

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: PSYC201

Course Title: Introduction to Psychology

Prerequisite Courses:

School: School of Health, Community and Social Justice

Division/Academy/Centre: Health Sciences Division

Previous Course Code & Title:

Course First Offered: September 2012

# of Credits:	3.0
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Course Description:

This course introduces learners to the principal subject areas that make up the scientific study of human behavior. In addition to providing a basic knowledge of psychology, the course is designed to help develop an understanding of psychological processes as well as a critical approach to psychological materials that may be encountered in subsequent studies.

Course Goal(s):

Learners will acquire a basic knowledge of psychology and develop an understanding of psychological processes as well as a critical approach to psychological materials that may be encountered in subsequent studies.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Discuss the basic principles that characterize research and practice in psychology
2. Use the eight guidelines for critical thinking when considering psychological information
3. Compare and contrast the major theoretical perspectives in psychology
4. Identify the key strategies and limitations of psychological research methods, including the ethical constraints under which researchers must work
5. Describe the key features of the nervous system and their primary functions.
6. Describe the structure of the neuron and the process of neuronal transmission.
7. Identify the main structures of the brain and the functions associated with them.
8. Outline the issues for neuropsychology around self-awareness of sex differences in the brain and neuroethics.
9. Discuss the relationship between body rhythms and states of consciousness.
10. Describe the stages of sleep and contrasting theories on dreaming.

11. Identify the main classes of psychoactive drugs and their psychological and physiological effects.
12. Evaluate popular ideas about phenomena such as hypnosis, seasonal affective disorder (SAD) and premenstrual syndrome (PMS) in light of recent research findings.
13. Discuss nervous system codes, psychophysical thresholds, signal-detection theory, and other concepts related to sensation and perception.
14. Define perception phenomena such as sensory adaptation, sensory overload, distance and depth perception, and visual constancies, and provide examples of each.
15. Explain the physiology of the human senses of sight, hearing, taste, kinesthesia, equilibrium, and the skin senses.
16. Contrast differing theories of colour vision.
17. Discuss the gate-control theory of pain.
18. Critically examine research findings on the legitimacy of extrasensory perception (ESP) and subliminal perception.
19. Describe the key features of classical and operant conditioning, and provide examples of each.
20. Discuss conditioning techniques used in therapy and behaviour modification.
21. Contrast behavioural and social-cognitive approaches to learning.
22. Contrast memory as a reconstructive process with the “three-box model” of memory.
23. Define key terms related to memory (e.g., procedural memories, explicit and implicit memories, childhood amnesia) and provide examples of each.
24. Outline current research findings on the neural underpinnings of memory.
25. Define key terms emerging from research on thinking (e.g., concepts, prototypes, schemas, algorithms, dialectical reasoning) and provide examples of each.
26. Describe the stages of reflective judgment.
27. Discuss cognitive biases and the conditions that lead to efforts to reduce cognitive dissonance.
28. Discuss research findings relating to physiological, cognitive, cultural, and gender-related aspects of emotion.
29. Describe the main categories of motivation and the types of motivational conflicts that can arise.
30. Discuss recent thinking on Maslow’s hierarchy of needs.
31. Evaluate recent research findings on motivation in the areas of weight control, love, interpersonal relations, sexual orientation and achievement.

Course Topics/Content:

- What is psychology
- How psychologists do research
- Neurons, hormones and the brain
- Body rhythms and mental states
- Sensation and perception
- Learning
- Memory and thinking
- Emotion
- Motivation

Text and Resource Materials:

Required:

Wade, C., Tavis, C., Saucier, D., & Elias, L. (2013). *Psychology* (4th ed.). Toronto, ON: Pearson.

Hock, R. R. (2009). *Forty studies that changed psychology* (Custom ed.). Upper Saddle River, NJ: Pearson.

Green, J., Davis, J., & Burns, S. (2007) *Study guide: Psychology*. (2nd Canadian ed.) Toronto, Ontario: Pearson Education Canada, Inc.

Recommended:

Course Level:

	First Year	X	Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion				
Simulation/Lab				
Praxis Exercise				
Practicum/Fieldwork				
Online	42			
Correspondence				
Total Class Hours	42			

Comments on Delivery Methods:

PSYCH201 is an online course, and consists of multiple units delivered over a single semester. It is expected that students spend 6 - 9 hours per week to complete all the course requirements. Posting of answers to assignments and discussion among peer learners and the facilitator is a required component of the course.

Course Grading System:

	Letter Grades	X	Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	50%
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Evaluation Activities and Weighting:

Final Exam	25%	Assignments	55%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	20%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

Final exam will be timed online examination.

One-on-One Papers must be submitted electronically.

The participation mark is comprised of interactions with peers and instructors during pre-established times.

The mark on an individual assignment will be reduced by 20% for each day that it is late.

Other Course Guidelines, Procedures and Comments:

Requests for extensions of time to complete assignments and/or test must be submitted to the instructor at least one week in advance and are only permitted for justifiable reasons. Requests to extend time beyond the last day of the course must be submitted to the Program Manager for approval.

Assignments missed due to medical reasons must be substantiated by a note issued by a qualified health practitioner in order to receive full credit for the assignment.

All course assignments and test must be completed in order to successfully complete the course.

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Globally-Minded

Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.