



## Integrative Learning: Psychology of Personal Change: A Biopsychosocial Approach Undergraduate Course Information Guide

Course Number: IN 307, 4 credits, 10 Weeks  
Delivery Formats: Online Async

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### Course Description

In this course, students explore the value and practice of being an integrating thinker in today's increasingly complex world. Students are guided to draw connections among the categories and disciplines of liberal learning. Students will develop and demonstrate this ability by considering one phenomenon, problem or event through the lenses of at least two different approaches to creating and expressing knowledge. They will ask questions such as, what is knowledge? How is knowledge created? What are its sources? How can it be expressed? How is knowledge accorded value or privilege in a particular culture or society? To meet upper-division expectations, students synthesize complex ideas, assess significant research in the field, and articulate original perspectives.

### Integrative Learning topic

Why is making change so difficult? A quick walk down the aisle of a bookstore will reveal a wide assortment of texts promoting an array of viewpoints and strategies for change. From medical advice to career development to personal interest, these books aim to provide the reader with a model and process for change, usually by presenting guidelines on how to improve a situation and/or to decrease harmful practices. How can we be sure that the presented methodology is grounded and viable? This course will take an in-depth look at the psychology of personal change and the factors that are associated with it. To begin looking at how change occurs, we will draw on several disciplines that will provide an overview of how thoughts and behaviors become patterns and habits (i.e., how individuals get 'stuck in a rut'). From a biological perspective, we will learn how communication in our brain strengthens or weakens according to how often thoughts and behaviors occur. From a psychosocial perspective, we will observe how patterns and habits develop through processes such as learning, observation, and environmental and sociocultural influences. With the help of these perspectives, students will form a foundational understanding of how humans develop their patterns and thoughts, and construct a working model of change focusing on factors that increase the likelihood of success. Lastly, students will be able to apply

their knowledge of the working model to analyze a program of change within an area of interest.

## **Learning Outcomes**

After completing this course, you will be able to:

- Identify and explain essential brain physiology and mechanisms that underlie human behavior and pattern formation.
- Identify and explain the main tenets, strengths, and weaknesses of cognitive and behavioral psychological theories.
- Identify and explain core models of social influences on human behavior.
- Integrate biological, psychological, and social models into a cohesive framework of human behavior and change.
- Critically analyze and evaluate the effectiveness of a model of change in a self-help book of choice.
- Identify and apply the biopsychosocial model to one's personal experience.

## **Learning Strategies and Resources**

### **Required Readings**

Students will not be required to purchase textbooks for this course.

Readings may be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

### **Learning Deliverables**

Online Discussion Posts – Almost weekly online discussions will be posted on D2L on the day after each class. The online discussions can vary and will be an article or current event that relates to course material.

Insight Papers – Students will engage in an activity and relate it to a concept discussed in the current week's lecture. They will comment on their experience doing the activity and provide insights into how to use what they have learned and apply it to their personal area of change.

Book Review – This book review provides you the opportunity to summarize and understand the main premises of the book of interest.

Critical Analysis Project – The Project will assess your ability to understand a program of change that is of interest to you in the form of a book, analyze and assess its utility, and provide sound recommendations to improve it.

## Assessment of Student Learning

### Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
8 Online Ddiscussions (25 points each)	20%
8 Insights Papers (50 points each)	40%
Book Review (100 points)	10%
Critical Analysis Paper (300 points)	30%

### Grading Scale

A = 93 to 100	A- = 90 to 92	B+ = 88 to 89
B = 83 to 87	B- = 80 to 82	C+ = 78 to 79
C = 73 to 77	C- = 70 to 72	D+ = 68 to 69
D = 63 to 67	F = 62 or below	INC

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### Course Schedule

Week or Module Title or Theme	Readings / Learning Activities	Graded Assignments
Module 1: Welcome to the Course	Cooper, S. (2012). The transtheoretical or stages of change model. Change: Models and Processes. Springfield: Charles C. Thomas.	Critical Analysis Project Book and Topic

