



**Psychology 1010-006: Principles of Psychology**  
**2:00-3:15pm, Tuesdays & Thursdays**  
**Bowman-Oddy Lab 1053**  
**Spring 2017**

---

<b>Professor:</b>	Alissa Anderson, M.A. <i>Email:</i> Alissa.anderson@utoledo.edu <i>Office Location:</i> UH 1900B <i>Office Hours:</i> Monday 11am – 2pm <i>*Schedule an appointment with me via email</i> <i>Email Hours:</i> M – F (weekends vary), 11am – 8pm
<b>Teaching Assistant:</b>	Felicia Jallah <i>Email:</i> Felicia.Jallah@gmail.com <i>Email Hours:</i> M-F, 12:30pm – 8:30pm
<b>Course Website:</b>	<a href="https://blackboard.utdl.edu/">https://blackboard.utdl.edu/</a>
<b>Pearson REVEL Website:</b>	<a href="https://console.pearson.com/enrollment/dewcn9">https://console.pearson.com/enrollment/dewcn9</a>

### **University of Toledo Course Catalog Description**

---

A survey of the branches of psychology and the scientific approach to the study of behavior.  
*Credit Hours:* 3.00

### **Course Description**

---

This is a General Education Social Science Core course and there are no prerequisites. This course will provide exposure to the branches of psychology and the scientific approach to the study of behavior. The Learning Objectives below are based on the UT Core and American Psychological Association Undergraduate Learning Goals and Outcomes.

### **Course Objectives**

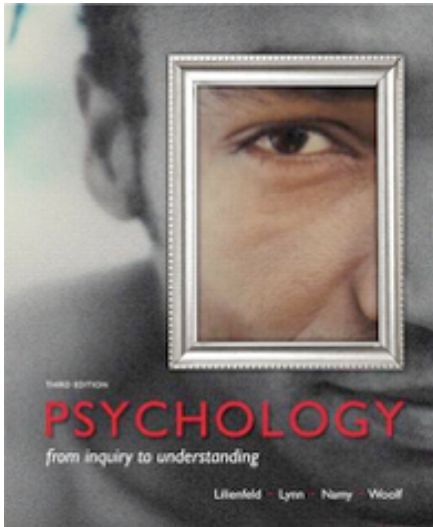
---

By the end of this class, you should be able to demonstrate knowledge and understanding representing appropriate breadth and depth in the following content areas of psychology:

1. Theory and research representing each of four general domains:
  - Learning and cognition
  - Individual differences, psychometrics, personality, and social processes
  - Biological bases of behavior and mental processes
  - Developmental changes in behavior and mental processes
2. The history of psychology including the evolution of methods, theoretical conflicts, and sociocultural contexts.
3. Relevant levels of analysis including cellular, individual, group/systems, and culture.
4. Themes, persistent questions, and enduring conflicts in psychology.
5. Research methods, designs, and strengths and limitations of these designs.

## Required Textbook & Other Necessary Materials

---



The required textbook for this course is: **Lilienfeld et al. (2013). Psychology: From Inquiry to Understanding, 3rd edition, Pearson.**

We will be using an online platform called REVEL as the textbook. This means the text we will be using (see to left), comes in this platform and has been enhanced with videos, reading quizzes, and other interactive activities. The quizzes in REVEL will be required as a portion of your final course grade, so please be sure to purchase the REVEL version of the text. If you purchase a different print version, you will still be expected to purchase access to REVEL and will wind up spending more money than you needed. The link to our REVEL course is:

<https://console.pearson.com/enrollment/dewcn9>

The bookstore is selling both options; you can also purchase either option directly from Pearson at a slightly lower cost. Pricing info is below. It doesn't matter to me where/how you purchase, just please note **YOU MUST HAVE ACCESS TO REVEL FOR THIS COURSE!** The REVEL version of the text is often less expensive than a regular, bound version of the text used online, so requiring this version is meant to save you a bit of money.

HOW TO PURCHASE REVEL		
	UT Bookstore Prices	Pearson prices
REVEL access alone	\$99.20	\$75.00
REVEL access with loose-leaf print version of the book	\$106.35	\$80.00

The text will provide you with a broad theoretical background of the field while the supplemental materials (e.g., articles, podcasts, etc.) will give you some real life examples of how psychology affects the real world. Additional readings and course materials will be announced in class and posted online. Guest speakers will be announced prior to visiting the class.

