



## General Elective

Winter 2016  
Section(s): S1DE  
AHSS 1110

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<b>Academic Advisor:</b>	General Elective Course. Please contact appropriate Academic Advisor within your program area.
<b>Guelph Humber Website:</b>	<a href="http://www.guelphhumber.ca">www.guelphhumber.ca</a>

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<b>Course Title:</b>	Introductory Psychology: Dynamics
<b>Pre-requisites:</b>	None
<b>Co-requisites:</b>	None
<b>Restrictions:</b>	None
<b>Credits:</b>	0.5
<b>Course Website (If applicable):</b>	<a href="http://www.onlineguelphhumber.ca/">http://www.onlineguelphhumber.ca/</a>
<b>Method of Delivery:</b>	Distance Education, Fully Online

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### *Calendar Description:*

Students are introduced to the discipline of psychology's basic concepts, theories, research methods, and practices in four sub-areas -- Developmental, Personality, Abnormal, and Social Psychology. Psychology developed as a social and behavioural science, as well as a profession. Its research findings are applicable in such contexts as education, early childhood settings, social work, the justice system, and the work place.

## ***Course Learning Outcomes:***

On completion of this course the student will be able to:

1. State the differences (and enunciate the relative strengths and weaknesses) among the various methods used in Psychology, such as experimental, quasi-experimental, correlation, case study, and descriptive for both individuals and group aggregates.
2. Communicate in a written essay, in an analytical and critical manner, their reasoned assessment of several papers from the professional literature.
3. Argue that Psychology involves the scientific study of behaviour and mental processes, filtered through the richness of individual differences and diverse group and cultural processes, and informed by lessons learned in psychological practice.
4. Describe patterns and commonalities of idiographic and nomothetic. Individual and group behaviour, juxtaposed along the time-line of lifelong growth and development.
5. Discuss from a psychological perspective how humans (and, when appropriate, animals) know their world, act in their world, and pass from knowledge to action.
6. Recognize and comparatively evaluate the current competing perspectives representing physiological, experiential, psychodynamic, cognitive, personality, social, maturational, evolutionary or bio-social, and developmental psychology
7. List the stages of development that children and adults are thought to pass through in their lives
8. Relate the textbooks theories and concepts to observed everyday behaviours, as shown in documentary films or “Hollywood” portrayals

9. Explain why people may behave differently in a group or in the presence of others than when alone
10. Statistically describe how individuals and groups may differ on a test of intelligence, a midterm exam, a test of motivation, and when to think that such a difference is significant
11. Demonstrate the importance of a social milieu for child-rearing, and the negative effects that social isolation may have on language and moral development, and social skills
12. Interpret claims made by psychologists in their research studies about differences between experimental versus control groups
13. Recognize instances of psychological phenomena or laws in the world and media around them
14. Distinguish between ideas drawn from popular or everyday psychology and those from more systematic, scientific psychology
15. Discriminate, in a sensitive manner, expressions of psychological diversity (e.g., gender, cultural and age cohort differences)

## Learning Resources

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### Required Textbook(s):

**Title:** Psychology Frontiers and Applications  
**Author:** Passer, M., Smith, R., Atkinson, M., Mitchel, J., Muir.D.  
**Edition:** 1<sup>st</sup> Canadian Edition  
**ISBN:** 978-0070877412

### Supplementary Text/ Other:

## Course Schedule

Week	Unit	Required Readings	Assignments
1	UNIT 01: Introduction to Psychology	- Course module pages - Textbook - Assigned readings (E-reserve)	NAME OF ACTIVITY - Online discussion
2	UNIT 02: Research & Ethics	- Course module pages - Textbook - Assigned readings (E-reserve) - Writing Module	NAME OF ACTIVITY - Online Discussion  ASSIGNMENT - Quiz
IW1	INTENSIVE WEEKEND 1 Personality	- Course module pages - Textbook - Assigned readings (E-reserve)	NAME OF ACTIVITY - Class Discussion - Role play/simulation  ASSIGNMENT - Debate
3	UNIT 03: Developmental Psychology	- Course module pages - Textbook - Assigned readings (E-reserve)	NAME OF ACTIVITY - Online Discussion  ASSIGNMENT - Quiz
4	UNIT 04: Social Psychology	- Course module pages - Textbook - Assigned readings (E-reserve)	NAME OF ACTIVITY - Online discussion  ASSIGNMENT - Group assignment - Quiz
5	UNIT 5: Psychological Disorders	- Course module pages - Textbook	NAME OF ACTIVITY - Online discussion  ASSIGNMENT - Quiz
6	UNIT 6 Psychological Treatment	- Course module pages - Textbook - Assigned readings (E-reserve)	NAME OF ACTIVITY - Online discussion - Review
IW2	INTENSIVE WEEKEND 2 Psychological Treatment	- Course module pages - Textbook - Assigned readings (E-reserve)	ASSIGNMENT - Counselling Role-Play - Final Exam

