

EASTERN ARIZONA COLLEGE

Introduction to Psychology

Course Design
2019-2020

Course Information

Division Social Sciences
Course Number PSY 101 (SUN# PSY 1101)
Title Introduction to Psychology
Credits 3
Developed by Nan Pennington
Lecture/Lab Ratio 3 Lecture/0 Lab

Transfer Status

ASU	NAU	UA
PSY 101, Social-Behavioral Sciences (SB)	PSY 101; Social and Political Worlds [SPW] NAU Extended Campuses: PSYCH 101; Social and Political Worlds [SPW]	PSY 101

Activity Course No
CIP Code 42.0101
Assessment Mode Pre/Post Test (55 Questions/55 Points)
Semester Taught Fall and Spring
GE Category Social Sciences
Separate Lab No
Awareness Course No
Intensive Writing Course No
Diversity and Inclusion Course Yes

Prerequisites

ENG 091 with a grade of “C” or higher or reading placement test score as established by District policy

Educational Value

The study of psychology is a broad field that focuses on the scientific study of the mind. This includes investigating people’s behaviors, daily performance and mental processes. Critical thinking skills are developed through the interaction of Psychological theories and their application to daily living. Meets Diversity and Inclusion (DI) requirement.

Description

A general survey of the important concepts in psychology with traditional theories and modern developments. It includes, but is not limited to, such topics as the history of psychology, the biological foundations of behavior, learning, memory, problem solving, sensation and perception, states of consciousness, motivation, emotions, personality, intelligence, gender and sexuality, and abnormal behavior.

Supplies

None

Competencies and Performance Standards

1. Examine the history of psychology as those roots contribute to contemporary use and theory in psychology.

Learning objectives

What you will learn as you master the competency:

- a. Specify the subject matter of psychology.
- b. Describe the history of psychology.
- c. Distinguish between the different research strategies used in psychological research.
- d. Identify the different approaches/scope used in/of psychology.
- e. Differentiate between the different theoretical orientations in psychology.
- f. Differentiate between the different current perspectives in psychology.

Performance Standards

Competence will be demonstrated:

- o in objective exams

Criteria - Performance will be satisfactory when:

- o learner can specify the subject matter of psychology
- o learner can define the history of psychology
- o learner can identify the elements of the scientific method
- o learner can specify the different approaches, perspectives, and techniques used in the field of psychology

2. Identify the basic fundamentals of the human nervous system, the processes of sensation, and perception.

Learning objectives

What you will learn as you master the competency:

- a. Identify the three bodily structures that influence human behavior.
- b. Identify the functions of the different elements of the nervous system.
- c. Identify the different structures and functions of the neuron.
- d. Identify the function of neurotransmitters.
- e. Identify the function of synaptic transmitters.
- f. Name the different areas of the brain and how each functions.
- g. Identify the locations of the brain's structures.
- h. Specify the relationship between the brain hemispheres and how each influences our

behavior.

Performance Standards

Competence will be demonstrated:

- o in objective exams
- o in the making of a brain or neuron model

Criteria - Performance will be satisfactory when:

- o learner can specify the different bodily structures as they effect human behavior
- o learner can identify the different areas of the human nervous system
- o learner can specify the elements of the areas of the human nervous system
- o learner can differentiate between the neurological components of the nervous system
- o learner can identify the basic elements of the brain and their corresponding functions

3. Identify the concepts associated with states of consciousness.

Learning objectives

What you will learn as you master the competency:

- a. Distinguish between the elements of stimuli, transduction, adaptation, and psychophysics.
- b. Identify the body senses and their associated structures.
- c. Identify the chemical senses and their structures.
- d. Specify the different states of normal waking consciousness.
- e. Differentiate between the different stages of sleeping.
- f. Identify the theories of dreaming.
- g. Specify the different types of sleep phenomena.
- h. Specify the difference between consciousness and altered states of consciousness.
- i. Describe the effects of the major categories of psychoactive drugs on consciousness and on the brain.

Performance Standards

Competence will be demonstrated:

- o in objective examinations

Criteria - Performance will be satisfactory when:

- o learner differentiates between sensation and perception
- o learner can identify the different body senses
- o learner can characterize sensory limits
- o learner can differentiate between states of consciousness
- o learner can identify the different stages of sleep
- o learner can specify the content, meaning, and theories of dreams
- o learner can distinguish between altered states of consciousness

4. Examine and learn the theory and principles associated with learning.

Learning objectives

What you will learn as you master the competency:

- a. Define learning
- b. Define stimulus and response.
- c. Specify the meaning of learning by association.
- d. Define unconditioned and conditioned responses and stimuli.
- e. Recognize the sequence of pairing stimuli with other stimuli to evoke a response.
- f. Distinguish between the different methods of pairing stimuli and determine which method is the most effective.
- g. Specify the meaning of operant conditioning.
- h. Define positive and negative reinforcement and distinguish between primary and secondary reinforcers.
- i. Differentiate between consequences that decrease the rate of behavior and recognize the differences between spontaneous recovery and alternatives to punishment.
- j. Differentiate between extinction and punishment.
- k. Distinguish between negative reinforcement and punishment.
- l. Recognize the elements of discrimination and generalization.
- m. Identify the different schedules of reinforcement and be able to characterize those that result in the highest rate of responding and are most resistant to extinction.
- n. Identify the elements involved in social learning across modeling, imitation, and reinforcement.
- o. Identify frequently occurring disorders that are the result of conditioning.

Performance Standards

Competence will be demonstrated:

- o in objective examinations
- o on homework assignments

Criteria - Performance will be satisfactory when:

- o learner can identify the basic principles of learning
- o learner can differentiate between respondent and operant conditioning techniques
- o learner can specify the elements used in respondent conditioning
- o learner can specify the elements used in operant conditioning
- o learner can characterize the types of consequences in operant conditioning
- o learner can describe the theoretical interpretations of learning
- o learner can characterize the application of psychology to frequently occurring disorders

5. Identify the stages of memory and information processing theory.

Learning objectives

What you will learn as you master the competency:

- a. Define memory.
- b. Identify the first stage of memory.
- c. Characterize the limits of the sensory register stage of memory.

- d. Identify the second stage of memory and characterize its limitations.
- e. Identify the third stage of memory and characterize its limitations.
- f. Specify the different types of long-term memory and which information is the most durable.
- g. Characterize the difference between decay, interference, reconstruction and motivated forgetting theories of forgetting.
- h. Define engram.
- i. Characterize the differences between the neuronal, molecular and RNA theory of engram formation.
- j. Distinguish between anterograde and retrograde amnesia and differentiate these concepts with proactive and retroactive memory interference.

Performance Standards

Competence will be demonstrated:

- o in objective examinations

Criteria - Performance will be satisfactory when:

- o learner can identify the three stages of memory
- o learner can differentiate between the three stages of memory
- o learner can characterize the theories associated with forgetting
- o learner can specify the biological basis of memory
- o learner can describe the types of memory interference
- o learner can describe the types of amnesia
- o learner can identify means to enhance memory

6. Examine the concepts of cognition, language, and intelligence.

Learning objectives

What you will learn as you master the competency:

- a. Define cognition.
- b. Differentiate between types of concepts.
- c. Distinguish between disjunctive and conjunctive concepts.
- d. Identify the operations used in problem solving and characterize the problem solving techniques.
- e. List the elements and rules of language.
- f. Define intelligence.
- g. Distinguish between fluid and crystallized intelligence.
- h. Identify the general formula for calculating an intelligence quotient.
- i. List the elements used in constructing an IQ assessment.
- j. Describe the characteristics of good intelligence tests.
- k. Identify the factors that contribute to individual differences in measured intelligence.
- l. Characterize numeric extremes of measured intelligence across mental retardation and giftedness.

Performance Standards

Competence will be demonstrated:

- o in objective examinations

Criteria - Performance will be satisfactory when:

- learner can identify the basic units of thinking
- learner can differentiate between problem solving techniques
- learner can distinguish between the types of thinking
- learner can define intelligence
- learner can determine the methods by which human intelligence is assessed
- learner can characterize the different elements of language
- learner can identify extremes in intelligence

7. Examine and explain the different stages of human development across physical, emotional, social, and moral stages.

Learning objectives

What you will learn as you master the competency:

- a. Define development.
- b. Identify the four stages of cognitive development in Piaget's theory.
- c. Characterize the cognitive abilities and limitations during each of the stages of mental development in Piagetian theory.
- d. Define morality.
- e. Identify the stages in Kohlberg's theory of moral development and the limitations associated with each stage.
- f. Describe Kohlberg's moral dilemmas and how that concept is used to measure moral reasoning.
- g. Identify Erikson's orientation to psychosocial development.
- h. Specify the developmental sequence of the neonate in terms of the number of reflexes that present during this period.
- i. Specify the emotional behavior present during the neonatal period.
- j. Differentiate the emotional behaviors during the neonatal, infancy and childhood stages of development.
- k. Define adolescence.
- l. Characterize the cognitive abilities during adolescence.
- m. Distinguish the cognitive abilities during adolescence to those during adulthood.
- n. Identify the stages of social development during early, middle and late adulthood.
- o. Identify the stages during death and dying-the final stage.