### Technology Requirements

---

We will be using two online components for this course. The first is our Blackboard course website (<https://blackboard.utdl.edu>). You will complete exams and writing assignments via the blackboard website. Course announcements and student grades will be posted to this site as well.

The second online component is Pearson REVEL (<https://console.pearson.com/enrollment/dewcn9>). You will need access to this website to complete course assignments throughout the semester.

Directions for how to register:

1. Visit this link: <https://console.pearson.com/enrollment/dewcn9>
2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.
3. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online. There is a free trial if you are waiting for financial aid.

What you should know:

- Bookmark <https://console.pearson.com> to easily access your materials.
- Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.
- Contact your instructor if you lose the invite link.
- Most of the materials are also compatible with iPads and smartphones.

If you encounter issues with the Pearson REVEL website, please complete the **REVEL Incident Report Form** located on Blackboard. A **REVEL Incident Report Form** must be completed before any action is taken concerning the REVEL assignment causing technology issues. Please follow the directions stated on the form and send your completed form to the course TA. The course TA will screen these forms and will notify me of any persistent issues that the REVEL tech support staff cannot fix for you. You will be contacted by either Felicia or Ms. Anderson within 24 hours of submitting a REVEL incident report form.

**Communication with Instructor and TA**

---

Communication with the instructor and TA is most reliable by email. Most questions can be answered quickly by email but you can also make an appointment to visit in my office during office hours. Do not leave phone messages. As your instructor, I am here to help and will respond to email within 24 hours. You should check your university email frequently for messages about the course. You should also log in to Blackboard every day to put in a little study time and to check for announcements. If you are having difficulty with the course concepts, please let me or the course TA know so that I can review those topics in class or provide individual explanations.

If the grade you receive on an exam or a paper is not what you expected based on the amount of effort you put into studying, please EMAIL ME and come see me during my scheduled office hours! I would be more than happy to go over your study habits with you and possibly give you some ideas for how to study more efficiently. However, I cannot give you help if you do not tell me that you need it.

**Class Attendance**

---

Class attendance is **NOT** required but will be the source of occasional extra credit opportunities. **Excused absences** include university sponsored events and illness (your own or immediate family for whom you provide care). Documentation must be provided to make up missed work. Any work missed must be made up within one week to avoid a late penalty.

Contact the instructor for extended absences; if you are ill for long periods (more than four weeks), consider petitioning for a medical withdrawal

**Class Cancellations:**

Although it is unlikely that a lecture will be canceled it is always a possibility. If something does happen where I need to cancel class I will send out an email to your **UT Rockets email address**.

**Student Engagement with Course**

---

This course is designed to help you gain an appreciation of the scientific basis of the entire discipline of Psychology. You will learn about what psychologists study, how they study it, what they know (or don't know), and the difficulties in understanding behavior. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. This course includes 3 hours a week in the classroom, meaning that you should be spending between **6-9 hours a week studying** outside of the classroom. Success in this class requires that you put in this effort!

You should be seated and ready to begin listening and discussing at 2pm when the class begins. If you are late, just enter the back of the room and quietly be seated. Activities at the beginning of the class will not be repeated for students who arrive late, so it is best to arrive early to class meetings. Turn off cell phones during class. If you receive an emergency call, please leave the room quietly to take care of your business.

It is expected that you keep up with the readings/assignments and come to class fully prepared to answer questions about the course topics covered in each chapter. Classes will consist of lectures and small discussions designed to expand on the material covered in the readings.

**Class Notes:**

Before every class meeting I will post "fill-in-the-blank" PowerPoint course notes to our Blackboard course website. I will not print off hard copies of class notes so please print off a copy for yourself prior to class meetings. These notes are based off of the class lectures but can also be completed using the textbook. I **DO NOT** provide my instructor version of the notes to students! I suggest making a friend in class in case you miss a class day and need help filling in the notes.

**Course Policies**

---

**Late Exams and Assignments:**

**Late exams ARE accepted**, but each day you wait to take the exam will result in a 10-point reduction in your exam score. If you know you will not be able to take an exam on the days it is available, you may make arrangements to take it early without penalty. Exams will be available one day in-class and during a two-day window in the psychology department computer lab (**UH 5000**). The best approach is to prepare early so that you can take the exam a little early in case you get called to work or something else unexpected happens. Plan to bring your laptop with internet access to class on exam days. You may bring a backup electronic device with internet access in case you

encounter technical issues during the exam. Being prepared gives you flexibility so you can manage even when life gets complicated.

