

College of Micronesia-FSM
PO Box 159
Pohnpei, FM 96941

COURSE OUTLINE

Course Title: **General Psychology**

Department & Number: **SS/PY 101**

Social Science

Course Description: This course provides an introduction to the concepts, theories, and research behind the study of human thought, emotion, and behavior.

Course Prepared by: National Campus Social Science Division **State:** Pohnpei

	Hours per week		No. of week	=	Total Hours	=	Semester Credits
Lecture	<u> 3 </u>	x	<u> 16 </u>	=	<u> 48 </u>	=	<u> 3 </u>
Laboratory	<u> </u>	x	<u> </u>	=	<u> </u>	=	<u> </u>
Workshop	<u> </u>	x	<u> </u>	=	<u> </u>	=	<u> </u>

Purpose of Course:

Degree Requirement X
Degree Elective X
Certificate
Other X

Prerequisite Courses: ESL 089

Signature, Chairperson, Curriculum Committee

Date Approved by Committee

Signature, President, COM-FSM

Date Approved by President

I. COURSE OBJECTIVES

A. General Objectives

1. Describe the field of Psychology and differentiate it from other fields of the social and behavioral sciences (unit 1).
2. Describe the research and analytical methods used by psychology including the 7 main psychological theories (unit 1).
3. Describe the ways in which the brain and nervous system function to produce our thoughts, emotions and behaviors (unit 2).
4. Describe the processes of sensation and perceptions (unit 3).
5. Describe the processes of nature and nurture in human development throughout the life-span (unit 4).
6. Describe the concepts, theories, research and physiological and psychological processes behind human motivation and emotion (unit 5).
7. Describe the concepts, theories, research and processes underlying human learning (unit 6).
8. Describe the concepts, theories, research and processes underlying human social behavior (unit 7).
9. Describe the various types of abnormal behavior and their causes (unit 8).
10. Describe the various types of psychotherapy (unit 9).
11. Describe the ways in which human behaviors affect human health (unit 10).

B. Specific Objectives

Upon completing this course, a student should be able to:

Unit 1 – Introducing Psychology

1. Describe the differences between the psychological approach to studying behavior and the approaches used by different social scientists including anthropologists, sociologists, and others.
2. Explain the ways in which psychologists describe, explain, predict and control behavior.

3. Describe the major research methods and the types of information that they provide.
4. Explain the seven main psychological theories and the ways in which they explain cause and effect.

Unit 2 – Biological Psychology

1. Explain how the ideas of evolutionary theory have affected the way we view human thought, emotion, and behavior.
2. Explain how genetic information can affect behavior.
3. Describe the structure and function of the nervous system and its main parts.
4. Describe the technologies that are used to understand the brain and its functions.
5. List the major chemicals on the body that affect our thoughts, emotions, and behaviors.

Unit 3 – Sensation and Perception

1. Distinguish between the processes of sensation and perception.
2. Describe the anatomy and functioning of the visual and auditory systems.
3. Describe the processes involved with taste, smell, touch, movement, and other sensations.

Unit 4 - Development

1. Explain the roles of nature and nurture in development and their relations to maturation and learning.
2. List the key milestones in physical development at birth, during infancy, and during childhood.
3. Explain Vygotsky's environmentally based theory of development.
4. Describe the abilities in each of Piaget's stages of development.
5. List the psychosocial stages of Erikson's theory and describe the characteristics of each stage.

Unit 5 – Motivation and Emotion

1. Describe how early psychologists explained motivation.

2. Describe how physiology influences motivation.
3. Explain how psychological needs and cognitive processes affect motivation.
4. Compare and contrast motivation and emotion.
5. List and describe the basic emotions, how they are expressed, and how they may differ across cultures.
6. Explain how the expression of emotions benefits us socially.

Unit 6 – Learning

1. Differentiate between habituation, instincts, and imprinting.
2. Describe learning through classical conditioning.
3. Describe learning through operant conditioning.
4. Describe the social-learning process.

Unit 7 - Social Psychology

1. Explain how we perceive and interpret information about ourselves and others.
2. List and describe the heuristics and biases that people use to help them understand and evaluate others.
3. Describe the nature of attitudes and their relationship to behavior.
4. Explain why people conform and comply with the behavior of others.
5. Discuss the processes whereby people are likely to exhibit prosocial and antisocial behavior.

Unit 8 – Abnormal Psychology

1. List the characteristics needed for behavior to be described as abnormal.
2. Describe the different theoretical approaches currently used by psychologists to deal with abnormal behavior and its causes.
3. Differentiate between the major classes of diagnoses.
4. Characterize the main DSM IV syndromes.

5. Explain some of the most important causes of suicide.

Unit 9 – Psychotherapy

1. Describe the goals and methods of psychodynamic therapies, and how these therapies differ from other approaches.
2. Describe the goals and methods of humanistic therapies, and how these therapies differ from other approaches.
3. Describe the goals and methods of behavioral therapies, and how these therapies differ from other approaches.
4. Describe the goals and methods of cognitive therapies, and how these therapies differ from other approaches.
5. Describe the goals and methods of biological therapies, and how to distinguish among psychotropic medications.
6. Describe group approaches to psychotherapy.

Unit 10 – Health Psychology

1. Describe the main concerns of health psychology.
2. Identify the various behavioral factors that are associated with the maintenance of good health.
3. State the relationship between stress and disease processes.
4. Describe the personality factors that are associated with health and well-being, as well as with disease.

II. COURSE CONTENT

Unit 1 – Introducing Psychology

History of Psychology
The psychological theories
 Evolutionary
 Biological
 Cultural
 Psychodynamic

Cognitive
Humanistic
Behavioral

Psychological Research
Basic and applied research
Tests and surveys
Case studies
experiments

Unit 2 – Biological Psychology

The Central Nervous System & Peripheral Nervous System
Cells
Spinal cord
Neurons
Dendrites and synapses
Neurotransmitters
Autonomic, somatic, sympathetic, parasympathetic systems
The Brain
Hindbrain, midbrain, forebrain
Thalamus, hypothalamus, limbic, hippocampus
Cerebral cortex
Frontal, parietal, occipital, temporal lobes
Sensory, motor and association cortex
Left and right hemispheres
Endocrine glands – adrenal, thyroid, pituitary

Unit 3 – Sensation and Perception

Sensory Systems
Signal detection
Absolute threshold
Receptor cells
Transduction
Sensory coding
The Sense of Sight
Light and the electromagnetic spectrum
Anatomy and operation of the eye
The Sense of Hearing
The physical properties of sound – wavelength
Anatomy & operation of the ear
The Sense of Taste, Smell, & Touch
Taste buds
Olfaction
Touch receptors

- Pain
- Perception
 - Absolute thresholds
 - Space perception
 - Form perception
 - Perceptual constancy
 - Depth of perception
 - Culture, experience and perception

Unit 4 - Development

- The Nature vs Nurture Controversy
- Prenatal Development
 - Zygote, placenta, embryo & fetus
 - Prenatal risks
 - Fetal alcohol syndrome
- The Newborn
 - Sensory and reflex development
- Infancy
 - Physical development
 - Cognitive development
 - Socio-emotional development
- Piaget's Theory of Cognitive Development
 - Schemas, assimilation, accommodation
 - Sensorimotor stage
 - Preoperational stage
 - Concrete operational stage
- Vygotsky's Theory of Cognitive Development
 - Internalization
 - Proximal zone of development
- Erikson's Theory of Psychosocial Development
 - Trust vs mistrust
 - Autonomy vs shame
 - Initiative vs guilt
 - Industry vs inferiority
 - Identity vs role confusion
 - Intimacy vs isolation
 - Generativity vs stagnation
 - Integrity vs despair
- Kohlberg's Theory of Moral Development
 - Preconventional moral reasoning
 - Conventional moral reasoning
 - Postconventional moral reasoning
- Puberty & Adolescence
 - Physiological changes
 - Social and emotional changes

Personal fable
Invincibility fallacy
Adulthood and Old Age

Unit 5 – Motivation and Emotion

Instinct Theory
Fixed action patterns
Drive Reduction and Homeostasis Theory
Primary drives
Secondary drives
Arousal Theory
Optimal levels
Incentive Theory
Expectation of reward
Hunger and Eating
Nutrients and hormones
Role of the hypothalamus
Flavor learning and appetite
Eating disorders
Sexual Behavior
Hormones and sexual desire
Social and cultural factors
Sexual dysfunctions
Sexual “orientation”
Biological factors
Work and Success
Achievement motivation
Individual variability
Gender variability
Cultural variability
Abraham Maslow’s Hierarchy of Needs
Self-actualization
Esteem
Belongingness and love
Safety
Physiological
Emotion
Defining characteristics
Autonomic nervous system
Fight or flight syndrome
William James’ theory
Schacter’s Cognitive Labeling theory
Walter Cannon’s theory
Emotional expression – innate & learned
Sociocultural aspects of emotion

Unit 6 – Learning

Classical Conditioning

- Pavlov's discovery
- Unconditioned stimulus and response
- Conditioned stimulus and response
- Extinction and reconditioning

Operant Conditioning

- Thorndike's law of effect
- Reinforcement – positive and negative
- Punishment and avoidance learning
- Aversive conditioning
- Learned helplessness

The Research of B.F. Skinner

Cognitive Processes in Learning

- Latent learning
- Cognitive map

The Social Learning Theory of Albert Bandura

- Vicarious observational learning
- Attention
- Retention
- Motivation
- Potential reproduction

The Role of Neural Networks and Cognitive Maps

Cultural Factors in Learning and Teaching

- Learning styles
- Teaching styles

Unit 7 - Social Psychology

The Social Construction of the Self

Social Cognition

Vygotsky's Theory of Cognitive Development – Social Constructivism

Social Identity Theory

Social Cognition

- Cognitive dissonance

Social Perception

- First impressions
- Self-fulfilling prophecies
- Attribution
- Social desirability
- Fundamental attribution error

- Actor-observer effect
- Self-serving bias
- Confirmation bias

Attraction

- Reinforcement theory
- Equity theory
- Balance theory
- Theories of love

Attitudes

- Attitude formation and function
- Cognitive, affective, behavioral components
- Attitude change
- Prejudice and stereotypes

Conformity, Compliance & Obedience

- Factors that affect conformity
- Types of compliance
- Milgram & Zimbardo experiments

Unit 8 – Abnormal Psychology

Defining disorders

- Statistical approach
- Valuative approach
- Practical approach
- The DSM-IV classification system

Explaining disorders

- The medical model
- The biological model
- The psychodynamic approach
- The cognitive-behavioral approach
- The humanistic/phenomenological approach
- Sociocultural factors
- The diathesis-stress integrated approach

Anxiety Disorders

- Phobias
- Generalized anxiety disorders
- Panic disorder
- Obsessive compulsive disorder
- Causes

Somatoform Disorders

- Conversion
- Hypochondriasis
- Somatization
- Pain disorder
- Causes

Dissociative Disorders

- Amnesia
- Fugue
- Multiple personality disorder
- Causes

Mood Disorders

- Depression
- Suicide
- Bipolar disorder
- Causes

Schizophrenia

- General symptoms
- Residual schizophrenia
- Disordered schizophrenia
- Paranoid schizophrenia
- Catatonic schizophrenia
- Undifferentiated schizophrenia
- Causes

Personality Disorders

- Schizotypal personality disorder
- Avoidant personality disorder
- Narcissistic personality disorder
- Antisocial personality disorder
- Schizoid personality disorder
- Borderline personality disorder
- Dependent personality disorder
- Obsessive compulsive personality disorder
- Histrionic personality disorder
- causes