Week	Unit	Required Readings	Assignments
<b>Final Exam – (will take place during the Intensive Weekend 2 (IW2))</b> <b>All students must attend the Intensive Weekend (IW2) to write the Final Exam</b>			

### **Evaluation and Due Dates**

Students will be evaluated in this course through:

In-class Debate	15%
Quizzes	20%
Counselling Role -Play	15%
Group Assignment	20%
Final Exam	30%
<b>TOTAL</b>	<b>100%</b>

**NOTE:** All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

### **Assignment Details**

Unless otherwise stated, all assignments are due Sundays by 11:59 pm (ET) of the week in which they are due, unless the assignment is due during the last week of classes, in which case the assignment is due by 11:59 pm on the final day of the semester. Specific due dates and assignment descriptions can be found on the course website in the **Evaluation** and **Timeline** sections respectively. All written assignments are to be submitted to the online **Dropbox** located on the course website.

**See Appendix A at the bottom for important information on grades and assignments.**

### **Online Support**

If you need any assistance with the software tools or the website, contact the Open Learning and Educational Support Technical Support.

## *Technical Support*

Open Learning and Educational Support Technical Support  
University of Guelph  
Email: [help@OpenEd.uoguelph.ca](mailto:help@OpenEd.uoguelph.ca)  
Tel: 519-824-4120 ext. 56939  
Toll-Free (CAN/USA): 1-866-275-1478

### *Hours of Operations:*

Monday - Friday: 8:30am – 8:30pm Eastern Time  
Saturdays: 10:00 am – 4:00 pm Eastern Time  
Sundays: 12:00 noon – 6:00 pm Eastern Time

**NOTE:** The University of Guelph-Humber Undergraduate Calendar states:

“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. The instructor will notify students of such a requirement in advance. More information on Academic Misconduct is included below in this outline.

# Academic Policies

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## Important University of Guelph-Humber Academic Regulations

### *Academic Integrity / Academic Honesty*

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Academic Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy:

<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

### *Grading Procedures*

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the

University of Guelph is committed to providing students with appropriate and timely feedback on their work. ***Instructors must provide meaningful and constructive feedback prior to the 40th class day.*** This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

### ***Missed Final Exams / Deferred Privileges***

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

### ***Accommodation Procedures***

Students will identify themselves to Accessible Learning Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing an "***Accommodation Letter***".

#### **When students require test accommodations, they will**

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodation.
- Book the test date and time in the Accessible Learning Services office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Accessibility Learning Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/student-life/swac/accessible-learning>

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>.



## Appendix A

### Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

NOTE: The University of Guelph-Humber Undergraduate Calendar states:

“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. The instructor will notify students of such a requirement in advance. More information on Academic Misconduct is included below in this outline.

#### 1. Meeting Deadlines

Principle III (Responsibility to Clients) requires that social service workers deliver services to clients in a timely and reasonable manner. Learning to meet deadlines is a critical professional skill.

Evaluation of all assignments will take into account an individual’s or group’s ability to complete assignments within established deadlines — an important quality in the social services field.

1.1 The due date/time and location will be specified by the professor. The due date is the last date to submit an assignment. All assignments must be submitted by the due date/time designated by the professor.

1.2 If a student submits an assignment after the designated due date/time, the assignment is considered late.

1.3 An assignment deemed late by the professor will receive an immediate deduction of 5% from the total value of the assignment. An additional 5% from the total value of the assignment will be deducted for each subsequent 24 hour period (or part thereof), including weekends, that the assignment is late from the original due date/time.