**Late papers and REVEL quizzes are NOT accepted!** All chapter and module quizzes are open from the first day of class (January 10, 2017) till their assigned due dates (see the course syllabus). If you know that you will be unable to complete the assignment/quiz by the due date please plan ahead and complete it early. Losing internet access at home while completing assignments or quizzes is not an acceptable excuse unless it is a general blackout covering a wide geographic area, in which case this class will not be your biggest problem. Unexpected situations arise and I am absolutely willing to work with you if such situation(s) prevent you from completing your work on time. Please email me ASAP if you are experiencing an emergency that will prevent you from turning in your work on the due date listed.

***Statement of Academic Honesty:***

Cheating will not be tolerated. The first instance of cheating will result in a zero (0) for the assignment or exam and a note in your college file. A second instance will result in an F grade for the course and a note in your college file. A low grade that results from cheating will not be deleted if you retake the course for a higher grade. Cheating includes (but is not limited to) ***use of non-permitted resources*** for exams or assignments such as friends, internet, books, etc. Using a ***cell phone*** during an exam for any reason. Plagiarism (use of another person's words without citing a reference to assign credit to them); always use your own words in all assignments. See the [UToledo Policy on Academic Dishonesty](#).

***Academic Accommodations and/or Special Needs:***

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office](#). Students with special needs should contact the instructor about possible accommodations ***within the first week of class***.

***Class Etiquette***

---

***Eating in Class*** is fine with me. However, if your snack or meal is bothering myself or other students I will ask you to please put your food away.

***Electronics***

Cell phones should be put away during class meetings. Students who persistently have their cell phones in hand/out during lecture will be politely asked to leave the classroom. If I see your cell phone out during an exam I will take it from you and will return it to you after you submit your exam to me. Laptops are allowed in class. However, if you abuse this luxury I will take this privilege away from the entire class. Inappropriate laptop activity includes (but is not limited to): Facebook-checking, shopping, emailing, working on course assignments, etc.

**Respect** is a must in this course. Please respect your fellow class mates, their questions, their responses, their views and personal attitudes. Some course materials are presented to get you all thinking about how you would respond, react, and/or your attitudes about various sensitive subjects/situations. I expect you all to participate and discuss topics during class and for the classroom to be a safe area where ideas and attitudes can be freely expressed without judgment. If you have questions about this course policy, please come see me as soon as possible.

**Sleeping in Class** is not tolerated. You will be asked to leave if I catch you sleeping during lecture.

### **Course Requirements**

---

Your knowledge of the material covered in the book, supplemental materials, **and** lectures will be assessed with five unit exams, one cumulative final exam, one paper assignment, participation in psychology department research, and a series of End-of-Chapter (EOC) REVEL quizzes.

### **Exams –**

#### ***Course Pretest (0 points total; MUST complete to be eligible for extra credit):***

The course pretest will not be graded and your score will not count towards your final exam grade; the pretest will be used to assess your knowledge of psychology. You **MUST** complete the Course Pretest in order to be eligible to acquire exam review session extra credit points (see below for more information). You will have until 11:59pm on Sunday, January 15<sup>th</sup>, 2017 to complete the course pretest.

#### ***Unit Exams (500 points total):***

There will be five unit exams. The unit exams will be composed of 50 multiple choice questions and each question will be worth 2 point (you can earn up to 100 points max). You will access and complete unit exams via the Blackboard course website.

#### ***Cumulative Final Exam (200 points total):***

There will be a final exam for this course and the final will be cumulative. The final exam will include 100 questions each worth 2 points (you can earn up to 200 points max). You will also access and complete the final via the Blackboard course website.

Exams will cover the material from class lectures and the course textbook. Keep in mind that some questions will require you to apply learned information to real world situations. Some class meetings will be designated for students to complete unit exams. Otherwise, students can complete unit exams in the psychology department computer lab (UH5000) on designated exam days specified in the schedule below.

#### ***Computer Lab Information & Rules:***

You may visit the lab to take your exam any time the lab is open when the exam is available. However, multiple instructors utilize this lab for proctored exams, so it does get busy at times. You will access the course pretest, unit exams, and final exam via the Blackboard course site. You will be provided a computer and internet access if you

choose to take your exam in the lab. If you choose to take your exam during the allotted class time, you will need a laptop of your own that connects to the university provided internet service.

