

Course Name: PSY100 Foundations of Psychology I
Credit Value: 4
Prerequisite Course: 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: origins of psychology, types of psychological research, and the biological basis of behaviour, perception, states of consciousness, learning theory, memory, cognition, intelligence and human development.

PLAR Information

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Course Learning Outcomes

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

1. **Identify the origins and the various approaches to the study of psychology.**
 - 1.1 Define psychology, and list and discuss the goals of psychology.
 - 1.2 Explain what a theory is, and its functions.
 - 1.3 Explain the difference between basic and applied research.
 - 1.4 Describe descriptive research methods (naturalistic observation, laboratory observation, case study method, and survey research), indicating advantages and limitations.
 - 1.5 Explain the experimental method, and its advantages and disadvantages.
 - 1.6 Define the following:
 - a. Hypothesis.
 - b. Independent and dependent variables.
 - c. Experimental and control groups.
 - d. Generalization.
 - e. Selection bias and random assignment.
 - f. Placebo effect.
 - g. Experimenter bias, self-fulfilling prophecy, double-blind technique.
 - 1.7 Describe the correlational method, and its appropriate and inappropriate use.
 - 1.8 Define the following:
 - a. Correlation coefficient.
 - b. Positive and negative correlations.
 - 1.9 Explain the terms reliability and validity as they relate to psychological tests.
 - 1.10 Discuss issues of ethics in human and animal research.
 - 1.11 Describe similarities and differences between the major schools of psychology:
 - a. Structuralism.
 - b. Functionalism.
 - c. Gestalt.
 - d. Behaviourism.
 - e. Psychoanalysis.
 - f. Humanistic.
 - g. Cognitive.
 - 1.12 Explain the historical progression of psychology, including the following:
 - a. The founding of psychology with Wilhelm Wundt.
 - b. Titchener and Structuralism.
 - c. Functionalism: the first North American school of psychology.
 - d. Gestalt psychology.
 - e. Behaviourism and B.F. Skinner.
 - f. Psychoanalysis and Sigmund Freud.
 - g. Humanistic psychology with Abraham Maslow and Carl Rogers.
 - h. Cognitive psychology.
 - 1.13 Discuss current perspectives in psychology, including biological, evolutionary, and sociocultural as well as psychoanalytic, behavioural, cognitive, and humanistic.
 - 1.14 Discuss specialties in the work field of psychology, including clinical, counseling, school and educational, applied social, forensic, health, sport, and industrial/organizational psychologists.
2. **Demonstrate an understanding of the biological basis of human behaviour.**
 - 2.1 Draw a neuron, and label its parts and the function of each.
 - 2.2 Describe a resting potential and an action potential.

- 2.3 Define neurotransmitter, and explain how neurotransmitters act to excite or inhibit action potentials.
 - 2.4 Identify the central nervous system (CNS), and describe the functions of the spinal cord, brainstem, cerebellum, thalamus, hypothalamus, and limbic system.
 - 2.5 Identify the cerebral hemispheres, the cerebral cortex and the corpus callosum, and describe their primary functions.
 - 2.6 Locate and identify the major functions of the frontal, parietal, temporal, and occipital lobes of the brain.
 - 2.7 Differentiate between the functions of the left and right cerebral hemispheres and explain the significance of split-brain operations.
 - 2.8 Explain how the following brain research techniques are used:
 - a. Electrical stimulation.
 - b. EEG.
 - c. Microelectrodes.
 - d. CT scan.
 - e. Functional MRI.
 - f. PET.
 - 2.9 Discuss the consequences of brain damage, issues in recovery, and brain plasticity.
 - 2.10 Define the peripheral nervous system and the roles played by the sympathetic and parasympathetic nervous system.
 - 2.11 Explain the function of the endocrine system and the role of the various glands.
- 3. Demonstrate knowledge of learned and innate factors that influence our perceptions of people, objects, and events.**
- 3.1 Differentiate perception from sensation.
 - 3.2 Differentiate absolute and difference thresholds, discuss signal detection theory, as well as transduction and adaptation.
 - 3.3 List the parts of the eye, and the issue of visual sensation to visual perception, and the primary visual cortex, as well as colourblindness.
 - 3.4 Explain what determines the pitch and loudness of sound, and how they are measured; theories of hearing; and hearing loss.
 - 3.5 Explain the mechanics of smell; taste; touch; pain.
 - 3.6 Discuss the spatial orientation senses of kinesthetic sense and vestibular sense.
 - 3.7 List and discuss the Gestalt principles of perceptual organization and their possible universality.
 - 3.8 Explain perceptual constancies, including size, shape, brightness, and colour.
 - 3.9 Explain how a person perceives depth, and describe both monocular and binocular depth cues.
 - 3.10 Analyze extraordinary perceptions such as ambiguous/impossible figures and illusions.
 - 3.11 Explain additional influences on perception: 'bottom-up' and 'top-down' processing; perceptual set; subliminal persuasion.
- 4. Distinguish various states of consciousness, their effect on experience, and experience's effect on them.**
- 4.1 Discuss circadian rhythms, the suprachiasmatic nucleus, jet lag, and shift work.
 - 4.2 Discuss sleep: NREM and REM sleep; sleep cycles; variations in sleep; sleep deprivation; dreaming.
 - 4.3 Explain issues concerning the various sleep disorders: parasomnias (sleepwalking/ somnambulism, sleep terrors, nightmares, sleeptalking/ somniloquy); and the major sleep disorders (narcolepsy, sleep apnea, insomnia).
 - 4.4 Discuss how consciousness is altered through concentration (meditation) and suggestion (hypnosis).
 - 4.5 Explain altered states of consciousness: drug dependence; stimulants; hallucinogens; depressants; how drugs affect the brain.

