COURSE NAMEug0: PSY240 Foundations of Psychology II

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

This course will introduce students to some of the major areas of research in psychology with an emphasis on applying this knowledge to self-understanding. The topics covered may include the following: motivation and emotion, personality, psychological disorders, therapies, and social behaviour.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

1.0 Investigate concepts of motivation and emotion, and their application to selected psychological issues.

1.1 Differentiate motivation, motives and incentives.
1.2 Differentiate between intrinsic and extrinsic motivation.
1.3 Discuss instinct theory and drive reduction theory.
1.4 Specify how arousal and sensory stimulation needs differ from other biological needs, and describe how various levels of arousal and anxiety affect performance.
1.5 Explain Maslow's hierarchy of needs theory.
1.6 Explain the primary drives of hunger and thirst.
1.7 Discuss social motives.
1.8 Explain the physical, cognitive, and behavioural components of emotions.
1.9 Describe the following theories of emotion: James-Lange theory; Cannon-Bard theory; Schacter-Singer theory; Lazarus Cognitive-Appraisal theory.
1.10 Discuss basic emotions; facial expressions; cultural display rules; and emotion as a form of communication.
1.11 Explain the facial-feedback hypothesis.
1.12 Discuss current theories of love.
1.13 Describe and contrast anorexia and bulimia.

2.0 Understand stress, its causes and consequences, as well as effective interventions.

2.1 Compare the Biomedical and Biopsychosocial model definition of stress.
2.2 Compare and contrast Selye's general adaption syndrome (GAS) and Lazarus's cognitive theory of stress.
2.3 Differentiate between different types of stress.
2.4 Recognize and differentiate problem and emotion focused coping.
2.5 Describe and compare scales used to evaluate life stress:
2.6 Discuss the effects of psychological factors (optimism, hardiness, social support), on the immune system (psychoneuroimmunology).
2.7 Discuss the impact of lifestyle on your health, focusing particularly on smoking, alcohol consumption and aerobic exercise.

3.0 Investigate and distinguish both classical and contemporary theories of personality, as well as the nature of personality assessment.

3.1 Define personality.
3.2 Explain the psychoanalytic theory of
Sigmund Freud.

3.3 Discuss the neo-Freudian theories of Carl Jung (collective unconscious); Alfred Adler (overcoming inferiority); Karen Horney (feminine psychology).

3.4 Explain the Trait Theories of: Gordon Allport (personality traits in the brain); Raymond Cattell (16 personality factors); Hans Eysenck (extroversion vs. introversion and emotional stability vs. neuroticism); the Five-Factor theory of personality; the Trait perspective.

3.5 Discuss the learning theories of personality: the Behaviourist view (B.F. Skinner); and the Social-Cognitive theorists views (Albert Bandura; Julian Rotter).

3.6 Discuss the humanistic personality theories of Abraham Maslow (self-actualizing person), and Carl Rogers (fully functioning person).

3.7 Explain the behavioural genetics theory, and the twin study method.

3.8 Explain personality assessment methods: observation, interviews, rating scales, inventories, projective tests.

4.0 Explore the various forms of abnormal behaviour.

4.1 Distinguish among the biological, psychodynamic, behavioural, cognitive, humanistic, sociocultural, legal, and interactionist models of abnormal behaviour.

4.2 Outline the goals of DSM-IV-TR and DSM-V, list the ten major DSM-IV-TR categories of mental disorders; also discuss some psychologists' criticism and resistance to fully implementing the DSM-IV-TR.

4.3 Describe generalized anxiety disorder, and the areas of impaired functioning.

4.4 Define panic and phobic disorders, and characterize the differences among agoraphobia, social phobia, and specific phobia.

4.5 Describe obsessive-compulsive behaviours performed by persons with this disorder.

4.6 Characterize two types of somatoform disorders:

4.7 Differentiate dissociative amnesia, dissociative fugue and dissociative identity disorder.

4.8 Define schizophrenic disorders.

4.9 Define and differentiate Positive and Negative symptoms of schizophrenia. List and characterize the four subtypes of schizophrenia.

4.10 Describe the diathesis-stress model regarding schizophrenia including the role of dopamine, brain abnormality, and gender.

4.11 Describe the symptoms of major depressive disorder, and list three methods used by clinicians to evaluate major depression.

4.12 Identify the two phases of bipolar disorder, its prevalence in men and women, and the typical age of onset and success rate of treatment.

4.13 Summarize the causes of depression according to the biological, learning, cognitive, and learned helplessness theories.

4.14 List and describe five specific personality disorders, and discuss the contributions of nature and nurture to antisocial personality disorder.

4.15 Name several of the sexual and Gender disorders and describe some of the behaviours that characterize these disorders.

4.16 Summarize data on teenage suicide, cite some of family, cultural and psychological factors and the prudent response to help a person who is suicidal.

5.0 Demonstrate an understanding of the various forms of psychological therapy.

5.1 Describe each of the following approaches to psychotherapy/insight therapies:

5.2 Describe each of the following approaches to behavioural therapies:

5.3 Describe each of the following approaches to cognitive therapies:

5.4 Describe each of the following approaches to the biological therapies:

5.5 Explain how one can evaluate the therapies, and differentiate between the types of mental health professionals, taking into account race, ethnicity, and gender.

6.0 Examine the impact of social influences and group processes on individual behaviour.

6.1 Describe the field of social psychology.

6.2 Define attitudes
6.3 Identify the four factors that affect the likelihood that we can predict behavior from attitudes.
6.4 Explain the formation of attitudes.
6.5 Define persuasion and recognize the varying impact of the four elements: source, audience, message, and medium.
6.6 Explain why people seek to maintain consistency between their attitudes and their behavior; and describe how they try to maintain consistency according to cognitive dissonance, self-perception, and reactance theories.
6.7 Differentiate prejudice and discrimination and summarize the 'realistic conflict theory', in-group/out-group theory, and social cognition theory.
6.8 List and describe the three factors that influence attraction.
6.9 Describe Sternberg's Triangular model of love.
6.10 Explain the role of first impressions and expectations in impression formation.
6.11 Explain how people infer the motives and intentions of others through the process of attribution, differentiate situational and dispositional attribution, and describe two common attribution errors and how they obscure the real motives and intentions of people's behavior.
6.12 Distinguish the concepts of conformity and obedience referring to the classic studies by Asch and Milgram.
6.13 Describe the impact of Social Media and the Internet on conformity and social behavior.
6.14 Describe and give examples of social facilitation, evaluation apprehension, group polarization, groupthink, and the influence of social roles on individual behavior.
6.15 Define and discuss the causes of the 'bystander effect' and its impact on prosocial behavior.
6.16 Describe the factors involved in helping behavior.

GENERAL EDUCATION
In some programs of study this course meets the General Education requirement under the Personal Understanding theme.

PROGRAM VOCATIONAL OUTCOMES
This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Community And Justice Services
3. Intervene with clients, individually and in groups, in order to address and manage problems and to facilitate constructive behavior change.
7. Participate in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, and administration within the organizational environment.
8. Apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the public.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES
This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one’s own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

70% testing 30% assignments

PROGRAM SPECIFIC GRADING

Per College Grading System

GRADING SYSTEM

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*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required: Rathus, Maheu, and Vanvliet PSYCH Second Canadian Edition

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor’s teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Lectures, classroom discussions, readings, group work, research, films/videos

DELIVERY MODE
In class 42 hours a term, 3 hours a week

**ACADEMIC POLICIES**

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment


**COLLEGE POLICIES**

- Protecting human rights in support of a respectful college community

For college policies please see: http://www.canadorecollege.ca/about-us/college-policies.

**STUDENT SUCCESS SERVICES**

**YOUR SUCCESS MATTERS!**

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don’t hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

**FIRST PEOPLES’ CENTRE:**

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
• Resource Centre
Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY
Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES
Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.