

# Dakota County Technical College

## PSYC 1105: General Psychology

### A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 4

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 02 - Critical Thinking, Goal 05 - Hist/Soc/Behav Sci

This general psychology course is an introduction and overview of the scientific study of behavior and experience. It includes topics like the history of psychology, research methods, perception, learning, human development, intelligence, motivation, social perception and group behavior, and psychological disorders.

**B. COURSE EFFECTIVE DATES:** 05/21/2014 - Present

**C. OUTLINE OF MAJOR CONTENT AREAS**

#### **D. LEARNING OUTCOMES (General)**

1. Describe research methods used in psychology, including their advantages and disadvantages; Demonstrate an understanding of how the scientific method relates to psychological research, theory and critical thinking skills in the workplace
2. Identify important components of critical thinking, including the utilization of critical thinking skills in making predictions, goal setting, making decisions and judgments about behavior, and identifying and seeking expert advice.
3. Identify major philosophical issues in psychology and fields of psychological study, and demonstrate an understanding of the evolution of the major perspectives of psychology.
4. Identify objective sources of psychological information; Describe information beyond personal experience in determining acceptable explanations for behavior by exploring a variety of perspectives.
5. Demonstrate an understanding of how evidence is evaluated by psychologists and ethical considerations in the treatment of human and animal research participants has evolved over the years.
6. Demonstrate an understanding of the various states of consciousness, including sleep and dreams, ways of inducing hypnosis and its effects, drugs and their effects, and sleep abnormalities.
7. Demonstrate an understanding of the way humans and animals learn, the development of behaviorism as a theoretical perspective in psychology and identify the difference between operant and classical conditioning and how they are utilized in teaching and learning.
8. Draw conclusions and understand interpretations of human behavior based on the application of scientific inquiry and problem solving; Understand common errors in thinking that interfere with accurate conclusions and predictions of human behavior.
9. Identify the major aspects of the central and peripheral nervous system and the function of a neuron.
10. Identify the various ways humans and animals utilize sensation and perception, including a basic understanding of the evolution of sensation and perception.
11. Identify types of memory and distinguish between long-term and short-term memory, memory retrieval and some of the ways memory is affected by interference and the aging process.
12. Understand basic experimental designs used in psychology that help to explore, describe, characterize and interpret human behavior.
13. Demonstrate a basic understanding of the development of language in humans.
14. Demonstrate an understanding of the history and evolution of the treatment of persons with mental health problems, the impact of social and cultural norms on the definition of abnormal behavior; and identify common mental disorders facing society and the current methods of diagnosis and approaches to treatment.
15. Demonstrate an understanding of the interplay between stress, coping and health.
16. Identify and give examples of the utilization of strategies of persuasion, define social perception, cognitive dissonance and identify the influences on attitude.
17. Identify methods of measuring intelligence, problems with test measurement, bias, and its relationship to types of intelligence, and gender and cultural differences in intelligence scores
18. Identify the basic assumptions of the lifespan perspective of human development; types of development, including social, emotional and cognitive development; and gender and ethnic differences in child rearing and adult development
19. Identify the general principles of motivational theory and the interplay between physiological and psychological aspects of motivation.
20. Identify the major contributors to personality theory and demonstrate an understanding of the difference between trait, state and stage theories of personality.

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 02 - Critical Thinking

1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

### Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted