

SADLT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: INTRODUCTION TO PSYCHOLOGY II

CODE NO. PSY 107-3 (Prerequisite PSY 102) SEMESTER: WINTER

PROGRAM: VARIOUS PROGRAMS

INSTRUCTOR: TUT TAMMIK OFFICE - ROOM E3221

TELEPHONE: 759-6774 EXTENSION 540
OR WITH TOUCHTONE 759-2554 EXTENSION 540

DATE: JANUARY 1996 PREVIOUS OUTLINE DATED: JANUARY 19 95

APPROVED: V - ^ ^
JUDITH MORRIS, DEAN, SCHOOL OF DATE *JAC ^* **K,**
ARTS AND GENERAL EDUCATION

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COURSE DESCRIPTION;

This course is a continuation of PSY 102. It will focus on the psychology of human behaviour. Areas of study will include the following: human sexual behaviour, personality theories, stress and coping, abnormal behaviour, psychotherapies, social cognition, and social behaviours. It is anticipated that student learning will be enhanced by the discussions of contemporary issues affecting the science of psychology and human behaviour.

COURSE OBJECTIVES:

After completing this course the student will be able to:

CHAPTER 8: CHILD DEVELOPMENT

- 1) describe the influences of "nature" and "nurture" during prenatal and child development.
- 2) identify and describe the main childhood developmental tasks (milestones) of cognitive, language, social and emotional development.
- 3) explain the main concepts of theories of childhood cognitive, language, and social development.

CHAPTER 9: ADOLESCENCE AND ADULTHOOD

- 1) identify and describe the main developmental task (influences) during adolescent through to later adult development.
- 2) explain the main concepts of theories of: (1) moral (Kohlberg), (2) cognitive (Piaget), (3) psychosocial (Erikson) and (4) personality development during adolescence through to later adulthood.

CHAPTER 11: SEXUALITY

- 1) identify biological factors involved in sexual/gender identity.
- 2) explain sex role development according to social learning, cognitive, and gender-schema theories.
- 3) describe the phases involved in the human sexual response cycle.
- 4) debate homosexuality in terms of nature vs. nurture.
- 5) explain the biological and psychological factors involved in sexual dysfunctions.
- 6) explain the biological and psychological factors involved in sexually transmitted diseases.

CHAPTER 12: PERSONALITY

- 1) define what personality is.
- 2) list and identify the major theories of personality development, including Freudian, neo-Freudian, trait theories, behavioural and social cognitive theories, humanistic theories and the biological theories.
- 3) identify and discuss the three major methods used in personality assessment, i.e. (1) observation, interviews, and rating scales, (2) inventories and (3) projective tests.

CHAPTER 13; HEALTH AND STRESS

- 1) define what stress is and recognize the stress response from a physiological perspective as well as a cognitive perspective.
- 2) identify and classify sources of stress.
- 3) explain the factors affecting stress, its effects on health and disease, and identify techniques for coping.
- 4) describe post traumatic stress disorder.
- 5) explain the link between stressful lifestyles and disease.

CHAPTER 14; ABNORMAL BEHAVIOUR

- 1) define and discuss what is abnormal behaviour and factors related to abnormal behaviour.
- 2) list and describe various disorders such as anxiety disorders, somatoform, and dissociative disorders, schizophrenia and delusional disorders, mood disorders, personality disorders, and sexual disorders.
- 3) examine major causes of abnormal behaviour from the five major schools of psychology i.e. biological, psychoanalytic, behavioural, cognitive and humanistic.

CHAPTER 15; THERAPIES

- 1) describe and explain the main concepts of (1) insight, (2) behaviour, (3) cognitive, (4) humanistic and (5) biological therapies.
- 2) compare and contrast the major therapeutic paradigms involved in the major schools of psychotherapy.
- 3) discuss and compare the effectiveness of various therapies.

CHAPTER 16: SOCIAL PSYCHOLOGY

- 1) define social psychology
- 2) describe the factors influencing human attraction
- 3) cite research examples illustrating conformity, obedience, and compliance.
- 4) explain the effects of the group on individual performance and decision making.
- 5) describe the cognitive, emotional and behavioural positions as they relate to attitudes and behaviour.
- 6) explain the biological, frustration-aggression and social learning theories of aggression.

NOTE: Students should also refer to the course text's accompanying "study guide" for more specific learning objectives related to each topic area covered in the course.

