

PSY M01: INTRODUCTION TO PSYCHOLOGY

Originator

vboucqquey

Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

PSY - Psychology

Course Number (CB01B)

M01

Course Title (CB02)

Introduction to Psychology

Banner/Short Title

Intro to Psychology

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Explores the scientific study of behavior and mental processes, focusing on a broad range of psychological theories and concepts, methods, and research findings. Covers topics such as the biological bases of behavior and mental processes, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology.

Course Credit Limitations: Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P". Honors Program requires a letter grade.

Taxonomy of Programs (TOP) Code (CB03)

2001.00 - Psychology, General

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(E) Credit by exam, license, etc.

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

ENGL M01A or ENGL M01AH

Requisite Justification

Requisite Type

Recommended Preparation

Requisite

ENGL M01A OR ENGL M01AH

Requisite Description

Other (specify)

Specify Other Requisite Description

Recommended level of communication skill

Level of Scrutiny/Justification

Required communication/computation skill

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | demonstrate an understanding of perspectives, theories, and core concepts in Psychology. |
| 2 | discuss ways that the content from this course can apply to their lives by referencing core concepts, perspectives, and/or theories examined in this course. |
| 3 | recognize the impact and value of diversity on psychological research, theory, and application, including but not limited to: age, race, ethnicity, culture, gender, socioeconomic status, disability, and sexual orientation. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|----|--|
| 1 | explain major theories and concepts of human behavior during consecutive eras. |
| 2 | apply methods and research findings in psychology including the scientific approach, research design, the use of statistics, and ethics to understand the role of reviewing scientific evidence throughout the study of human behavior. |
| 3 | analyze biological bases of behavior, including the relationship between human behavior, neurological functioning, and perception/cognition. |
| 4 | recognize major developmental changes across the lifespan in behavior and mental processes. |
| 5 | distinguish between altered and waking consciousness and understand components of stages of sleep. |
| 6 | differentiate among three types of learning: classical conditioning, operant conditioning, and observational learning. |
| 7 | explain current models of memory and the role of brain functioning. |
| 8 | distinguish between the current theories of motivation and emotion. |
| 9 | compare and contrast major personality theories (e.g., psychoanalytic, social learning, and trait factor theories). |
| 10 | analyze the effect of stress on physical functioning and factors that influence resilience. |
| 11 | identify factors used to establish abnormal behavior, understand the classification system of the current Diagnostic and Statistical Manual of Mental Disorders, and list criteria for psychological disorders such as mood disorders, anxiety disorders, and schizophrenia. |
| 12 | identify therapeutic approaches for psychological disorders. |
| 13 | explain how social psychology principles influence such attitudes and behaviors as obedience, conformity, prejudice, aggression, and prosocial behavior. |
| 14 | recognize the role of applied psychology (e.g., clinical, community, and health). |
| 15 | distinguish between sensation and perception and understand the subjective nature of perception. |

Course Content**Lecture/Course Content****(10%) Historical and Current Perspectives of Psychology**

- Current definition of psychology and reasons for studying
- Major concepts and theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural)
- Historical trends in psychology

- Critical thinking skills and information competence as applied to psychological topics

- Different types of psychologists and clinical specialists

- Biopsychosocial approach to psychological issues such as Depression or addiction

(10%) Research Methods in Psychology

- The scientific method and core empirical findings in psychology
- Different types of psychological research
- Components of an empirical experiment
- Difference between correlation and causation
- Basics of correlational research and statistical expression
- Distinction between scientific and non-scientific methods of understanding and analysis
- Basic ethical standards including the principle of justice for human research in psychology

(10%) Biological Bases of Behavior and Mental Processes

- Major parts of the nervous system
- Major lobes and function areas of the brain

- Neurons and neural communication
- The endocrine system

(8%) Developmental Changes Across the Lifespan

- Prenatal development and influences on later behavior
- Infant awareness and capabilities
- Brain and cognitive development from conception to old age
- Temperament, attachment, and other influences on emotional development
- Lifespan challenges including those particular to diverse groups such as identity formation for LGBTQ individuals or first-generation immigrants

(6%) Consciousness

- Waking and altered consciousness
- Human biorhythms and the suprachiasmatic nucleus (SCN)
- Sleep stages, including differences in brain waves and physiological activity
- Theories of dreaming

(8%) Learning

- How psychologists define learning
- Basic tenants of Classical conditioning; Operant conditioning; and Observational learning as well as applications of each type of learning

(8%) Memory and Cognition

- Current and historical models of memory
- The process of encoding from short-term to long-term memory
- Different types of long-term memories (explicit and implicit)
- Memory retrieval
- Memory dysfunction

(6%) Emotion and Motivation

- Theories and physiology of emotion
- Motivational concepts
- Describe applied areas of psychology (e.g., industrial/organizational psychology)

(6%) Personality

- Psychological definition of personality
- Individual differences, psychometrics, and personality
- Major personality theories such as psychoanalytic, social learning, and trait factor theories

(6%) Health and Stress

- The basics of the psychological stress response
- Historical conceptions of stress
- Negative and positive effects of stress
- Factors that influence an individual's response to stress
- Marginalized/stigmatized groups and the effects of chronic stress
- Ways to successfully cope with stress

(8%) Psychological Disorders and Treatments

- How psychologists define abnormal behavior
- How psychologists categorize abnormal behavior
- Symptoms common to disorders such as anxiety, mood, and schizophrenia within the current Diagnostic and Statistical Manual of Mental Disorders
- Evidence based treatment methods for psychological disorders such as anxiety disorders, mood disorders, and schizophrenia

(8%) Social Psychology

- Key research experiments in social psychology that contribute to what psychologists know about group influences on individual behavior
- How psychological principles affect attitudes and human behaviors such as obedience, conformity, stereotype threat, prejudice, implicit bias, aggression, and prosocial behavior
- Social processes, including those related to socio-cultural and international dimensions

(6%) Sensation and Perception

- Distinguish between sensation and perception
- Perceptual organization and interpretation

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Group projects
 Individual projects
 Journals
 Objective exams
 Oral analysis/critiques
 Oral presentations
 Quizzes
 Reports/papers
 Research papers
 Role playing
 Written analyses
 Written compositions
 Written homework
 Classroom Discussion
 Projects
 Participation
 Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Case studies
 Class activities
 Class discussions
 Collaborative group work
 Computer-aided presentations
 Demonstrations
 Distance Education
 Field experience/internship
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Internet research
 Lecture
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will use demonstrations, audio/visual presentations, class discussions, and small group activities to explain the course content. In addition, the instructor will model how to interpret and analyze research findings.

Representative Course Assignments

Writing Assignments

- Research and write a paper applying psychological principles in social and organizational settings.
- Write a paper explaining the stages of physical, cognitive, and emotional development according to lecture material and the course textbook.
- Create a pamphlet describing the different subfields of psychology.

Critical Thinking Assignments

- Apply the biopsychosocial approach to analyze the contributing factors associated with psychological issues such as PTSD or addiction.
- Discuss limitations associated with human memory and how those limitations might affect social systems such as the justice system.

Reading Assignments

-Read and study selected chapters from the textbook and the accompanying lecture notes; then, answer questions assigned by the instructor. An example would be: Read the chapter on Learning, review the lecture notes, and then identify the Positive Reinforcers, Negative Reinforcers, Positive Punishers and Negative Punishers in scenarios.

-Read through the Project Implicit website; take an Implicit Association Test; and answer instructor-guided questions.

Outside Assignments**Representative Outside Assignments**

- Research current treatment options for various psychological disorders.
- Research credible websites such as UC Berkeley's Greater Good Science Center to learn about current research topics beyond the course textbook.
- Apply course principles to improve personal well-being.

Articulation**C-ID Descriptor Number**

PSY 110

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSUCI	PSY 100	Introduction to Psychology	3
UCSB	PSY 1	Introduction to Psychology	4
CSUN	PSY 150	Introduction to Psychology	3

Comparable Courses within the VCCCD

PSY R101 - General Psychology

PSY V01 - Introduction to Psychology

PSY M100H - Course PSY M100H not Found

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****B2. Social and Behavioral Sciences**

Approved

C. Humanities**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development

Approved

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

Yes

Description

Coon, Dennis, John Mitterer, and Tanya Martini. *Introduction to Psychology: Gateways to Mind and Behavior*. 15th ed., Cengage, 2019.

Resource Type

Textbook

Classic Textbook

Yes

Description

Myers, David G., and DeWall, C. Nathan. *Psychology*. 13th ed., Macmillan Learning, 2021.

Resource Type

Textbook

Classic Textbook

Yes

Description

Feldman, Robert S. *Essentials of Understanding Psychology*. 14th ed., McGraw-Hill, 2021.

Resource Type

Textbook

Classic Textbook

No

Description

Spielman, Rose, et al. *Psychology*. E-book, 2nd ed., OpenStax, 2020, <https://openstax.org/details/books/psychology-2e>. Accessed 24 March 2021.

Library Resources**Assignments requiring library resources**

Research, using the Library's print and online resources, for projects concerning topics in psychology. Read articles in the Library's collection of professional, scholarly journals.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research using the Library's print and online resources to find relevant information pertaining to current psychological treatments.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving such topics as research methodology in psychology, biological bases of mind and behavior, and environmental/social/cultural influences on mind and behavior.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions
Video Conferencing	One-on-one meetings with students by request for clarification, questions, and student progress reports. Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. This would be the equivalent of on-line office hours. Also, the instructor may choose to present a lecture to the students via video conferencing.
Telephone	One-on-one meetings with students by request for clarification, questions, and student progress reports

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving such topics as research methodology in psychology, biological bases of mind and behavior, and environmental/social/cultural influences on mind and behavior.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
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Telephone	One-on-one meetings with students by request for clarification, questions, and student progress reports

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze sociological topics involving such topics as

E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

PSYCHOLOGY

Review and Approval Dates

Department Chair

03/22/2021

Dean

03/22/2021

Technical Review

03/25/2021

Curriculum Committee

10/19/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

Control Number

CCC000624516

DOE/accreditation approval date

MM/DD/YYYY