1.4 An assignment will not be accepted for grading after seven (7) calendar days of the original due date/time, unless an extension has been granted by the professor.

1.5 An extension to an assignment due date/time may be granted for exceptional reasons deemed acceptable by the professor, if requested by the student via e-mail to the professor at least 24 hours before the assignment’s original due date/time.

1.6 An extension may not be granted if supporting evidence for the exceptional circumstance is not provided by the student, if required by the professor.

1.7 If an extension is granted, the professor will provide a new date for the assignment. Extension requests will be granted for up to seven (7) calendar days beyond the original due date/time, unless for compelling circumstances.

1.8 Deductions will not be applied to assignments granted an extension by the professor.

## 2. Submitting Assignments

2.1 Assignments will be submitted according to the method and location specified by the professor.

2.2 Late assignments must be submitted to the professor via the Drop Box located in the Learning Commons, Second Floor, unless otherwise specified by the professor.

2.3 The following guidelines will help to ensure that assignments are received by the professor: (1) date/time stamp the first page of the assignment using the stamp provided at the Drop Box, (2) place the assignment in a sealed envelope, (3) clearly write the professor's first and last name and course code on the outside of the envelope, (4) date/time stamp the assignment envelope, (5) insert the envelope in the appropriate program's Drop Box slot.

2.4 Assignments that are not date/time stamped by the student will be date/time stamped by the Faculty Liaison Officer when the box is emptied at the scheduled times.

2.5 If the professor agrees beforehand, students may e mail an assignment to the professor to establish the date and time of submission. A hard copy of the identical assignment must be submitted within 24 hours to the professor in order to be accepted as confirming the e-mailed submission's date/time.

## 3. Missed Tests (Does not include Final Exams)

Principle II (Competence) requires that workers not be subject to ongoing illness or dysfunction while delivering services to clients. It is critical that students take appropriate steps to reduce their workload if they are unable to meet their academic or professional responsibilities.

3.1 In exceptional circumstances, a student who is absent for a test may be granted the opportunity to do a make up test upon request, if the reason for the absence is deemed acceptable by the professor. Requests for such make up tests must be made by telephone or e-mail to the professor, prior to the date of the test. Supporting evidence for the exceptional circumstance may be required by the professor.

3.2 If granted, a make up test is scheduled as close to the date of the original test as possible, by arrangement with the professor.

Students experiencing a significant disruption in their personal lives which is contributing to their not meeting their academic and/or field placement responsibilities are required to take the necessary steps to address their personal issues. This may include reducing their course load, seeking counselling assistance, or taking a leave of absence if appropriate.

## 4. English Language and APA Citation Style Standards

Principle IV (The Social Work and Social Service Work Record) requires that workers maintain recognizable, accurate, dated, and legible records wherein no false, misleading, inaccurate, or otherwise improper information is included. It is critical that students learn how to produce legible and accurate assignments, using standards acceptable within the profession. Correct spelling and grammar are important skills required by employers. The correct use of APA citation style is an important requirement for graduate school studies in social work.

4.1 Social Service Workers are required to present clear and concise documentation in a variety of formats. To encourage students to develop this skill, all written assignments will be evaluated using the following parameters of English language usage:

- Spelling
- Sentence structure
- Verb tense and subject verb agreement
- Punctuation
- Grammar and syntax

4.2 The American Psychological Association (APA) style of documentation is recognized as a standard documentation style for college and university programs in the social and human services. To encourage students to develop this skill, all written assignments will be evaluated using APA citation style standards (6th edition).

## 5. Creating an Effective Learning Environment

5.1 Creating an effective learning environment is a key facet of student success. It is incumbent on the students to contribute to the creation of such an environment by:

- First and foremost respecting the rights of others.
- Listening attentively when others are talking.
- Refraining from talking with peers about issues not related to the course.
- Turning cell phones off (do not have on vibrate or use text messaging in class).
- Using computers only for course purposes - note taking, accessing PowerPoint, in class and course material (not for personal uses – e.g., MSN).
- Arriving on time and remaining for the duration of the class. If there is a need to be late or leave early, do so with minimum disruption to everyone.