Performance Standards

Competence will be demonstrated:

- in objective examinations

Criteria - Performance will be satisfactory when:

- learner can identify the basic processes of development
- learner can differentiate between the cognitive, moral and psychosocial theories of development
- learner can identify the different physical, emotional, and social characteristics of the human during normal course of development during the life span
- learner can distinguish between developmental sequences during the neonatal, infant, childhood, adolescent and adulthood periods during the life span

8. Characterize the differences between emotion and motivation and what factors influence these basic human concepts.

Learning objectives

What you will learn as you master the competency:

- a. Define motive.
- b. Differentiate between the primary motives required to meet our biological needs.
- c. Define the concept of biological thermostats.
- d. Identify the psychological motives and characterize the difference between these motives and the primary motives.
- e. Specify the limits of the performance motivation principle.
- f. Characterize achievement motivation and describe "n ach".
- g. Distinguish between the characteristics of high need affiliators and low need affiliators.
- h. Identify the three fundamental levels of Maslow's hierarchy of motivation and describe the application of this model to the human condition.
- i. Differentiate between intrinsic and extrinsic motivation.
- j. Distinguish between opponent process theory of emotion and codependency.
- k. Define emotion.
- l. Differentiate between the James- Lange, Cannon Bard, and cognitive theory of emotion.
- m. Define aggression.
- n. Distinguish between the instinct, frustration-aggression, and social learning theories of emotion.
- o. Define catharsis.

Performance Standards

Competence will be demonstrated:

- o in objective examinations

Criteria - Performance will be satisfactory when:

- o learner can distinguish between the concepts of emotion and motivation
- o learner can differentiate between primary and secondary motives
- o learner can characterize the three theories of emotion
- o learner can specify the different views of human aggression

9. Examine the different perspectives that contribute to our gender identity and which sexual disorders are most frequently manifested.

Learning objectives

What you will learn as you master the competency:

- a. Define gender, gender identify, gender role, sexual orientation.
- b. Differentiate between the concepts of gender, gender identity, gender role, and sexual orientation.
- c. Define sexuality.
- d. Identify the theories of gender identity.
- e. Define atypical sexual behavior.
- f. Define abnormal sexual behavior.
- g. Differentiate between transvestism and transsexualism.

- h. Define fetishism.
- i. Distinguish between voyeurism and exhibitionism.
- j. Characterize forced sexual behavior.
- k. Distinguish between the different categories of sexual abuse of children.

Performance Standards

Competence will be demonstrated:

- o in objective examinations

Criteria - Performance will be satisfactory when:

- o learner can differentiate between the concept of gender and sexuality
- o learner can describe the characteristics of gender acquisition
- o learner can differentiate between atypical, usually abnormal and abnormal sexual behavior/disorders

10. Explain the different orientations toward understanding what influences human social behavior.

Learning objectives

What you will learn as you master the competency:

- a. Define social psychology.
- b. Differentiate social psychology from sociology.
- c. Define the concepts of social influence across conformity, compliance and obedience.
- d. Distinguish between the effects of conformity, compliance and obedience.
- e. Define attitude.
- f. Identify the origins of attitudes.
- g. Specify the elements of attitude change.
- h. Differentiate between the elements of the characteristics of the speaker, message, and the listener.
- i. Define cognitive dissonance.
- j. Identify the elements and processes involved in resolving cognitive dissonance.
- k. Define stereotype.
- l. Distinguish between the concepts of stereotype and prejudice.
- m. Define interpersonal attraction.
- n. Identify the determinants of interpersonal attraction.
- o. Characterize the longevity of those relationships based upon similarities that attract people to one another versus those that are attracted to one another based on opposite determinants.

Performance Standards

Competence will be demonstrated:

- o in objective examinations

Criteria - Performance will be satisfactory when:

- o learner can identify social influences
- o learner can characterize the processes by which we explain human social behavior
- o learner can distinguish between the effects of social influences
- o learner can identify the origins of attitudes

- o learner can specify the process of attitude change
- o learner can differentiate between prejudice and stereotypes
- o learner can identify the determinants of interpersonal attraction

11. Examine the theoretical bases of psychosexual stages of development and psychoanalysis.

Learning objectives

What you will learn as you master the competency:

- a. Define personality.
- b. Define and distinguish between the three levels of consciousness.
- c. Define the Freudian concepts of id, ego, and superego.
- d. Define and differentiate between the oral, anal, phallic, latency, and genital stages of psychosexual development.
- e. Differentiate between Jungian, Adlerian, theories of personality and distinguish those theories from the theory of Horney, and those of the Humanistic and Social Learning orientations.
- f. Define trait as applied in personality assessment.
- g. Differentiate between interview and observational methods of assessing personality.
- h. Distinguish between projective and objective personality tests.
- i. Provide examples by titles of projective and objective personality tests and identify those most frequently used in contemporary testing environments.

