cognition...Attributes, attitudes, emotions, and the self-concept Influencing others: Group dynamics, attraction, and love Relating to others: Social development... Attachment... Stereotyping and prejudice		Complete and score the Attribution Questionnaire using the documents posted in Moodle.	8
15	Some ways that the individual can be separated from society: Mental disorders			9
16	Treatment of mental disorders: Helping those who suffer, or enforced conformity?		Eliza, the computer therapist	10

Explanation of Assignments

<i>Assignment Summary.</i> See details below table.	Date	% of grade
1. <u>Prepare</u> : Read the textbook and write notes.	Pework and weekly	10
2. <u>Participate</u> : Contribute to class discussions	Regularly	10
3. <u>Think & act</u> : Quizzes, class activities, demonstration projects	Weekly	15
4. <u>Assess your learning</u> : Write three critical connection essays	10/1, 10/29, 11/19	45
5. <u>Apply your skills</u> : Research and write a 12-page term paper	9/20, 10/15, 10/29, 11/12	20

Details about the assigned work:

1. Prepare: Read and write notes on each of the 13 chapters that we will cover in the course. You should complete your reading and notes for each chapter *before* the class session that covers that chapter or chapters.

Organize your notes in an outline of the chapter. Include key terms and define them *in your own words*—do not cut and paste definitions from the book or any other source. For each chapter, explain three ways that the information or ideas connect with pastoral ministry.

Prepare comments or questions that you may bring up during class sessions, as part of your participation,

2. Participate. In addition to attending every class session, you should participate in the course in the following ways:

Contribute to class discussions using your reading of the textbook or other reading. Raise questions and ask for clarification of confusing material. Do some additional research on a textbook topic and share what you have learned with the class. You may do any of these in class discussion.

3. Think and act. Complete quizzes, applied project demonstrations and labs, proofread peer papers.

These activities will be part of class activities or will be assigned online. Expect at least one of these activities weekly.

4. Write three critical connection essays: Due 10/1, 10/29, 11/19 Each three-page essay should explain five specific concepts or ideas you have learned up to that point in the course and connect them in specific ways to pastoral ministry. The connections may be applications of a concept to a specific ministry activity, like children's discipleship education, to your own personal development (and perseverance) as a caring and thoughtful pastor, to preaching and teaching (including sermon illustrations), to developing and preserving relationships with parishioners, fellow pastors, and those in authority over you, to your understanding of Scripture or your devotional life, or another connection that you check with the instructor.

5. Term paper

a. Choose a topic which you want to understand. The topic must be relevant to the course and its relation to pastoral ministry. You may get ideas from the textbook's table of contents, from your reading for the course, from other courses, or from life experience. If you are stuck, see me for suggestions. Please e-mail your topic to me by September 20.

b. Your topic, along with a paragraph describing what you hope to learn by writing this paper, and a working, annotated reference list of at least 20 *scholarly, primary* sources must be submitted typed in APA format by October 15. I will help you find sources using on-line databases. Type in Times-Roman 12-point, with 1" margins on all four sides, double spaced.

c. A first draft, with at least 12 sources cited, is due by October 29.

i. Describe each source: What are the ideas behind the source? How did the writers gather the information they used in the source—for example, was it an experiment? A survey? Analysis of other sources? What did each source conclude?

ii. Evaluate each source: Did it use a representative sample? How generally or broadly can its conclusions be applied?

iii. Explain what you have learned from the sources. Compare, contrast, and integrate the ideas, and argue to your own conclusion about the topic you have researched.

iv. How does what you have learned in this research project connect with pastoral ministry? How could you use what you have learned as you explore your calling?

d. A final copy, in APA style with formal citations and an alphabetical reference list, is due 12 November.

-Plagiarism Statement

Students are expected to exhibit honesty and integrity in their personal, professional and academic life, and work. As Christians, we are called to a high standard of honesty.

Examples of plagiarism include (but are not limited to) the following:

- Copying all or part of a theme, exam, paper, reading report, or other written work from another person;
- Submitting as one's own work that which was wholly or partially done by another;
- Quoting material from any source without clearly indicating it is someone else's work;
- Summarizing or paraphrasing from any source without clearly indicating it is someone else's work;
- Misrepresentation of documentation or resources
- Submitting workbook answers copied from another person or working in a group and submitting an identical set of answers for each member of the group without explicit permission from the professor;
- Cheating on a test by getting answers in an unauthorized manner;
- Submitting the same work for more than one course without the prior approval of the instructor.

An instance of plagiarism will result in an automatic "F" for the specific assignment and may also result in an automatic failure of the course.

Repeat offenses will result in an automatic failure of the course.

Due date policy: Life happens. If you find that you are unable to complete an assignment by the time it is due, please contact me. I will work with you to help you complete the course.