Unit 9 – Psychotherapy

Psychodynamic Therapy

- Psychoanalysis
- Free association
- Interpretation of dreams
- Transference
- Insight & catharsis

Humanistic Therapy

- Client centered therapy
- Unconditional positive regard
- Empathy
- Congruence (genuineness)

Behavioral Therapy

- Behavior modification
- Systematic desensitization
- Modeling

- Positive reinforcement
- Extinction
- Aversive conditioning
- Punishment
- Cognitive behavioral therapy – rational emotive and cognitive restructuring
- Biological Therapy
 - Electroconvulsive therapy
 - Psychosurgery
 - psychopharmacology

Unit 10 – Health Psychology

- The Stress Process
 - Stressors
 - Stress reactions
 - Stress mediators
- Stress Responses
 - Physiological stress responses
 - Emotional stress responses
 - Cognitive stress responses
 - Behavioral stress responses
 - Post-traumatic stress disorder
- Coping with stress
 - Problem focused coping skills
 - Emotion-focused coping skills
 - Stress & personality
- Stress and the Immune System
 - Psychoneuroimmunology

III. TEXTBOOK

Mastering the World of Psychology, Wood, Samuel E. , Ellen Green Wood & Denise Boyd. 2004 2nd ed. or current edition. ISBN# 0205457959.

IV. REQUIRED COURSE MATERIALS -- none

V. REFERENCE MATERIALS

Cognitive Psychology, Payne & Wenger, Houghton Mifflin, 1998

Owner's Manual for the Brain, Howard, Bard Press, 2000

Evolutionary Psychology, Buss, Allyn & Bacon, 1999

How the Mind Works, Pinker, Norton, 1997

Emotion and Culture, Kitayama & Markus, APA 1994

Psychology: An Introduction, Kagan, HBJ, 1991

Understanding Human Behavior, Philipchalk, HBJ, 1994

Psychology: The Study of Human Behavior, Irwin Stebbins – HBJ 1998

Cross Cultural Topics in Psychology, Adler, Praeger, 1994

The Social Animal, Elliot Aronson, Freeman & Co., 1984

The Basic Writings of Carl Jung, Laszlo, Princeton Univ. Press, 1990

Social Psychology: The Theory & Application of Symbolic Interactionism, Lauer, Houghton Mifflin Co., 1977

The Mind in Society: Evolutionary Psychology and the Generation of Culture, Cosmides, Oxford Press, 1992

The Adapted Mind: Evolutionary Psychology and the Generation of Culture, Cosmides, Oxford Press, 1992

The Moral Animal: The New Science of Evolutionary Psychology, Wright, Vintage Press, 1994

VI. INSTRUCTIONAL COST -- none

VII. METHOD OF INSTRUCTION

This course outline is for both the online course and the classroom course. Therefore, there are two possible methods of instruction. The online course is developed along the lines of the classic correspondence course model where students do the reading, construct their own meaning, submit weekly assignments and then sit for comprehensive midterms and finals (3 midterms and 3 finals). The classroom method of instruction is the standard lecture format with unit tests, midterm exam, and final exam.

VIII. EVALUATION

The method of evaluation reflects the method of instruction. For the online course, students are evaluated via the weekly assignment and the large comprehensive midterm exams (3) and final exams (3). The weekly assignments consist of two essay exercises and one multiple choice assignment. The essay assignments are designed to get the students to apply the concepts and theories to real life, therefore demonstrating their understanding. The multiple choice exercises are designed to get the students to engage the textbook. For the classroom course, the students are evaluated via unit tests and a midterm exam and a final exam. As with the online course, there are both essay and multiple choice components designed to test both understanding and application and to get the students to engage the textbook.

IX. ATTENDANCE POLICY

The standard COM-FSM attendance policy applies to this course.

X. ACADEMIC HONESTY POLICY

The standard COM-FSM academic honesty policy applies to this course.