



## COURSE OUTLINE: PFP010 - PSYCHOLOGY

Prepared: Social Sciences Department

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	PFP010: PSYCHOLOGY				
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN				
<b>Department:</b>	C.I.C.E.				
<b>Semesters/Terms:</b>	19F				
<b>Course Description:</b>	In this introductory level course, students learn to apply basic psychological concepts including scientific methods, biological bases of behavior, perception, states of consciousness, and consequences of human behaviour including abnormal behaviour.				
<b>Total Credits:</b>	3				
<b>Hours/Week:</b>	3				
<b>Total Hours:</b>	45				
<b>Prerequisites:</b>	There are no pre-requisites for this course.				
<b>Corequisites:</b>	There are no co-requisites for this course.				
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>				
<b>Course Evaluation:</b>	Passing Grade: 60%, C				
<b>Books and Required Resources:</b>	PSYCH by Rathus, Maheu and Veenvliet Publisher: Nelson Education Canada Edition: 4th ISBN: 9780176883126				
<b>Course Outcomes and Learning Objectives:</b>	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Evaluate research</td> <td>1.1 Discuss the different perspectives from which psychologists</td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Evaluate research	1.1 Discuss the different perspectives from which psychologists
Course Outcome 1	Learning Objectives for Course Outcome 1				
1. Evaluate research	1.1 Discuss the different perspectives from which psychologists				



methods.	examine behaviour and mental processes 1.2 Explain the importance of proper sampling and ethics in research 1.3 Contrast case study, survey, naturalistic observation, correlation, and experimental methods
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Describe the neural and hormonal systems.	2.1 Describe the structure of neurons and explain how they communicate 2.2 Identify the major divisions of the nervous system and describe their functions 2.3 Describe the nature and function of the endocrine system 2.4 Identify the structures of the brain and discuss their respective functions
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Contrast processes of sensation and perception.	3.1 Describe the senses of vision hearing touch taste smell and the movement and position of the body 3.2 Explain the basic principle of perceptual organization 3.3 State the claims of ESP and explain why research psychologists remain sceptical
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Describe various states of consciousness.	4.1 Discuss the nature of consciousness 4.2 Describe the cyclical nature, functions and disorders of sleep 4.3 Identify the content and functions of dreams and day dreams 4.4 Explain the nature and uses of hypnosis 4.5 Describe the physiological and psychological effects of specific drugs and the factors that contribute to their use
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
5. Compare learning methods.	5.1 Explain the processes of classical conditioning including acquisition, extinction, spontaneous recovery, generalization and discrimination 5.2 Explain the processes of operant conditioning including shaping, extinction and reinforcement 5.3 Discuss the effects of punishment on behaviour 5.4 Explain cognitive learning theory
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
6. Discuss basic concepts of motivation.	6.1 Identify several theories of motivation 6.2 Contrast extrinsic and intrinsic achievement motivation
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Compare theories of personality development.	7.1 Describe the psychoanalytical, trait, humanistic and social-cognitive perspectives on personality and evaluate their strengths and weaknesses 7.2 Examine the techniques utilized to assess personality
<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
8. Describe various psychological disorders and their treatment.	8.1 Discuss the prevalence of psychological disorders and the controversy surrounding the use of diagnostic labels 8.2 Compare and contrast the current perspectives on the



causes of abnormal behaviour  
 8.3 Describe the causes, symptoms and treatment of anxiety, somatoform, dissociative, mood, schizophrenia personality, cognitive and sexual and gender identity disorders  
 8.4 Evaluate the effectiveness of the major psycho-therapies and biomedical therapies

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Application Activity (Chapter 5)	5%
Assignment(s)	25%
Class Activities	5%
Take Home Quiz (Chapter 5)	5%
Tests (4)	60%

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**



1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

June 30, 2019

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

