



**EFFECTIVE: JANUARY 2002**

**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL** Date: **MAY 2001**  
**B:** Department/ **PSYCHOLOGY** New  Revision   
 Program Area: **HUMANITIES & SOCIAL SCIENCES** Course   
 e   
 If Revision, Section(s) Revised: **R**  
 Date Last Revised: **FEBRUARY 1998**

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

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	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).	
<b>G:</b>	Allocation of Contact Hours to Types of Instruction/Learning Settings	<b>H:</b> Course Prerequisites: <b>PSYC 100</b>
	Primary Methods of Instructional Delivery and/or Learning Settings: <b>Lecture</b>	<b>I:</b> Course Corequisites: <b>NONE</b>
	Number of Contact Hours: (per week / semester for each descriptor) <b>Lecture: 4 hours per week / semester</b>	<b>J:</b> Course for which this Course is a Prerequisite: <b>PSYC 300 LEVEL COURSES</b>
	Number of Weeks per Semester: <b>14</b>	<b>K:</b> Maximum Class Size: <b>35</b>

Subject and Course Number

**L: PLEASE INDICATE:**

<b>X</b>

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

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Granted

<b>X</b>
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SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M: Course Objectives/Learning Outcomes**

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 PSYC 200 content).
2. Identify areas of specialization covered in PSYC 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 psychologist 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 behaviour 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 psychologist 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.

**N: 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

**Course Content Cont'd.**

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 Behaviour  
Social influence
  - conformity, compliance, attitudes and group dynamicsSocial Relations
  - aggression, altruism, prejudice, attraction, conflict and peacemakingSocial Psychology theories and applications

**O: Methods 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 presentation, laboratory demonstrations, field trips, computer simulations, video tapes, film, guest lecturers, etc.

**P: Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):**

Myers, David. 2001. Psychology. (6<sup>th</sup> edition.) New York: Worth Publishers

**Q: Means of Assessment**

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.

**Means of Assessment Cont'd.**

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 projet and APA report	<u>10%</u>
	100%

**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

No. Given that this course involves analyses of introductory Psychology theory and concepts, it is unlikely to be open for PLAR except as a credit transfer from another institution.

\_\_\_\_\_  
Course Designer(s)

\_\_\_\_\_  
Education Council/Curriculum Committee Representative

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Dean/Director

\_\_\_\_\_  
Registrar