

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
SAULT STE MARIE, ON**



**COURSE OUTLINE**

**Course Title: Introduction to Psychology - Part II**

**Code No.: PSY107-3**

**Semester: Winter**

**Program: Various Post-Secondary**

**Authors: Social Sciences Department**

**Date: January 2001**

**Previous Outline Dated: January 2000**

**Approved: J f 7 \*ta^ i ^ ^**  
**Dean Date**

**Total Credits: 3**

**Prerequisite(s): PSY 102-3**

**Length of Course: 3 hours/week Total Credit Hours: 45**

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*For additional information, please contact Judith Morris, School of Liberal Studies, Creative Arts and Access, (705) 759-2554, Ext. 516*

**I. 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:

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 discussion of contemporary issues affecting the science of psychology and human behaviour.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:****A. Learning Outcomes and Elements of the Performance:**

Upon successful completion of this course, students 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.
  - **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 adult development and the major theories influencing them.
  - **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: a) moral (Kohlberg), b) cognitive (Piaget), c) psychosocial (Erikson) and d) personality development during adolescence through to later adulthood

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

3. Identify and describe personality and current personality theories and assessment techniques.

- **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. a) observation, interviews and rating scales, b) inventories and c) projective tests

4. Recognize and describe what stress is and explain its impact on health and lifestyle.

- **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.

- **Module #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.

- **Module #24:** Therapies
  - Describe and explain the main concepts of a) insight, b) behaviour, c) cognitive, d) humanistic and e) 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.

- **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

### III. TOPICS:

1. Human Development: Infancy and childhood
2. Human Development: Adolescence and Adulthood
3. Personality Theories: 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, Fifth Edition, 1999, by Rod Plotnik, Brooks Cole Publishing Company
2. Recommended optional resource:  
Study Guide for Plotnik's Introduction to Psychology, prepared by Matthew Enos

### V. EVALUATION PROCESS / GRADING SYSTEM:

#### MAJOR ASSIGNMENTS AND TESTING

##### 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 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.

## V. EVALUATION PROCESS / GRADING SYSTEM (Continued):

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%
<b>Total</b>	<b>100%</b>

Note: 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.

### TIME FRAME

Introduction to Psychology II PSY 107-3 involves three hours per week for the semester.

### METHOD OF ASSESSMENT (GRADING METHOD):

A+	Consistently outstanding	(90%-100%)	4.00
A	Outstanding achievement	(80% - 89%)	3.75
B	Consistently above average achievement	(70% - 79%)	3.00
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)	2.00
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated.	(less than 60%)	0.00
CR	Credit exemption		
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements		

**NOTE:** Students may be assigned an "R" grade early in the course for unsatisfactory performance.

**£ VI. SPECIAL NOTES:**Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Plagiarism

Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities."

Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

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

**VII. PRIOR LEARNING ASSESSMENT**

^^ Students who have related employment-centered experience should see the Prior Learning  
^B Assessment (PLA) Coordinator.