DO THIS:	DO NOT DO THIS:
<ul style="list-style-type: none"> <li>Bring a photo ID to the lab.</li> </ul>	<ul style="list-style-type: none"> <li>Arrive at the lab less than an hour before it closes for the day; you will not be permitted to take the exam.</li> </ul>
<ul style="list-style-type: none"> <li>Remember the course name (Principles of Psychology) and my name (Anderson) to check in faster.</li> </ul>	<ul style="list-style-type: none"> <li>Try to cheat. I am friends with the proctors and they will text me immediately if they see you doing something sketchy. <b>Any use of your phone during an exam will be considered cheating.</b> Put it away.</li> </ul>
<ul style="list-style-type: none"> <li>Plan ahead. There is no guarantee that you will be able to take the exam if the lab is busy.</li> </ul>	<ul style="list-style-type: none"> <li>Use the computers for non-exam related work (printing documents, email, etc.). Get in, get out.</li> </ul>

### **Writing Assignment (100 points total) —**

Each student is required to write one paper for this course. The purpose of this writing assignment is to provide you with the opportunity to receive feedback on your writing style and for you to learn how to summarize a psychological topic clearly and efficiently. All student will be assigned to one of five unit groups. Your paper due date will correspond with the group you are assigned. Each group is assigned one specific psychological topic that corresponds directly with one of the five course units covered throughout the semester.

The paper should not exceed 2 pages in length. Each paper should be turned in with a cover page including a paper title, the student's name, course name and section number, instructor name, unit number, and submission date. **ALL** papers are **due by 11:59pm** on the date that their assigned paper is due. Directions for how complete the writing assignment and a grading rubric will be posted to Blackboard. If you have questions, please contact Ms. Anderson or Felicia.

I expect that you will consult outside sources when you write your papers. It is **VERY** important that you cite things that are not your own thoughts. This includes, but is not limited to, quotations. Make it clear which source you have gotten the information from and if you do quote something give the page number. If you get information from your textbook, please cite the text as your source. Your paper should include a reference section. **Check out this website to learn more about how to cite your references in accordance with APA:** <https://owl.english.purdue.edu/owl/resource/560/01/>

### **End-of-Chapter (EOC) REVEL Quizzes (1200 points total) –**

“End-of-Chapter” or EOC quizzes will be used to help you to judge your understanding of the psychological principles and information you read about in the textbook. The EOC Quizzes are found on the REVEL course site. EOC Quizzes will open for you to take 3 weeks prior to their assigned due date. Due dates for each EOC is listed in the

Tentative Course Schedule at the end of this syllabus; you will be notified of any changes via Blackboard. Each EOC contains 25 questions that are worth 3 points each; you may earn up to 75 points max per EOC. You will have 3 chances to get the correct answer for each EOC question (3 points for answering correctly on your first attempt, 2 points for the second attempt, and 1 point for the third attempt). Your EOC Quiz grade will be based on a maximum of 1200 points for a perfect score; you will have 16 opportunities to accumulate 1200 points.

### **Participation in Psychology Department Research –**

You are required to participate in research in the psychology department. **You must earn up at least 4 RESEARCH CREDIT HOURS to receive a grade for this course.** Research participation credit will NOT be factored into your final grade for the course. To fulfill this course requirement, you may either write 4 research papers, or participate in 4 credit hours of research studies, or do some combination of the two options. Three of these credit hours may be completed via online research experiments. If you cannot participate due to scheduling issues or would prefer not to participate, you can fulfil this requirement by writing reports on scientific articles. If you are under the age of 18 years, you will need to have a parent or guardian complete a permission slip that will allow you to participate in departmental research studies. You can find this permission slip on the Blackboard course site. You **MUST** fulfil this requirement one way or the other, or you will receive an **INCOMPLETE** grade for the class. I repeat: if you do not participate in research or complete the reports you will NOT receive a grade for the course. You must have fulfilled the research requirement by 12pm on the last day of classes: Friday, April 28, 2017. Please see the link on Blackboard for additional information.