TEXTS:

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| 1) <u>World of Psychology</u>
1st edition, 1993
Ellen Wood and Samuel Wood | 2) Optional Text
<u>Study Guide Plus</u>
<u>World of Psychology</u>
Joyce Bishop |
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NOTE: Additional readings and student viewing of audio-visual materials will be assigned during the course at the discretion of the instructor. The exact date of test referred to in the "Syllabus" section will be announced in class. Students will also be responsible for understanding audio-visual material, lecture and class discussion materials presented during the course.

SYLLABUS: TOPIC AREAS

CHAPTER 8: CHILD DEVELOPMENT

- A. Heredity and Prenatal Development
- B. Physical Development and Learning in Infancy
- C. Emotional Development
- D. Piaget's Theory of Cognitive Development
- E. Language Development
- F. Socialization of the Child

CHAPTER 9: ADOLESCENCE AND ADULTHOOD

- A. Adolescence: Physical and Cognitive Development
- B. Adolescence: Moral, Personality, and Social Development
- C. Early and Middle Adulthood
- D. Theories of Adulthood
- E. Later Adulthood

Exact test date - to be announced

Test #1 covers Chapters # 8 and 9 assigned readings

CHAPTER 11: HUMAN SEXUALITY

- A. What Makes a Male, a Male and a Female, a Female?
- B. Sex Role Development
- C. Gender Difference
- D. Sexual Attitudes and Behaviour
- E. Homosexuality
- F. Sexual Dysfunctions and Treatment
- G. Sexually Transmitted Diseases

CHAPTER 12: PERSONALITY THEORY AND ASSESSMENT

- A. Freud's Psychodynamic Approach
- B. Neo-Freudians
- C. Trait Approach
- D. Learning Theories and Humanistic Approaches
- E. Personality Assessment

Exact test #2 date - to be announced

Test #2 covers chapters #11 and 12 assigned readings

CHAPTER 13: HEALTH AND STRESS

- A. Cognitive and Physiological Responses to Stress
- B. Sources of Stress
- C. Evaluating Life Stress
- D. Health and Disease
- E. Lifestyle and Stress

CHAPTER 14; ABNORMAL BEHAVIOUR

- A. What is Abnormal
- B. Anxiety, Somatoform, and Dissociated Disorders
- C. Mood and Personality Disorders
- D. Schizophrenia and Delusional Disorders
- E. Sexual Disorders

Exact test #3 date - to be announced

Test #3 covers chapters #13 and 14 assigned readings

CHAPTER 15: PSYCHOTHERAPIES

- A. Insight Therapies
- B. Behaviour and Cognitive-Behaviour Therapies
- C. Biological Therapies
- D. Evaluating Therapies

CHAPTER 16: SOCIAL PSYCHOLOGY

- A. Social Perception
- B. Attraction
- C. Conformity, Compliance, and Obedience
- D. Group Influence
- E. Attitudes and Attitude Change
- F. Prosocial Behaviour
- G. Aggression

Exact test #4 date - to be announced

Test #4 covers chapters #15 and 16 assigned readings

INSTRUCTIONAL METHODOLOGY:

Student learning will be facilitated by lectures, class and group discussion, audio visual presentations and simulation exercises.

EVALUATION:

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

THE FINAL COURSE GRADE WILL BE DETERMINED AS FOLLOWS:

Test #1.	20%
Test #2.	20%
Test #3.	20%
Test #4.	20%
Assignments.	20%

A grade of A+, A, B, C, or R will be awarded upon completion of all the course requirements, in accordance with the grading policy of Sault College:

A+ =	90 - 100%
A =	80 - 89%
B =	70 - 79%
C =	60 - 69%
R =	less than 60%

FINAL NOTE:

If a student is unable to make a test due to a serious illness or incident, s/he is obligated to contact the instructor in person or in writing "**prior**" to the test time. The instructor may make a determination as to **whether the student can write the test** at a later time. If the **student** cannot contact the instructor in **person**, s/he is to call **759-6774 and ask** for the instructor. If the instructor is unavailable please leave a message with your name and phone number on their answering machine. Failure to provide the instructor with notification will result in a "0" grade on the test.

Upon returning to the college, i.e. (first day back) the student will immediately contact the instructor to make arrangements for testing (call me, or come to my office, or leave a note under my door with a telephone number where I can reach you). Failure to do so will result in a zero grade.

NOTIFICATION POLICY IN BRIEF**MUTUAL RESPECT, COURTESY AND ACCOUNTABILITY!**

Students with an identified learning disability are encouraged to discuss their situation confidentially with the instructor.