5. Appreciate the principles underlying the learning process.

- 5.1 Define learning and explain the difference between learned and innate behaviour.
- 5.2 Explain the main concepts of classical conditioning: Pavlov and his experiment; the elements and processes in classical conditioning; John Watson's experiment with Little Albert; factors influencing classical conditioning, and contemporary views of and applications to everyday life.
- 5.3 Explain the main concepts of operant conditioning: B.F. Skinner and operant conditioning; reinforcement/payoff types and issues; factors influencing operant conditioning; punishment; escape and avoidance learning; learned helplessness.
- 5.4 Describe behaviour modification.
- 5.5 Describe cognitive learning; observational learning.

6. Describe the processes involved in memory and forgetting.

- 6.1 Describe remembering: the three-processes in memory of encoding, storage, and retrieval; differentiate this from the three memory systems of sensory, short-term, and long-term memory; also explain declarative (episodic and semantic) memory, and non-declarative (implicit) memory.
- 6.2 Discuss the levels of processing model of memory, and how to measure memory.
- 6.3 Explain the nature of remembering: permanent record versus reconstruction; eyewitness testimony; recovering repressed memories; unusual memory phenomena.
- 6.4 Discuss factors influencing retrieval: serial position effect; environmental context; state-dependent memory.
- 6.5 Discuss biology and memory: brain damage and historical cases of; neuronal changes in memory; hormones and memory.
- 6.6 Explain forgetting: Hermann Ebbinghaus and first experimental studies on learning and memory; causes of forgetting.
- 6.7 Describe ways of improving memory.

7. Demonstrate an understanding of thinking and intelligence.

- 7.1 Discuss the nature of intelligence: search for factors underlying intelligence; types of intelligence.
- 7.2 Discuss the measuring of intelligence: Alfred Binet and the first successful intelligence test; IQ; intelligence testing in North America; requirements of good tests (reliability, validity, standardization).
- 7.3 Describe the range of intelligence and how it is determined.
- 7.4 Discuss the IQ controversy: uses and abuses of intelligence tests; nature-nurture controversy; whether intelligence is fixed or changeable.
- 7.5 Explain emotional intelligence: personal components of; interpersonal components of.
- 7.6 Discuss cognition: imagery and concepts and problem solving.
- 7.7 Describe creativity and divergent thinking.
- 7.8 Discuss the structure, development, and theories of language; having more than one language; animal language; thinking and language.

8. the various developmental factors that apply to physical, moral, personality, cognitive, and social-emotional development through the life span.

- 8.1 Discuss the basic issues and methodology of developmental psychology: controversial issues; approaches to studying developmental change.
- 8.2 Explain heredity and prenatal development: genes and chromosomes; stages of prenatal development; negative influences on prenatal development.
- 8.3 Discuss physical development and learning: neonate; perceptual development in infancy; learning in infancy; physical and motor development.
- 8.4 Explain the cognitive stages of development: Piaget's stages; intellectual capacity during early, middle, and late adulthood.

- 8.5 Discuss socialization and social relationships: Erikson's theory of psychosocial development; the parent's role in the socialization process; peer relationships; Kohlberg's theory of moral development.
- 8.6 Explain issues related to special concerns in later adulthood: fitness and aging; terminal illness and death.

Evaluation Strategy

Grading System

A+ Honours	90-100%										
A+	85-89%	B+	75-79%	C+	65-69%	D+	55-59%	R	Repeat	U	Unsatisfactory
A	80-84%	B	70-74%	C	60-64%	D	50-54%	S	Successful	I	Incomplete

*For a complete detailed description please refer to the *Academic Calendar*.

Student Success

(Dial 5185 for Campus Life or 5301 for the Aboriginal Learning Unit)

Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies.

- Counselling helps with academic, career and personal/crisis issues.
- AccessAbility Services will accommodate you if you have physical, mobility, visual, auditory, medical and/or learning disabilities.
- Health Centre provides services to you in case of illness.
- Career Services offers career advice, resume and interviewing workshops.

Waiver of Responsibility

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