### **Extra Credit Opportunities –**

#### ***In-Class Activities/Participation:***

Each week (15 weeks total) I will provide an extra credit opportunity in the form of in-class activities and/or participation. For these activities I will ask you to write a brief response (up to 1 page max) to a question proposed in class. The days that extra credit opportunities will be offered will vary (either Tuesday OR Thursday)! You should attend every class so that you do not miss out on this grand opportunity ☺! Extra credit questions/activities will not be asked on exam days. Students who arrive late to class or leave early may not be permitted to make up extra credit opportunities. Every class activity you participate in is worth 1 point. For every 5 points you acquire you will earn 1 point towards your **FINAL GRADE!**

<b>Extra Credit (EC) Opportunity Points</b>	<b>=</b>	<b>Extra Credit Points added to Final Grade</b>
5	=	1
10	=	2
15	=	3

**\*NOTE:** Rounding extra credit opportunity points is NOT AN OPTION! So be sure to attend class to earn the number points you want/need!!!\*



**TA Exam Review Attendance:**

Exam reviews will be scheduled and administered by the course TA. Attendance will be recorded via a sign-in sheet. The students whose attendance is recorded will get **2 points (equivalent to the worth of one exam question) added to their exam grade (for the specific unit that is reviewed by the TA)**. If you have questions, please contact me! Exam reviews facilitated by the course TA will be held in UH 1840 (unless otherwise noted). Dates for exam reviews will be announced via Blackboard.

**Grading**

Assignment	Total Assigned	Points per Assignment	Total Points Possible
Unit Exams	5	100 (50 questions; 2pts per question)	500
Writing Assignments	1	100	100
EOC Quizzes	16	75 (3pts per question, 3 attempts)	1200
Cumulative Final Exam	1	200 (100 questions; 2pts per question)	200
<b>Total</b>			<b>2000</b>

**Letter Grades**

A	93+%	> 1860 points	C	73-76%	1460-1539
A-	90-92%	1800-1859	C-	70-72%	1400-1459
B+	87-89%	1740-1799	D+	67-69%	1340-1399
B	83-86%	1660-1739	D	63-66%	1260-1339
B-	80-82%	1600-1659	D-	60-62%	1200-1259
C+	77-79%	1540-1599	F	< 60%	< 1199

**IMPORTANT GRADING POLICY-** If you are on the borderline between two grades, do not ask me to round your grade up. At the end of the semester, I may bump a particular grade but only if the student has done everything possible to get the higher grade (e.g., completed extra credit assignments, participate regularly in class, perfect attendance, etc.)

**THIS SYLLABUS IS SUBJECT TO CHANGE AT THE INSTRUCTOR'S DISCRETION. CHANGES WILL BE ANNOUNCED IN CLASS OR VIA EMAIL. YOU ARE RESPONSIBLE FOR ALL CLASS ANNOUNCEMENTS.**

## Tentative Course Schedule | PSY 1010-006 | Spring 2017

Week	Day	Date	Topic	Readings Due	Assignments Due (MUST BE SUBMITTED BY 11:59PM ON DATE)
1	T	10-Jan	Introduction - Syllabus	Syllabus	
	TR	12-Jan	Psychology & Scientific Thinking	CH 1	Course Pretest; CH 1 EOC Quiz
2	T	17-Jan	Research Methods	CH 2	CH 2 EOC Quiz
	TR	19-Jan	Biological Psychology	CH 3	CH 3 EOC Quiz
3	T	24-Jan	Sensation and Perception	CH 4	CH 4 EOC Quiz
	TR	26-Jan	-Extra Unit 1 Day-		Unit 1 Writing Assignment
4	T	31-Jan	<b>Unit 1 Exam (CH. 1-4) IN-CLASS</b>		<b>Unit 1 Exam in Lab: 1/30, 1/31, 2/1</b>
	TR	2-Feb	Consciousness	CH 5	CH 5 EOC Quiz
5	T	7-Feb	Learning	CH 6	
	TR	9-Feb	Learning cont.	CH 6	CH 6 EOC Quiz
6	T	14-Feb	Memory	CH 7	CH 7 EOC Quiz
	TR	16-Feb	-Extra Unit 2 Day-		Unit 2 Writing Assignment
7	T	21-Feb	<b>Unit 2 Exam (CH. 4-7) IN-CLASS</b>		<b>Unit 2 Exam in Lab: 2/20, 2/21, &amp; 2/22</b>
	TR	23-Feb	Thinking & Reasoning	CH 8	
8	T	28-Feb	Language *CP Guest Lecture*	CH 8	CH 8 EOC Quiz
	TR	2-Mar	Intelligence and IQ Testing	CH 9	CH 9 EOC Quiz
9	T	7-Mar	*Spring Break (NO CLASS)*		
	TR	9-Mar	*Spring Break (NO CLASS)*		
10	T	14-Mar	Human Development *AC Guest Lecture*	CH 10	CH 10 EOC Quiz
	TR	16-Mar	*NO CLASS (Ms. Anderson OOT)*		
11	T	21-Mar	-Extra Unit 2 Day-		Unit 3 Writing Assignment
	TR	23-Mar	<b>Unit 3 Exam (CH. 8-10) IN-CLASS</b>		<b>Unit 3 Exam in Lab: 3/21; 3/22, &amp; 3/23</b>
12	T	28-Mar	Emotion and Motivation	CH 11	CH 11 EOC Quiz
	TR	30-Mar	Stress, Coping, and Health	CH 12	CH 12 EOC Quiz
13	T	4-Apr	Social Psychology	CH 13	CH 13 EOC Quiz
	TR	6-Apr	-Extra Unit 4 Day-.		Unit 4 Writing Assignment
14	T	11-Apr	<b>Unit 4 Exam (CH. 11-13) IN-CLASS</b>		<b>Unit 4 Exam in Lab: 4/10, 4/11, &amp; 4/12</b>
	TR	13-Apr	Personality	CH 14	CH 14 EOC Quiz
15	T	18-Apr	Psychological Disorders *FJ Guest Lecture*	CH 15	CH 15 EOC Quiz
	TR	20-Apr	Psychological & Biological Treatments	CH 16	CH 16 EOC Quiz
16	T	25-Apr	-Extra Unit 5 Day-		Unit 5 Writing Assignment

