



## COURSE OUTLINE: PSY094 - INTRO TO PSYCHOLOGY

Prepared: Social Sciences Department

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

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| <b>Course Code: Title</b>   | PSY094: INTRODUCTION TO PSYCHOLOGY   |
| <b>Program Number: Name</b>   | 1120: COMMUNITY INTEGRATN  |
| <b>Department:</b>  | C.I.C.E.   |
| <b>Semesters/Terms:</b>   | 21F, 22W   |
| <b>Course Description:</b>  | 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 and memory, 3) intelligence, thought, and creativity, 4) motivation. With the assistance of a learning specialist, the psychological concepts, will be studied by the CICE student, with a view towards how they can be applied to enhance the students' understanding of psychological adaptation, the causes and consequences of human 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> | 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.<br>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.<br>EES 5 Use a variety of thinking skills to anticipate and solve problems.<br>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.<br>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.<br>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.<br>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.<br>EES 10 Manage the use of time and other resources to complete projects.<br>EES 11 Take responsibility for ones own actions, decisions, and consequences. |
| <b>General Education Themes:</b>                                      | Social and Cultural Understanding<br>Personal Understanding  |
| <b>Course Evaluation:</b>   | Passing Grade: 50%, D<br>A minimum program GPA of 2.0 or higher where program specific standards exist is required   |

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2021-2022 academic year.



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for graduation.

**Books and Required Resources:**

PSYCH by Rathus, Maheu and Veenvliet  
Publisher: Nelson Education Canada Edition: 4th  
ISBN: 9780176883126

**Course Outcomes and Learning Objectives:**

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:

| <b>Course Outcome 1</b>  | <b>Learning Objectives for Course Outcome 1</b>   |
|--|---|
| 1. Identify and describe the major approaches to psychology, the contributors, and the research methods. | 1.1 Identify the key names in the history of psychology and their main contributions<br>1.2 List and differentiate the five major approaches to psychology<br>1.3 List and describe various methods of research design, including factors affecting research  |
| <b>Course Outcome 2</b>  | <b>Learning Objectives for Course Outcome 2</b>   |
| 2. Describe and explain the role that biology plays in the field of psychology.                          | 2.1 Describe the structure and function of the central nervous system<br>2.2 Describe the structure and function of neurons and the roles played by neurotransmitters and receptors<br>2.3 List and describe the structure and function of the peripheral nervous system<br>2.4 Explain the specialization of the cerebral hemispheres and the effects of brain damage<br>2.5 Describe the major endocrine glands, the hormones they secrete, and their principle functions |
| <b>Course Outcome 3</b>  | <b>Learning Objectives for Course Outcome 3</b>   |
| 3. Describe and explain the relationships between sensation, perception, and behaviour.                  | 3.1 List the senses and describe how sensory stimuli are experienced as sensations<br>3.2 Describe the Gestalt principles of perceptual organization<br>3.3 Identify factors that influence perception and categorize them according to biological, psychological, or environmental factors   |
| <b>Course Outcome 4</b>  | <b>Learning Objectives for Course Outcome 4</b>   |
| 4. Describe the different levels of human consciousness and the factors that influence them.             | 4.1 Distinguish and explain the different levels of sleep and consciousness<br>4.2 Describe and differentiate how consciousness can be altered by hypnosis and drugs<br>4.3 Describe and differentiate sleep disorders  |
| <b>Course Outcome 5</b>  | <b>Learning Objectives for Course Outcome 5</b>   |
| 5. Identify and describe the major learning theories.  | 5.1 Explain and differentiate classical, operant, and cognitive learning theories<br>5.2 Explain the concept of operant conditioning and describe the main influencing factors<br>5.3 Describe the various types of cognitive learning theories   |
| <b>Course Outcome 6</b>  | <b>Learning Objectives for Course Outcome 6</b>   |

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| 6. Describe the systems and processes involved in memory.   | 6.1 Explain and distinguish the different systems and processes involved in memory<br>6.2 Compare the nature of remembering with forgetting<br>6.3 Evaluate and apply current research to memory improvement |
| <b>Course Outcome 7</b>   | <b>Learning Objectives for Course Outcome 7</b>  |
| 7. Recognize various concepts and controversies of intelligence and its measurement.                              | 7.1 Explain the nature-nurture issues of intelligence<br>7.2 Identify issues of cultural diversity as it relates to the use and misuse of IQ testing   |
| <b>Course Outcome 8</b>   | <b>Learning Objectives for Course Outcome 8</b>  |
| 8. Describe the physiological, cognitive, and behavioural components involved in the main theories of motivation. | 8.1 Describe and identify the main theories of motivation<br>8.2 Describe the social motives for achievement and competence  |

**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.

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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:** September 3, 2021

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

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