



Psychology Program

COURSE SYLLABUS

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| Course Title: | GENERAL PSYCHOLOGY | School Year: | 2011 - 2012 |
| Course Abbreviation: | Psy 1 | Semester: | First |
| No. of Units: | 3 | Prerequisite Course/s: | First Year Level |

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| Course Facilitator: | A/Prof. Glody Reyes, MA, MBA, CIOP A/Prof. Roann Ramos-Link, PhD | Class Schedule: | |
| Office: | Department of Psychology UST College of Science | Room Assignment: | |
| Contact No: | 406-1611 local 8325 | Consultation Schedule: | |
| E-mail: | | Consultation Room: | Department of Psychology, 3rd Floor Main Bldg., UST |

COURSE DESCRIPTION:

This is a three unit course that deals with the fundamental concepts and principles in the study of human behavior, sensory modalities, perception, consciousness, motivation, emotion, stress and health and personality theories. Application of basic psychological concepts to everyday life is also discussed.

COURSE OBJECTIVES:

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| Learning Objectives: | <p>At the end of the semester, the students will be able to:</p> <ol style="list-style-type: none">1. discuss the beginnings of psychology as a science, its scope, nature, perspectives, methods and fields;2. explain the development and structures of the nervous system as well as illustrate the mechanisms involved in sensation;3. discuss the phenomenon of sensation, consciousness and perceptual processes;4. explain how motives operate and describe the dynamics of emotion and social interactions;5. describe the causes and consequences of stress; and6. discuss the theories of personality with their corresponding assessment and application. |
| Value Objectives: | <ol style="list-style-type: none">1. recognize the value of empirical evidence, tolerate ambiguity, act ethically and reflect other values that re the underpinnings of psychology as a science.2. Demonstrate ethical behavior in all aspects of the science and practice of psychology.3. Manifest reasonable skepticism and intellectual curiosity by asking questions about the causes of behavior.4. Seek and evaluate scientific evidence for psychological claims.5. Tolerate ambiguity and realize that psychological explanations are often complex and tentative . |

GRADUATE ATTRIBUTES:

| COLLEGE OF SCIENCE GRADUATE ATTRIBUTES | LEVEL OF FOCUS <small>(3=Major, 2=Minor, 1=Minimal, 0=No Focus)</small> | ACTIVITIES / ASSESSMENT |
|--|---|---|
| 1. Functional body of knowledge and skills | 3 | Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. |
| 2. Information literacy | 3 | Using appropriate software to produce understandable reports of psychological literature, methods including graphic representations of data. |
| 3. Preparedness for life-long learning | 3 | Application of the knowledge of psychology to formulating career choice. Describing preferred career paths based on the accurate self-assessment of abilities, achievement, motivation and work habits. |
| 4. Logical, critical and creative problem solving skills | 3 | Engaging in activities that use reasoning to recognize, develop, defend and criticize the arguments and others persuasive appeals. |
| 5. Communication abilities | 3 | Demonstrate effective writing and oral communication skills in various formats (e.g. essays, correspondence, note taking, group discussion, debate) for various purposes (e.g. informing, defending, explaining, teaching, persuading). |
| 6. Teamwork and collaborative skills | 3 | Exhibiting the ability to work with groups and to collaborate effectively. |
| 7. Commitment to Christian values | 3 | All sessions start with prayers of offerings and close with prayers of thanksgiving... carefully prepared and presented using various forms by the presenters. |
| 8. Awareness to national concerns and cultural diversity | 3 | Explain how individual differences influence beliefs, values and interactions with others and vice-versa. Explain how psychological principles can address national concerns and cultural diversity. |

COURSE ORGANIZATION:

| Unit / Chapter | Specific Objective/s | Content Outline | Activity / Media | No. of Hours |
|--|--|---|--|--------------|
| <i>Introduction to Psychology</i> | <ol style="list-style-type: none"> 1. discuss the science of psychology through history, perspectives, goals, areas of specialization and ethics. 2. report on the life and works of successful psychologists in the different fields of psychology. | <ol style="list-style-type: none"> 1. What is Psychology? 2. History of Psychology 3. Modern Perspectives in Psychology 4. Psychological Professionals and Areas of Specialization 5. The Science of Psychology 6. Ethics of Psychological Research | <ul style="list-style-type: none"> • Situational Analysis • Case Studies • Problem-Solving • Powerpoint™ and Video Presentations • Learner-centered proactive discussions | 6 hours |
| <i>Overview of the Biological Foundations of Psychology</i> | <ol style="list-style-type: none"> 1. describe the biological/physiological basis of human behavior. 2. explain the structures of the body systems and the mechanisms involved in sensation. | <ol style="list-style-type: none"> 1. Central Nervous System 2. Peripheral Nervous System 3. Endocrine System | <ul style="list-style-type: none"> • Mediated Lecture • Powerpoint™ and Video Presentations • Demonstration • Learner-centered proactive discussions | 6 hours |
| <i>Sensation and Perception</i> | <ol style="list-style-type: none"> 1. explain the role of sensation and perception in relation to human behavior. 2. describe the development of perception and the principles involved. | <ol style="list-style-type: none"> 1. ABC's of Sensation 2. Science of Seeing and Hearing 3. Chemical Senses 4. Somesthetic Sense 5. ABC's of Perception | <ul style="list-style-type: none"> • Mediated Lecture • Powerpoint™ and Video Presentations • Demonstration • Learner-centered proactive discussions | 9 hours |

