



# COURSE OUTLINE

## PSY094

Prepared: Social Sciences Department    Approved: Martha Irwin

<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>Semester/Term:</b>	17F				
<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. Psychological concepts will be studied with a view towards how they can be applied to enhance the students understanding of psychological adaptation and the causes and consequences of human behaviour.				
<b>Total Credits:</b>	3				
<b>Hours/Week:</b>	3				
<b>Total Hours:</b>	45				
<b>Essential Employability Skills (EES):</b>	<p>#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>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>				
<b>General Education Themes:</b>	Personal Understanding				
<b>Course Evaluation:</b>	Passing Grade: 50%, D				
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Application Activity</td> <td>5%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Application Activity	5%
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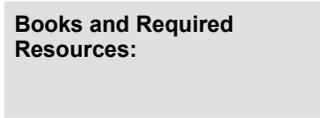
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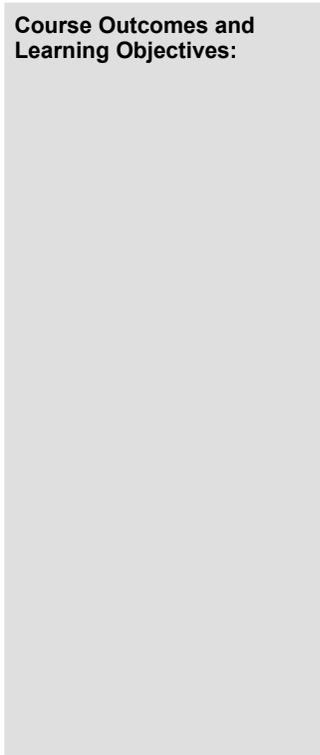


Assignments	25%
Class Activities	5%
Take Home Quiz (Modules 9 & 10)	5%
Tests (4)	60%



**Books and Required Resources:**

Introduction to Psychology by Rod Plotnik and Haig Kouyoumdjian  
 Publisher: Nelson Education Canada Edition: 10th  
 ISBN: 9781133939535



**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:

**Course Outcome 1.**

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

**Learning Objectives 1.**

- Identify the key names in the history of psychology and their main contributions
- List and differentiate the five major approaches to psychology
- List and describe various methods of research design, including factors affecting research

**Course Outcome 2.**

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

**Learning Objectives 2.**

- Describe the structure and function of the central nervous system
- Describe the structure and function of neurons and the roles played by neurotransmitters and receptors
- List and describe the structure and function of the peripheral nervous system



# COURSE OUTLINE

## PSY094

3

Prepared: Social Sciences Department Approved: Martha Irwin

- Explain the specialization of the cerebral hemispheres and the effects of brain damage
- Describe the major endocrine glands, the hormones they secrete, and their principle functions

### **Course Outcome 3.**

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

### **Learning Objectives 3.**

- List the senses and describe how sensory stimuli are experienced as sensations
- Describe the Gestalt principles of perceptual organization
- Identify factors that influence perception and categorize them according to biological, psychological, or environmental factors

### **Course Outcome 4.**

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

### **Learning Objectives 4.**

- Distinguish and explain the different levels of sleep and consciousness
- Describe and differentiate how consciousness can be altered by hypnosis and drugs
- Describe and differentiate sleep disorders

### **Course Outcome 5.**

Identify and describe the major learning theories.

### **Learning Objectives 5.**

- Explain and differentiate classical, operant, and cognitive learning theories
- Explain the concept of operant conditioning and describe the main influencing factors
- Describe the various types of cognitive learning theories



# COURSE OUTLINE

## PSY094

Prepared: Social Sciences Department Approved: Martha Irwin

### **Course Outcome 6.**

Describe the systems and processes involved in memory.

### **Learning Objectives 6.**

- Explain and distinguish the different systems and processes involved in memory
- Compare the nature of remembering with forgetting
- Evaluate and apply current research to memory improvement

### **Course Outcome 7.**

Recognize various concepts and controversies of intelligence and its measurement.

### **Learning Objectives 7.**

- Explain the nature-nurture issues of intelligence
- Identify issues of cultural diversity as it relates to the use and misuse of IQ testing

### **Course Outcome 8.**

Describe the physiological, cognitive, and behavioural components involved in the main theories of motivation.

### **Learning Objectives 8.**

- Describe and identify the main theories of motivation
- Describe the “social motives” for achievement and competence

#### **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.)



# COURSE OUTLINE

## PSY094

5

Prepared: Social Sciences Department Approved: Martha Irwin

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



# COURSE OUTLINE

## PSY094

6

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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:**

Wednesday, September 6, 2017

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