



Course Name \_\_\_\_\_

Code No. \_\_\_\_\_

**I. COURSE DESCRIPTION:**

This course is a continuation of PSY102. It will focus on the psychology of human behaviour. Areas of study will include the following:

1. Human (lifespan) development
2. Personality theories
3. Stress coping
4. Psychological disorders
5. Psychotherapies
6. Social psychology

It is anticipated that student learning will be enhanced by the discussions of contemporary issues affecting the science of psychology and human behaviour.

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

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

1. Identify and describe the influences of nature versus nurture, including childhood developmental tasks and the main theories of child development.

Potential Elements of the Performance:

**Module #17: Infancy and Childhood**

- Describe the influences of "nature" and "nurture" during prenatal and child development
- Identify and describe the main childhood developmental tasks (milestones) of cognitive, language, social and emotional development
- Explain the main concepts of theories of childhood cognitive, language and social development

2. Describe and explain developmental tasks of the adolescent and an adult development and the major theories influencing them.

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Potential Elements of the Performance:

**Module #18: Adolescence and Adulthood**

- Identify and describe the main developmental task (influences) during adolescent through to later adult development
  - 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
3. Identify and describe personality and current personality theories and assessment techniques.

Potential Elements of the Performance:

**Modules #19 and #20: Personality: Freudian, Humanistic, Social Learning and Trait Theories**

- Define what personality is
  - 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
  - Identify and discuss the three major methods used in personality assessment, i.e. (1) observation, interview and rating scales, (2) inventories and (3) projective tests.
4. Recognize and describe what stress is and explain its impact on health and lifestyle.

Potential Elements of the Performance:

**Module #21: Health, Stress and Coping**

- Define what stress is and recognize the stress response from a physiological perspective as well as a cognitive perspective
  - Identify and classify sources of stress
  - Explain the factors affecting stress, its effects on health and disease and identify techniques for coping
  - Describe post traumatic stress disorder
  - Explain the link between stressful lifestyles and disease
5. Define and describe what abnormal behaviour is and the various psychological disorders associated with it.

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Potential Elements of the Performance:

**Modules #22 and 23: Psychological Disorders**

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

6. Describe and explain the various therapies from the five (5) major schools of psychology.

Potential Elements of the Performance:

**Modules #24: Therapies**

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

7. Define social psychology and describe some of the main theories of social influences on human behaviour.

Potential Elements of Performance:

**Module #25: Social Psychology**

- Define social psychology
- Describe the factors influencing human attraction
- Cite research examples illustrating conformity, obedience and compliance
- Explain the effects of the group on individual performance and decision making
- Describe the cognitive, emotional and behavioural positions as they relate to attitudes and behaviour
- Explain the biological, frustration—aggression and social learning theories of aggression

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**III. TOPICS:**

1. Human Development: Infancy and Childhood
2. Human Development: Adolescence and Adulthood
3. Personality: Freudian and Humanistic
4. Personality Theories: Social Learning and Traits
5. Psychology of Health, Stress and Coping
6. Psychological Disorders: Definition and Anxiety Disorders
7. Psychological Disorders: Mood Disorders and Schizophrenia
8. Psychotherapies
9. Social Psychology

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

1. Introduction to Psychology. 5<sup>th</sup> Edition, 1999 by Rod Plotnik, Brooks. Cole Publishing Co.
2. Recommended optional resource. Study Guide for Plotnik's Introduction to Psychology. Prepare by: Matthew Enos.

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**V. EVALUATION PROCESS/GRADING SYSTEM:**

**1. Instructional Methodology**

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

**2. Evaluation**

Students will be responsible for regular attendance and class participation in all area 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.

**3. Final Testing**

The final course grade will be determined as follows:

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

**Note: Scheduled Tests/Assignments**

*If a student misses an assignment due date or a scheduled test as a result of a verifiable illness or incident, the instructor will determine the student's eligibility for an extension or to write at a later date, based on mutual respect, courtesy and accountability! The touch-tone/24-hour number allows you to immediately notify the instructor with your name, message and phone number.*

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	

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U	Unsatisfactory achievement in field placement or non-graded subject areas.
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.

**VI. SPECIAL NOTES:****Special Needs:**

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

**Retention of course outlines:**

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

**Plagiarism:**

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor. 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.

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

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

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**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.