

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON



COURSE OUTLINE

Course Title: **INTRODUCTION TO PSYCHOLOGY**

Code No.: **PFP 102**

Semester: **Various**

Program: **Various**

Professor:

Karen DeLuco Rm. E3217 Ext. 575 E-mail karen.deluco@saultc.on.ca
Gerry Page Rm. E3221, Ext 555, E-mail gerry.page@saultc.on.ca
Marcia Jones Rm. E2204 Ext 653, E-mail marcia.jones@saultc.on.ca

Date: **Aug. 2000** **Previous Outline Dated:** **Jan. 2000**

Approved: _____

Dean

Date

Total Credits: **3**

Prerequisite(s): **None**

Length of Course: **16 wks**

Total Credit Hours: **48 hrs**

Copyright © 1999 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without the prior written permission of The Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact Judy Morris, School of Continuous Learning
(705) 759-2554, Ext.516

Note: (This course has been approved as an accredited General Education course.)

I. COURSE DESCRIPTION:

A study of the science of psychology; its methods, concepts and theories, including the topic areas of:(1) brain, consciousness, sensation and perception; (2) learning; (3) motivation (4) and personality theory; (5) psychological disorders; (6) and treatment. Psychological concepts will be studied with a view towards how they can be applied to enhance the student's understanding of psychological adaptation and the causes and consequences of human behaviour.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE

Upon successful completion of this course the student will demonstrate the ability to:

1. ***Identify and describe the major approaches to psychology, the contributors, and the research methods.***

Elements of performance:

- X discuss the different perspectives from which psychologists examine behaviour and mental processes
- X explain the importance of proper sampling and ethics in research
- X contrast case study, survey, naturalistic observation, correlation, and experimental methods

2. ***Describe and explain the role that biology plays in the field of psychology.***

Elements of performance:

- X describe the structure of neurons and explain how they communicate
- X identify the major divisions of the nervous system and describe their functions
- X describe the nature and function of the endocrine system
- X identify the structures of the brain and discuss their respective functions

3. ***Describe and explain the relationships between sensation, perception, and behaviour.***

Elements of performance:

- X describe the senses of vision, hearing, touch, taste, smell and the movement and position of the body
- X explain the basic principle of perceptual organization
- X state the claims of ESP and explain why research psychologists remain skeptical

4. ***Describe the different levels of human consciousness and the factors that influence them.***

Elements of performance:

- X discuss the nature of consciousness
- X describe the cyclical nature, functions and disorders of sleep
- X identify the content and functions of dreams and day dreams
- X explain the nature and uses of hypnosis
- X describe the physiological and psychological effects of specific drugs and the factors that contribute to their use

5. ***Identify and describe the major learning theories.***

Elements of performance:

- X explain the processes of classical conditioning, including the acquisition, extinction, spontaneous recovery, generalization and discrimination.
- X explain the processes of operant conditioning including shaping, extinction, and reinforcement
- X discuss the effects of punishment on behaviour
- X explain cognitive learning theory

6. ***Discuss basic concepts of motivation.***

Elements of performance:

- X identify several theories of motivation
- X describe the basis of hunger, thirst and sexual motivation
- X contrast extrinsic and intrinsic achievement motivation

6. Compare theories of personality development.

Elements of performance:

- X describe the psychoanalytical, trait, humanistic and social cognitive perspectives on personality and evaluate their strengths and weaknesses
- X examine the techniques utilized to assess personality

8. Describe various psychological disorders and their treatment.

Elements of Performance

- X Discuss the prevalence of psychological disorders and the controversy surrounding the use of diagnostic labels
- X Compare and contrast the current perspectives on the causes of abnormal behaviour
- X Describe the causes, symptoms and treatment of anxiety, somatoform, dissociative, mood, schizophrenia personality, cognitive and sexual and gender identity disorders
- X Evaluate the effectiveness of the major psycho-therapies and biomedical therapies

III. TOPICS: (Modules found in your text are listed in order)

Course topics include some or all of the following as time allowed

Module:

1. Discovering Psychology
2. Psychology and Science
3. The Brains Building Blocks
4. Incredible Nervous System
6. Perception
7. Consciousness, Sleep & Dreams
8. Hypnosis and Drugs

**INTRODUCTION TO
PSYCHOLOGY**

5

PFP 102

Course Name

Code No.

Modules con't

9. Classical Conditioning
10. Operant & Cognitive Approaches
15. Motivation
19. Freudian & Humanistic Theories
20. Social Cognitive and Trait Theories
22. Disorders I: Definition & Anxiety Disorders
23. Disorders II: Mood Disorder & Schizophrenia
24. Therapies

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Introduction to Psychology (1999) 5th Edition: Rod Plotnik: Brooks/Cole Publishing Company

Optional Resource: Study Guide for Plotnik's Introduction to Psychology, prepared by, Matthew Enos.

V. EVALUATION PROCESS/GRADING SYSTEM:

Students will be responsible for regular attendance and class participation in all areas of the course, as well as all readings and tests as requested. The course content and evaluation can be modified at the discretion of the professor.

The final Course grade will be determined as follows.

- A. 4 Tests X's 20% = 80% (Using a variety of techniques including multiple choice, matching, short answer.)
- B. Two Written Assignments: 2 X's 10% = 20%

One written assignment will be due the first class of the week of October 2nd, 2000 and the 2nd assignment is due the first class of November 6th, 2000.)

Further details related to the assignments will be distributed in Week (2) of classes.

VI. SPECIAL NOTES RELATED TO ASSIGNMENT/TEST TAKING POLICY

If a student misses a test due to a verifiable illness or incident, the professor will determine if the student is eligible for an extension for an assignment or re-scheduling of a test. The student is ultimately responsible and obligated to contact the professor by phone, in person, or in writing "prior" to the assigned due date or test time. The touch-tone/24 hour number allows you to immediately notify the professor with your name, message and phone number.

Upon returning to the college, i.e. (your first day back) the student will immediately contact the professor to make arrangements for testing. Call, or come by the professor's office, or leave a note under his or her office door with a telephone number where you can be reached. Failure to do so will result in a zero grade.

Professors' e-mail addresses are:

karen.deluco@saultc.on.ca gerry.page@saultc.on.ca marcia.jones@saultc.on.ca

NOTIFICATION POLICY IN BRIEF

MUTUAL RESPECT, COURTESY AND ACCOUNTABILITY!

VII. READINGS, VIDEO TAPES, AND HAND-OUTS:

Students are responsible for any obtaining any materials missed due to absenteeism.

VIII. SPECIAL NOTES:

Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodation with the professor and/or contact the Special Needs Office.

Complementary Activities

To meet course objectives, students should expect to match each scheduled class hour with independent study.

Plagiarism

Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities."

Students who engage in 'academic dishonesty' will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Advanced Standing

Students who have completed an equivalent post-secondary course must bring relevant documents to the Coordinator Social Sciences Department;

- a copy of the course outline from the college of university where you took the course
- a copy of the transcript verifying successful completion of the equivalent course (note: an official copy of your transcript by the originating college or university must be sent directly to the Registrar's Office)

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute course information is available at the Registrar's office.

IX. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator