

**COURSE NAME:** PSY240 Foundations of Psychology II

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

## COURSE DESCRIPTION

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This course will introduce students to some of the major theories and 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; stress; personality; psychological disorders; psychological therapies; and individual and social behaviours.

## PLAR INFORMATION

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This course is not eligible for Prior Learning Assessment and Recognition.

## COURSE LEARNING OUTCOMES

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

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| <p>1.0 Investigate concepts of motivation and emotion, and their application to selected psychological issues.</p> <ul style="list-style-type: none"><li>1.1 Define motivation, including needs, drives, and incentives.</li><li>1.2 Identify the theories of motivation.</li><li>1.3 Describe the biological and psychological contributions to hunger and eating disorders.</li><li>1.4 Explain the role of sex hormones and the sexual response cycle in human sexuality; explain sexual orientation.</li><li>1.5 Describe achievement motivation including extrinsic and intrinsic motives.</li><li>1.6 Identify the theoretical explanations of emotions.</li></ul> <p>2.0 Understand stress, its causes and consequences, as well as effective interventions for health and adjustment.</p> <ul style="list-style-type: none"><li>2.1 Define stress and identify various sources of stress.</li><li>2.2 Describe the impact of stress on the body.</li><li>2.3 Identify trauma and stressor-related disorders.</li><li>2.4 Identify the psychological moderators of stress.</li><li>2.5 Explain the relationships between psychology and health.</li></ul> | <p>3.0 Investigate and distinguish both classical and contemporary theories of personality, as well as the nature of personality assessment.</p> <ul style="list-style-type: none"><li>3.1 Define personality.</li><li>3.2 Describe the psychodynamic perspective of personality.</li><li>3.3 Explain the trait perspective of personality.</li><li>3.4 Identify the contributions of learning-theory perspectives in understanding personality.</li><li>3.5 Describe the humanistic perspective of personality.</li><li>3.6 Describe the sociocultural perspective of personality.</li><li>3.7 Describe the different kinds of tests psychologists use to measure personality.</li></ul> <p>4.0 Explore the various psychological disorders.</p> <ul style="list-style-type: none"><li>4.1 Define psychological disorders, describe their classification system of the Diagnostic and Statistical Manual (DSM-V), and describe their prevalence.</li><li>4.2 Describe the symptoms and possible origins of neurodevelopmental disorders such as autism and ADHD.</li><li>4.3 Describe the symptoms and possible origins of schizophrenia.</li><li>4.4 Describe the symptoms and possible origins of depression and bipolar disorder, and describe</li></ul> |
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risk factors for suicide.

4.5 Describe the symptoms and possible origins of anxiety disorders including phobias, panic disorder and generalized anxiety disorder.

4.6 Describe the symptoms and possible origins of obsessive-compulsive disorders including OCD, hoarding disorder, and body dysmorphic disorder.

4.7 Describe the symptoms and possible origins of somatoform disorders including conversion disorder and hypochondriasis.

4.8 Describe the symptoms and possible origins of dissociative disorders including dissociative amnesia, depersonalization/derealization disorder, and dissociative identity disorder.

4.9 Describe the symptoms and possible origins of personality disorders including borderline, antisocial, avoidant, narcissistic, obsessive-compulsive, and schizotypal personality disorders.

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

5.1 Define psychotherapy and describe the history of treatment.

5.2 Describe psychoanalytic therapies.

5.3 Define humanistic therapy and contrast its two main approaches.

5.4 Define behaviour therapy and identify various behavioural approaches to therapy.

5.5 Define and describe cognitive therapy.

5.6 Identify advantages, disadvantages, and types of group therapy.

5.7 Explain whether psychotherapy works and who benefits from it.

5.8 Describe methods of biological therapy, as well as their benefits and side effects.

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

6.1 Define social psychology.

6.2 Define attitude and discuss factors that shape it.

6.3 Define social perception and describe the factors that contribute to it.

6.4 Explain social influence and why people obey authority figures, conform to social norms, and interact via social media and the internet.

6.5 Describe how and why people behave differently as group members than as individuals.

## GENERAL EDUCATION

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

## PROGRAM VOCATIONAL OUTCOMES

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

### Community And Justice Services

1. work and communicate in a manner consistent with professional ethics and practice, a respect for self, others, and relevant law and legislation.
2. employ all relevant security techniques to ensure the protection of the public, and the security of the staff, and clients in institutional, residential, and community settings.
3. intervene with clients, individually and in groups, in order to address and manage problems and to facilitate constructive behaviour change.
4. observe, monitor, record, and assess client behaviour accurately, and respond appropriately in compliance with legal and organizational requirements.
6. establish and maintain constructive relationships with clients, staff, professionals, and the community.
8. apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the public.

## ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

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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 fulfils 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

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### COURSE EVALUATION

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Tests: 70%

Assignments: 30%

### PROGRAM SPECIFIC GRADING

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Per College Grading System.

### GRADING SYSTEM

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A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

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

### LEARNING RESOURCES

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Required: Rathus, S., Maheu, S., & Veenvliet, S. (2017). PSYCH: Introduction to psychology (3rd Canadian ed.). Toronto, ON: Nelson Education Ltd.

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

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

## DELIVERY MODE

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In class 42 hours a term, 3 hours a week.

## ACADEMIC POLICIES

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

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

## COLLEGE POLICIES

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- 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

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### 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

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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

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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.