



**I. COURSE DESCRIPTION:**

In this introductory level course CICE students learn to apply basic psychological concepts including scientific methods, biological bases of behavior, perception, states of consciousness, consequences of human behavior including abnormal behaviour.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Explain the basic concepts of psychology and their applicability in a variety of situations.

Upon successful completion of this course, the CICE student will, with the assistance of a Learning Specialist, demonstrate the basic ability to:

1. Have a basic understanding of Research Methods:

Potential Elements of the Performance:

- Have a basic understanding of the different perspectives from which psychologists examine behavior and mental processes
- Have a basic understanding of the importance of proper sampling and ethics in research
- Describe case study, survey, naturalistic observation, correlation, and experimental methods.

2. Describe the neural and hormonal systems

Potential Elements of the Performance:

- Describe the structure of neurons and be aware of how they communicate
- Identify the major divisions of the nervous system and describe their functions
- Describe the (nature and – take out) function of the endocrine system
- Identify the structures of the brain and have a basic understanding of their respective functions

3. Describe Processes of sensation and perception:

Potential Elements of the Performance:

- Describe the senses of vision hearing touch taste smell and the movement and position of the body.
- Be aware of the basic principle of perceptual organization
- State the claims of ESP and explain why research psychologists remain skeptical

4. Describe various states of consciousness:

Potential Elements of the Performance:

- Describe the nature of consciousness
- Describe the cyclical nature, functions and disorders of sleep
- Identify the content and functions of dreams and day dreams
- Describe the nature and uses of hypnosis
- Have a basic understanding of the physiological and psychological effects of specific drugs and the factors that contribute to their use

5. Describe Learning methods:

Potential Elements of the Performance:

- Be aware of the processes of classical conditioning including acquisition, extinction, spontaneous recovery, generalization and discrimination.
- Be aware of the processes of operant conditioning including shaping, extinction and reinforcement.
- Describe the effects of punishment on behavior
- Have a basic understanding of cognitive learning theory

6. Describe basic concepts of motivation:

Potential Elements of the Performance:

- Identify the basic theories of motivation
- Define extrinsic and intrinsic achievement motivation

7. Describe theories of personality development:

Potential Elements of the Performance:

- Have a basic understanding of the psychoanalytical, trait, humanistic and social-cognitive perspectives on personality and evaluate their strengths and weaknesses
- Describe the techniques utilized to assess personality

8. Describe various psychological disorders and their treatment

Potential Elements of the Performance:

- Be aware of the prevalence of psychological disorders and the controversy surrounding the use of diagnostic labels
- Outline the current perspectives on the causes of abnormal behaviour
- Be aware of the causes, symptoms and treatment of anxiety, somatoform, dissociative, mood, schizophrenia personality, cognitive and sexual and gender identity disorders

- Have a basic understanding of the effectiveness of the major psycho-therapies and biomedical therapies

### III. TOPICS:

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

#### MODULE

1. Discovering Psychology
2. Psychology and Science
3. The Brain's Building Blocks
4. The Incredible Nervous System
6. Perception
7. Consciousness, Sleep, and Dreams
8. Hypnosis and Drugs
9. Classical Conditioning
10. Operant and 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 and Schizophrenia
24. Therapies

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Introduction to Psychology (9<sup>th</sup> Edition), Rod Plotnik, Nelson Education Canada

### V. EVALUATION PROCESS/GRADING SYSTEM:

CICE 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:

<b>A. Tests</b>	<b>70%</b>
(using a variety of techniques including recognition and recall testing)	
<b>B. Assignments/ Final Exam</b>	<b><u>30%</u></b>
<b>Total</b>	<b>100%</b>

If a CICE 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 College touch-tone/24-hour voice mail number allows you to immediately notify the professor with your name, message, and phone number.

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

Notification policy in brief: **Mutual respect, courtesy, and accountability.**

CICE students are responsible for obtaining any materials missed due to absenteeism.

***The following semester grades will be assigned to students:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

Students enrolled in Police Foundations or Law and Security Administration will require a minimum of 60% (C) as a passing grade in each course.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## **VI. SPECIAL NOTES:**

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

**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. 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.

**B. 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.

**C. 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

**D. Evaluation:**

Is reflective of modified learning outcomes.