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10809198 Introduction to Psychology

Course Outcome Summary

Course Information

Description	This introductory course in psychology is a survey of the multiple aspects of human behavior. It involves a survey of the theoretical foundations of human functioning in such areas as learning, motivation, emotions, personality, deviance and pathology, physiological factors, and social influences. It directs the student to an insightful understanding of the complexities of human relationships in personal, social, and vocational settings.
Instructional Level	Associate Degree
Total Credits	3.00
Total Hours	48.00

Types of Instruction

Instruction Type	Credits/Hours
Presentation (Lecture/Demonstration/Discussion)	3/48

Course History

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Last Approval Date	1/14/2014

Purpose/Goals

This course outcome summary includes the competencies and criteria for Introduction to Psychology (10-809-198). This course is part of the General Studies Core offered throughout the Wisconsin Technical College System (WTCS). The course competencies are consistent among the colleges and are at baccalaureate level to accommodate student success in transfer to four-year colleges.

Course Competencies

1.   Apply psychological perspectives and research methods
Domain Cognitive   *Level*   Application   *Status*   Active

Assessment Strategies
1.1.   in a written, oral or graphic reflection on psychological perspectives and research methods

Criteria

Criteria - Performance will be satisfactory when:
1.1.   reflection outlines the goals of psychology
1.2.   reflection relates the goals of psychology to your personal goals
1.3.   you apply the steps of the scientific method
1.4.   you demonstrate skill in using research methods

Learning Objectives
1.a.   Define types of research methods
1.b.   Demonstrate skills in using research methods
1.c.   Identify the steps of the scientific method
1.d.   Summarize the goals of psychology
1.e.   Relate goals of psychology to personal goals

2.   Use principles of motivation
Domain   Cognitive   Level   Application   Status   Active

Assessment Strategies
2.1.   in an oral, written and/or practical application either individually or in a group

Criteria

Criteria - Performance will be satisfactory when:
2.1.   you assess personal motivational patterns
2.2.   you clarify your personal life goals
2.3.   you incorporate theories of motivation
2.4.   you apply principles of motivation to specific situations

Learning Objectives
2.a.   Explain what motivates behavior
2.b.   Differentiate among theories of motivation
2.c.   Apply principles of motivation to daily life
2.d.   Clarify personal life goals

3.   Apply principles of learning
Domain   Cognitive   Level   Application   Status   Active

Assessment Strategies
3.1.   in an oral, written and/or practical application either individually or in a group

Criteria

Criteria - Performance will be satisfactory when:
3.1.   you communicate themes of major learning theories
3.2.   you articulate an awareness of the need for continuous updating and broadening of skills
3.3.   you identify individual learning styles
3.4.   you assess your preferred learning style
3.5.   you apply learning strategies to specific situations

Learning Objectives
3.a.   Describe various learning theories
3.b.   Differentiate among different types of learning
3.c.   Identify the application of learning theory to everyday life

4.   Characterize biological, hereditary, and environmental influences on behavior
Domain   Cognitive   Level   Application   Status   Active

Assessment Strategies
4.1.   in an oral, written and/or practical application either individually or in a group

Criteria

Criteria - Performance will be satisfactory when:

4.1.   characterization notes the biological influences on behavior
4.2.   characterization relates major structures of the brain with their attending functions
4.3.   characterization relates neuron communication with behavior
4.4.   characterization notes the hereditary influences on behavior including genes, chromosomes, and the human chromosomal structure
4.5.   characterization relates principles of genetics to individual differences
4.6.   characterization notes the environmental influences on behavior
4.7.   you differentiate among the influences

Learning Objectives
4.a.   Summarize principles of heredity
4.b.   Differentiate between heredity and environmental influences
4.c.   Trace neural pathways of nerve impulses
4.d.   Identify parts of the nervous system
4.e.   Explain the functions of the nervous system
4.f.   Differentiate between neurotransmitters and hormones (with regard to function and location)

5.   Demonstrate effective cognitive processes
Domain   Cognitive   Level   Application   Status   Active

Assessment Strategies
5.1.   in an oral, written and/or practical application either individually or in a group

Criteria

Criteria - Performance will be satisfactory when:

5.1.   you summarize different types of cognitive processes
5.2.   you analyze the relationships among cognitive processes
5.3.   you apply cognitive processes such as problem solving, critical thinking, and creativity to everyday life
5.4.   you apply concepts in the areas of perception, memory, language, learning, and aging to everyday life

Learning Objectives
5.a.   Summarize cognitive processes of language, thinking, intelligence and memory
5.b.   Apply problem-solving strategies
5.c.   Apply critical-thinking processes
5.d.   Apply creative-thinking strategies
5.e.   Apply mnemonic techniques

6.   Appraise interaction between social influences and individual behavior
Domain   Cognitive   Level   Evaluation   Status   Active

Assessment Strategies
6.1.   in an oral, written and/or practical application either individually or in a group

Criteria

Criteria - Performance will be satisfactory when:

6.1.   appraisal incorporates principles of social thinking
6.2.   appraisal incorporates principles of social influences
6.3.   appraisal relates contemporary social problems to principles of social relations
6.4.   appraisal predicts the impact of social influences on individual behavior

Learning Objectives
6.a.   Analyze social impacts on work, family, and community behavior
6.b.   Define types of social influences
6.c.   Summarize research results related to social influences

7.   Relate personality theories to self and others
Domain   Cognitive   Level   Application   Status   Active

Assessment Strategies

7.1.   in an oral, written and/or practical application either individually or in a group

Criteria

Criteria - Performance will be satisfactory when:

7.1.   you summarize important features of personality theories
7.2.   you note the assumptions on which the theories are based
7.3.   you detail similarities and differences between the theories
7.4.   you draw logical conclusions about how the theories relate to case studies and/or yourself

Learning Objectives
7.a.   Differentiate among personality theories
7.b.   Apply principles of personality theories to self-awareness

8.   Specify coping strategies for stress
Domain   Cognitive   Level   Synthesis   Status   Active

Assessment Strategies
8.1.   by analyzing case studies or scenarios

Criteria

Criteria - Performance will be satisfactory when:

8.1.   you identify stressors
8.2.   you note the physiological and psychological responses to stress
8.3.   you analyze factors contributing to the stress
8.4.   you prescribe a plan of coping strategies for effective stress management
8.5.   you explain why the strategies should improve the situation

Learning Objectives
8.a.   Differentiate between various types of coping strategies
8.b.   Describe sources of stress
8.c.   Describe the physiological and psychological responses to stress

9.   Evaluate the impact of states of consciousness on behavior
Domain   Cognitive   Level   Evaluation   Status   Active

Assessment Strategies
9.1.   in an oral, written and/or practical application either individually or in a group

Criteria

Criteria - Performance will be satisfactory when:

9.1.   evaluation defines altered states of consciousness
9.2.   evaluation addresses states of consciousness such as sleep, dreams, mind altering drugs, hypnotism, etc.
9.3.   evaluation includes the effect of the state of consciousness on behavior
9.4.   evaluation connects scientific research on the states of consciousness to scenarios or case studies

Learning Objectives
9.a.   Describe the typical sleep cycle
9.b.   Define altered states of consciousness
9.c.   Identify causes and treatment for sleep disorders
9.d.   Describe their own experience of consciousness
9.e.   Recognize the effects of mind-altering drugs
9.f.   Describe the effects of relaxation and meditation

10.   Analyze the interactions of sensation and perception
Domain   Cognitive   Level   Analysis   Status   Active

Assessment Strategies
10.1.   in an oral, written and/or practical application either individually or in a group

Criteria

Criteria - Performance will be satisfactory when:

10.1. analysis compares sensation and perception
10.2. analysis describes similarities and differences between sensation and perception
10.3. analysis shows the relationship between sensation and perception
10.4. the relationship between sensation and perception is based on application of facts and theories
10.5. analysis includes real life examples of the interactions of sensation and perception
10.6. analysis details problems encountered with sensation and perception
10.7. analysis includes suggestions for minimizing problems

Learning Objectives
10.a. Define sensation and perception
10.b. Explain the functions of the five senses
10.c. Explain process of sensory adaptation
10.d. Describe principles that organize perception

11. Differentiate among psychological disorders and related treatment approaches
Domain   Cognitive   *Level*   Application   *Status*   Active

Assessment Strategies
11.1. in an oral, written, or graphical response to a scenario or case study

Criteria

Criteria - Performance will be satisfactory when:

11.1. you identify psychological disorders
11.2. you characterize the relevant symptoms/problems related to the disorder
11.3. you note common therapeutic approaches used to treat the disorder
11.4. you detail pros/cons for the treatment approaches
11.5. you incorporate related scientific information about the brain, emotions, abnormal behavior, and stress
11.6. you recommend local/national mental health resources related to the disorder

Learning Objectives
11.a. Summarize criteria that separate mental health from mental illness
11.b. Specify categories of psychological disorders
11.c. Identify mental health resources
11.d. Differentiate among various treatments
11.e. Summarize uses of the DSM-IV

12. Articulate human development processes
Domain   Cognitive   *Level*   Application   *Status*   Active

Assessment Strategies
12.1. in an oral, written, and/or practical application either individually or in a group

Criteria

Your performance will be successful when:

12.1. you illustrate cognitive, moral, physical, and psychosocial changes that might occur across the lifespan
12.2. you assess the impact of cognitive, moral, physical, and psychosocial changes across the lifespan
12.3. you incorporate relevant scientific research related to human development
12.4. you you distinguish between the cognitive, physical, and psychological aspects of various stages of life

Learning Objectives
12.a. Recognize cognitive and moral changes during lifespan
12.b. Recognize physical changes during lifespan
12.c. Recognize psychosocial changes during lifespan