Performance Standards

Competence will be demonstrated:

- o in objective examinations

Criteria - Performance will be satisfactory when:

- o learner can define personality
- o learner can identify the levels of consciousness in psychoanalytic theory
- o learner can identify "mind parts" in the Freudian paradigm
- o learner can identify and distinguish between the different stages of psychosexual development
- o learner can specify the theories derived from psychoanalysis and differentiate those with contemporary theories of personality development
- o learner can define traits as measured by personality assessments and identify the associated theories
- o learner can differentiate between personality assessment models

12. Identify and differentiate between stress and stressors and techniques to reduce associated consequences.

Learning objectives

What you will learn as you master the competency:

- a. Define stress.
- b. Differentiate between the sources of stress: frustration, conflict, pressure, life events.
- c. Distinguish between the different types of conflicts.
- d. Identify the different types of effective coping methods.

- e. Identify the different types of ineffective coping methods.

Performance Standards

Competence will be demonstrated:

- o in objective examinations

Criteria - Performance will be satisfactory when:

- o learner can identify the sources of stress
- o learner can distinguish between effective and ineffective coping strategies

13. Identify the concepts associated with abnormal behavior and criteria associated with major mental health disorders.

Learning objectives

What you will learn as you master the competency:

- a. Define abnormal behavior.
- b. Identify the purpose and use of the Diagnostic and Statistical Manual of Mental Health Disorders-Revised.
- c. Distinguish between clinical psychology and psychiatry.
- d. Differentiate between continuity and discontinuity premises of abnormal behavior.
- e. Differentiate between biological and psychological theories of abnormal behavior.
- f. Define anxiety and associated disorder.
- g. Differentiate between phobia, generalized versus panic anxiety disorders and obsessive-compulsive disorders.
- h. Identify somatoform disorder.
- i. Distinguish between somatization and hypochondriasis.
- j. Distinguish between conversion and pain disorders.
- k. Define dissociative disorders.
- l. Distinguish between dissociative amnesia and fugue states.
- m. Define depersonalization.
- n. Distinguish between major depression and bi polar disorders.
- o. Define psychosis and differentiate this disorder with anxiety, mood, and dissociative disorders.
- p. Distinguish between paranoid, disorganized, catatonic, and delusional disorders.
- q. Differentiate between schizoid, antisocial and other personality disorders.

Performance Standards

Competence will be demonstrated:

- o in objective examinations

Criteria - Performance will be satisfactory when:

- o learner can distinguish between the concept of normal and abnormal behavior
- o learner can differentiate between the historical views of abnormal behavior and contemporary views
- o learner can distinguish those behaviors associated with anxiety, somatoform, dissociative, mood, schizophrenia/delusional and personality disorders

14. Identify the concepts associated with therapeutic intervention strategies.

Learning objectives

What you will learn as you master the competency:

- a. Define psychotherapy.
- b. Distinguish between free association and dream interpretation.
- c. Differentiate the different elements presented in humanistic psychotherapy.
- d. Identify the treatment regimes used in behavior therapy.
- e. Apply behavior therapy techniques to anxiety disorders.
- f. Distinguish between flooding and systematic desensitization.

Performance Standards

Competence will be demonstrated:

- o in objective examinations

Criteria - Performance will be satisfactory when:

- o learner can define psychotherapy
- o learner can specify the techniques of humanistic psychotherapy
- o learner can specify the techniques of behavior therapy
- o learner can specify the techniques of cognitive therapy
- o learner can distinguish between clinical psychology and psychiatry

Types of Instruction

Lecture

Discussion

Demonstration

Experiential

Grading Information

Grading Rationale

Students will be evaluated as follows in accord with the weights assigned to course requirements:

- | | |
|----------------|-----|
| 1. Assignments | 35% |
| 2. Unit Tests | 40% |
| 3. Quizzes | 15% |
| 4. Final | 10% |

Grading Scale

- | | |
|---|-----------|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | Below 60% |