		Online Discussion 1 Insights Paper 1
Module 2: Biological Factors -The Brain	<p>Martin, G.N. (2016). Chapter 3: The nervous system and how it works. <i>Essential Biological Psychology</i>. New York, NY: Routledge. (Section 3.1 – 3.8 [pages 43-52]; Section 3.12 – 3.13 [55-60])</p> <p>Martin, G.N. (2016). Chapter 4: The brain: It's structures, regions and functions. <i>Essential Biological Psychology</i>. New York, NY: Routledge. (Section 4.1 – 4.3 [pages 64-67]; Section 4.6 – 4.17 [70-87])</p>	Online Discussion 2 Insights Paper 2
Module 3: Biological Factors – Brain Plasticity	<p>Doig, Norman. (2007). <i>A Woman Perpetually Falling. The Brain that Changes Itself</i>. New York: Penguin.</p> <p>Gladwell, Malcolm. (2005). <i>Seven Seconds in the Bronx: The Delicate Art of Mind Reading. Blink: The Power of Thinking without Thinking</i>. Back Bay Books: New York.</p> <p>Steele, C.M. and J. Aronson. (1995). Stereotype threat and the intellectual test performance of African Americans. <i>Journal of Personality and Social Psychology</i> 69(5), 797-811.</p>	Online Discussion 3 Insights Paper 3
Module 4: Biological Factors – Physical Sensations	<p>Siegel, D.J. &amp; Bryson, P. (2012). <i>Two brains are better than two. The Whole Brain Child</i>. Atlanta, GA: Bantam.</p> <p>Van der Kolk, B. (2014). <i>Lessons from Vietnam Veterans. The Body Keeps the Score</i>. New York, NY: Penguin.</p>	Online Discussion 4 Insights Paper 4
Module 5: Psychological Factors - Behaviorism	<p>Watson, John B. (1913). Psychology as the Behaviourist Views It. <i>Psychological Review</i> 20(2), 158-177.</p>	Book Review

	<p>Skinner, B.F. (1958). Reinforcement today. <i>American Psychologist</i>, 13(3), 94-99.</p> <p>Harris, R. (2011). <i>Fueling up. The Confidence Gap</i>. Boulder, CO: Trumpeter.</p>	
<p>Module 6: Psychological Factors – Thoughts/Cognitions</p>	<p>Ellis, A., &amp; Bernard, M.E. (1985). What is rational-emotive therapy? <i>Clinical Applications of Rational-Emotive Therapy</i>. Pp. 1-30.</p> <p>Beck, A.T. (1997). The past and future of cognitive therapy. <i>Journal of Psychotherapy Practice and Research</i>, 6, 276-284.</p> <p>Dweck, C. (2012). <i>The mindsets. Mindset</i>. New York, NY: Ballantine.</p>	<p>Online Discussion 5</p> <p>Insights Paper 5</p>
<p>Module 7: Psychological Factors - Emotions</p>	<p>Van der Kolk, B. (2014). <i>Body-brain connections. The Body Keeps the Score</i>. New York, NY: Penguin.</p> <p>Southam-Gerow, M.A. (2013). <i>The science of emotions. Emotion Regulation in Children and Adolescents: A Practitioner’s Guide</i>, Guilford.</p>	<p>Online Discussion 6</p> <p>Insights Paper 6</p>
<p>Module 8: Social Influences</p>	<p>Bandura, A. (1989). Human agency in social cognitive theory. <i>American Psychologist</i>, 44(9), 1175-1184.</p>	<p>Online Discussion 7</p> <p>Insights Paper 7</p>
<p>Module 9: Social Influences</p>	<p>Mullen, B., &amp; Goethals, G.R., (1987). <i>Social comparison theory: Self-evaluation and group life, Theories of Group Behavior</i>. New York, NY: Springer-Verlag.</p> <p>Festinger, L. (1954). Theory of social comparison processes. <i>Human Relations</i>, 7, 117-14.</p>	<p>Online Discussion 8</p> <p>Insights Paper 8</p>

Module 10: Homeostasis and Equilibrium		Critical Analysis Project Due
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## Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

## Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

## Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

## School of Continuing and Professional Studies

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Website: <https://scps.depaul.edu/>

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