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| Consciousness | <ol style="list-style-type: none"> 1. discuss the different levels of consciousness including the effects and dangers of using drugs. 2. describe altered states of consciousness and the consequences of sleep deprivation. | <ol style="list-style-type: none"> 1. What is Consciousness? 2. Altered States 3. Dreams 4. Hypnosis 5. Psychoactive Drugs | <ul style="list-style-type: none"> • Mediated Lecture • Powerpoint™ and Video Presentations • Demonstration • Learner-centered proactive discussions | 9 hours |
| Motivation and Emotion | <ol style="list-style-type: none"> 1. describe the different approaches to understanding motivation and emotion. 2. explain the psychology of obesity as it relates to motivation and emotion. | <ol style="list-style-type: none"> 1. What is Motivation? 2. Approaches to Understanding Motivation 3. Theories and Concepts of Motivation 4. Emotion Definition and Concepts 5. Theories in Understanding Emotion | <ul style="list-style-type: none"> • Mediated Lecture • Powerpoint™ and Video Presentations • Demonstration • Learner-centered proactive discussions | 9 hours |
| Stress and Health | <ol style="list-style-type: none"> 1. elucidate on the theories of stress, ways of coping and promoting wellness. 2. explain the physiological and psychological factors in stress and health. | <ol style="list-style-type: none"> 1. Stress and Stressors 2. Dynamics of Eustress and Distress 3. Stress and Health 4. Coping with Stress | <ul style="list-style-type: none"> • Mediated Lecture • Powerpoint™ and Video Presentations • Demonstration • Learner-centered proactive discussions | 9 hours |
| Personality | <ol style="list-style-type: none"> 1. describe the various perspectives of personality including their ways of assessment. 2. evaluate the theories of personality behind a person's behavior and perspective. | <ol style="list-style-type: none"> 1. Psychodynamic 2. Behaviorist and Social Cognitive 3. Humanistic Approach 4. Trait Theory 5. Behavioral Genetics 6. Assessment | <ul style="list-style-type: none"> • Mediated Lecture • Powerpoint™ and Video Presentations • Demonstration • Learner-centered proactive discussions | 9 hours |

COURSE REFERENCES:

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| Textbook / Learning Materials | Ciccarelli, Sandra K. & J, Noland White (2009). <i>Psychology</i> . 2 nd Edition. Singapore: Pearson Education, Inc. |
| References | Buskist, William. (Ed.). (2010). <i>Psychology 10/11</i> . Boston : McGraw Hill Higher Education. [BF149 .P959 2010] Coon, Dennis. (2009). <i>Introduction to psychology</i> . Belmont, CA : Wadsworth, Cengage Learning. [BF121 .C783 2009] Wade, Carole. (2011). <i>Psychology</i> . Upper Saddle River, NJ : Prentice Hall. [BF121 .W119 2011] |
| Extended Readings | http:// general psychology.com http:// introduction to psychology.com http://www.Pearson.org http://www.psychology.org http://ustpsychology.weebly.com |

COURSE POLICIES:

1. Regular attendance is required. University and college rules and regulations shall be strictly followed. In case of failure to attend the class session due to unavoidable circumstances, the student is responsible for making up for missed work, activity, and/or examinations.
2. Active participation in every session is required and shall be given credit. Participation includes answering questions, supporting or challenging elicited answers and topics, raising questions, and proposing new ideas that challenge the status quo of Psychology.
3. In-class activities must be accomplished in class.
4. Strictly adhere to the deadlines and schedule of submission of assignments and other requirements.

5. Intellectual property must be respected and academic honesty practiced.
6. Observe critical yet professional and ethical behaviors in all sessions and activities.

Grading System:

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| Quizzes | 50% |
| Assignments & Participation | 10% |
| Departmental Examinations | 40% |
| ▪ <i>Preliminary Exam (20%)</i> | |
| ▪ <i>Final Exam (20%)</i> | |