



A: Division: INSTRUCTIONAL
B: Faculty: HUMANITIES & SOCIAL SCIENCES
Department: PSYCHOLOGY

Date: FEBRUARY 1998
New Course:
Revision of Course Information form: FEBRUARY 1989

C: PSYC 200 D: AN INTRODUCTION TO PSYCHOLOGY (II) E: 3
BASIC PSYCHOLOGICAL PROCESSES

Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: Psychology 200 provides an introduction to selected areas in the field of psychology. The focus of the course is on the investigation of major psychological processes such as emotion, motivation, personality, psychological disorders, therapy and social behaviour. Emphasis is placed on psychology as a natural science (theories, methodology, statistics).

Summary of Revisions: (Enter date & section) Eg: Section C,E,F
Sections A, B, N, O, R

G: Type of instruction: Hrs. per week / per semester
Lecture: 4 Hrs.
Laboratory: Hrs.
Seminar: Hrs.
Clinical Experience: Hrs.
Field Experience: Hrs.
Practicum: Hrs.
Shop: Hrs.
Studio: Hrs.
Student Directed Learning: Hrs.
Other (Specify): Hrs.
Total: 4 Hrs.

H: Course Prerequisites: PSYC 100

I: Course Corequisites: NONE

J: Course for which this Course is a Prerequisite: PSYC 300 AND 400 LEVEL COURSES

K: Maximum Class Size: 35

L: College Credit Transfer [X]
College Credit Non-Transfer
Non-Credit

M: Transfer Credit: Requested:
Granted: X

Specify Course Equivalents or Unassigned Credit as appropriate: (as per current B.C. Transfer Guide)

SFU PSYC 102 (3)
UBC WITH PSYC 100 = PSYC 100 (6)
UNBC PSYC 102 (3)
UVIC PSYC 100B (1.5)
Other:

[Signature] PHD
Course Designer(s)
[Signature] PHD
Department Chair

[Signature] PHD
Dean
[Signature]
Registrar

Subject and Course Number

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Myers, David. 1998. Psychology. (5th ed.) New York: Worth Publishers.

Text is updated periodically.

**Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;
Q. Method of Instruction; R. Course Evaluation**

O. COURSE OBJECTIVES

The following are objectives for Psychology 200. At the conclusion of the course the student will be able to:

1. Define psychology and give examples of the different kinds of phenomena that psychologists study (i.e. those related to Psy 200 content).
2. Identify areas of specialization covered in Psy 200 and list and describe the major perspectives in psychology.
3. Define cognition and explain the role of concept formation, problem solving, reasoning and language in cognitive development.
4. Describe how psychologists approach the study of intelligence, how intelligence is defined and measured, problems associated with measurement and how heredity and environment affect intelligence.
5. Explain how behavior is energized and directed by the complex mixture of motives and emotions and describe the various theories which have been developed to explain motivation and emotion.
6. Identify the various perspectives that are common in the area of personality psychology and critically evaluate each in terms of its explanatory and predictive power.
7. List and describe the major psychological disorders, identify the various psychological therapies and critically evaluate each in terms of effectiveness.
8. Discuss the issue of stress and its relationship to health and illness, and describe the various aspects of stress management.
9. Explain the complex nature of social relations and social influence, (including conformity, compliance, persuasion, and group dynamics) and describe how psychologists investigate such phenomena as aggression, altruism, prejudice, attraction, conflict and peacemaking.
10. Describe the experimental methodology and statistical approaches used in contemporary psychology.
11. Write a report demonstrating basic knowledge of APA (American Psychological Association) style.

P. COURSE CONTENT

1. Thinking and Language
Concept formation
Problem solving and reasoning
Artificial Intelligence
Language structure and development
Animal language
2. Intelligence
The measurement of intelligence
Principles of test construction
The nature of intelligence
Nature vs. nurture and intelligence
3. Motivation and Emotion
Concepts of motivation
Hunger, sexuality and achievement motivation
The physiology of emotion
The expression and experience of emotion
Theories of emotion
4. Personality, Psychological Disorders, and Health
Theories and perspectives in personality
Psychological disorders (definition and classification)
 - anxiety disorders, somatoform disorders, dissociative disorders, affective disorders, schizophrenic disorders, personality disordersTherapies
 - Psychological therapies
 - Biomedical therapiesEffectiveness of therapies
 - Health
 - Stress and illness
 - Pain and its control
 - Stress management
5. Social Behavior
Social influence
 - conformity, compliance, attitudes and group dynamicsSocial relations
 - aggression, altruism, prejudice, attraction, conflict and peacemakingSocial Psychology theories and applications

Subject and Course Number

Q. METHOD OF INSTRUCTION

The primary method of instruction will be the lecture, but the course may involve various other methods of instruction such as small group activities, discussion groups, seminars, oral presentations, laboratory demonstrations, field trips, computer simulations, video tapes, film, guest lecturers, etc.

R. COURSE EVALUATION

The course evaluation will be based on the course objectives and in accordance with Douglas College policy and the policies of the Psychology Department. A minimum of 50% of students' grades will be based upon objective multiple choice questions from a text-related test bank. A minimum of 10% of students' grades will be based upon questions requiring written answers at least a paragraph in length. A maximum of 10 % of students' grades may be based on attendance and participation. A report requiring elements of APA style, as outlined in a psychology faculty approved introduction to APA style guide, will be required. Other methods of evaluation may include laboratory projects, oral presentations, computer simulations, etc. The specific evaluation criteria will be provided by the instructor at the beginning of the semester.

One example of an evaluation scheme

Four multiple choice tests at 15% each	60%
One written final exam	20%
Computer simulations	5%
Attendance and participation	5%
Research project and APA report	<u>10%</u>
	100%