			*FJ Guest Lecture*		
	TR	27-Apr	<b>Unit 5 Exam (CH. 14-16) IN-CLASS</b>		<b>Unit 5 Exam in Lab: 4/25, 4/26, &amp; 4/27</b>
	F	28-Apr			<b>Last day to participate in SONA lab studies to fulfill Research Requirement; Article Analysis Papers due to fulfill the Research Requirement</b>
17	F	5-May	<b>Final Exam IN-CLASS @ 12:30pm to 2:30pm</b>		<b>Final Exam in Lab: 5/2, 5/3, &amp; 5/4</b>

## Writing Assignments Information

**DIRECTIONS:** You will be assigned to one of the five essay topics below. Write a 1 (minimum) to 2 (maximum) page paper for each assignment. More information on the formatting of these papers, grading criteria, as well as do's and don'ts is located on the Blackboard course website. Please email me immediately if you have any questions regarding these writing assignments.

### **Unit 1 Writing Assignment:**

*Bio: Heritability of Criminal Behavior*

Behavioral genetics is a field that attempts to tease apart influences of nature and nurture on one's development. In order to study these influences, researchers often study families with adopted children. Think about people who commit serious crimes. How might influences from both nature and nurture explain this behavior? How can studying adopted children provide clues to the heritability of committing crimes?

### **Unit 2 Writing Assignment:**

*Memory: Comparing Memories*

Our memories are often not as accurate as we assume. Think back to an early memory of an event (such as a childhood vacation) that you shared with friends or family. Write down as many details of the memory as you can. Now ask friends or family members who were there about their memories of the event. Write an essay describing your memory of the event. How do the memories of your friends and family differ? Explain the reasons for any differences between your memories using information-processing theory.

### **Unit 3 Writing Assignment:**

*Cognition: Framing and Decision-Making*

Our ability to make decisions can be influenced by psychological concepts that may or may not help. It can be particularly difficult to remain objective when dealing with a controversial issue where people often have strong beliefs and feelings about one side only. For example, consider the case of gun control laws. Apply the science of decision making to analyze how the gun control debate is presented by opposing sides. In your answer, include how the availability heuristic, framing, and confirmation bias would each influence the debate.

### **Unit 4 Writing Assignment:**

*Social: Situational and Dispositional Factors in Helping Behavior*

A man collapsed in a convenience store where seven other people were shopping in nearby aisles. None of these customers helped the man, with several of them stepping over him or taking pictures of him. A short while later, a new customer named Braden enters the store and sees the man on the ground. He quickly goes to him and calls for help. What situational and personal factors explain why the earlier customers did nothing but Braden helped? In your

answer, be sure to describe situational and personal factors that explain both Braden's behavior and the behavior of the customers who did not help

**Unit 5 Writing Assignment:**

*Therapies: Approaches to Psychotherapy*

Compare and contrast the following forms of psychotherapy: cognitive, humanistic, and behavioral. Identify the focus of each approach as well as areas of agreement and difference. You may use an example to explain how each form of psychotherapy could work to help an individual suffering from a mental illness (e.g., depression, schizophrenia, anxiety, etc.)