

PSYC 101
ELEMENTS OF
PSYCHOLOGY

STUDY GUIDE



UNIVERSITY OF GHANA
SCHOOL OF CONTINUING
AND DISTANCE EDUCATION

**PSYC 101
ELEMENTS OF PSYCHOLOGY**

**STUDY GUIDE
For Undergraduates Level 100**

2014/15 – 2016/17 Academic Year

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COURSE DESCRIPTION

1. COURSE WEBSITE

<http://sakai.ug.edu.gh>

2. INSTRUCTORS

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4. OVERVIEW

The general objective of this course is to introduce students to the discipline of Psychology – the scientific study of both the behavioural and mental processes of human beings and animals. The specific objectives are:

- To ensure that students understand the vocabulary and concepts of psychology.
- To help students understand the research upon which the knowledge of human thought and behaviour is based.
- To enable students to understand how critical thinking skills are developed.
- To assist students to be a cautious and analytical consumer of information that is proclaimed to be scientific or based on research.
- To help students have a greater understanding and accepting of him/herself and others.
- To enable students describe the critical developments that led to the present discipline of psychology.
- To ensure that students contrast and compare the major theoretical perspectives in Psychology.
- To assist students to describe and apply psychological theory in some areas of his/her life.
- To ensure that students appreciate the need for and essence of ethical standards in psychological research and professional practice.

PSYC 101 – Elements of Psychology, is an entry and introductory level course designed to introduce you to the history, basic theories, principles as well as some of the basic research methods used by Psychologists to study and understand human (and in some cases animals) behaviour. As an introductory course, it is aimed at laying the foundation for higher level courses in psychology. At the end of the course, it is expected that students will have basic knowledge of some psychological theories and principles underlying behavior and also be in a position to relate what they have learnt to issues of everyday life.

Among the specific topics to be covered in this course are: meaning, history and relevance of psychology; misconceptions about psychology; means of knowledge acquisition; theories and perspectives used by Psychologists to explain behaviour; how Psychologists carry out research; basic research methods in psychology; sub-fields/areas in psychology; why Psychologists study animal behaviour; ethical principles and guidelines governing the activities of Psychologists.

5. PROBLEM-BASED LEARNING APPROACH

Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of problem solving. The goals of PBL are to help students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. This course will use a problem-based learning approach.

Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor/lecturer/tutor is to facilitate learning by supporting, guiding, and monitoring the learning process. The tutor will help build students' confidence to take on the problem, and encourage the student, while also stretching their understanding.

6. COURSE FORMAT

The course content will be delivered online through the SAKAI Learning Management System (Sakai LMS). The Sakai LMS will be used to deliver

- Video Lecture Sessions
- Session Slides
- Session Reading Materials
- Assessments – Tests, Quizzes and Assignments (including a Problem-based Term Paper)
- Group activities – Discussions and Presentations

Announcements will be posted to the course website and/email accordingly. It is the responsibility of students to check on announcements made in class, on the Course Website, and through email.

7. LEARNING OUTCOMES

The learning outcomes for the course are outlined along three strands: knowledge, skills and outcomes.

7.1 KNOWLEDGE

Upon successful completion of this course, students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Specifically, students must have knowledge on:

1. The meaning and scope of psychology as a discipline
2. The various methods of acquiring knowledge
3. The history and schools of psychology
4. The broad areas of specialization in psychology
5. The relevance of psychology
6. Current theoretical perspectives in psychology
7. Research methods in psychology
8. Why psychologists use animals in research
9. Ethical issues in psychological research

7.2 SKILLS

Upon successful completion of this course, students must be able to

1. *Critical Thinking Skills in Psychology* – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
2. *Application of Psychology* – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
3. *Research Methods in Psychology* – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, statement of hypotheses, identification of independent and dependent variables.
4. *Values in Psychology* – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society
5. Use everyday life happenings to identify a suitable psychological research problem and design a research proposal.
6. Communicate term project results and processes in a coherent, structured, and understandable manner, both in writing, verbally and graphically.

7.3 COMPETENCE

Students should in the future be able to:

1. Appreciate the researches upon which the knowledge of human thought and behavior are based.
2. Develop critical thinking skills.
3. be cautious and analytical consumer of information that is proclaimed to be scientific or based on research
4. Engage in a dialogue on research gaps in which a basic knowledge of research is assumed.
5. Optimize own participation in a group-based project and make a joint presentation of the project results.
6. Understand and accept him/herself and others.
7. Describe the critical developments that led to the present discipline of psychology
8. Describe and apply psychological theory in some areas of his/her life

8. ASSESSMENT

The assessment for this course has been designed to help all students to maximize their individual and group/team learning opportunities. A summary of the assessment tasks is provided below.

ITEM	FORM OF ASSESSMENT	DELIVERED	MARKS
Individual Assignments	Multiple Choice Questions (MCQs) Short Essays Term Paper/Presentation	Alongside Sessions	15%
Group Assignments	Term Project/Paper/ Presentation	Alongside Sessions	15%
Reading Responses	Essay	Alongside Sessions	10%
Written Examination	Semester Examination	End of semester	60%
Total			100%

8.1 Individual Assignments

Individual assignments will be provided at end of sessions. These assignments may be in the form of Multiple Choice Questions (MCQs), Short Essays and/or a Term paper or presentation. Deadlines will be provided for each assignment with respect to scheduling of the sessions.

8.2 Group Assignment

A list of topics for the various groups will be posted on the website. Further instructions are provided in [Appendix A](#) to complete the Group Term Paper.

Submission Guidelines: Each Group Term Paper should be presented with a cover page which should state out the title of the topic and also outline the name, index number and email address of the students in the group. The paper should be single-spaced, font-size 12, at least 3 pages, and in Times New Roman. Submit online through Sakai LMS by the end of the 10th Week.

Each assignment, therefore, should be carefully edited for grammar, typos, and/or spelling mistakes. Appropriate citations should be provided using the American Psychological Association (APA) format. The following website offers information about writing and formatting papers in the APA style including general format, reference of the works of others in your texts, reference list, examples, notes, and additional resources:

- <http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>

8.3 Reading Responses

Each student is required to submit on a weekly basis. Starting on the third week or session of class, you will submit a short reading response every week. This is a summary of what was covered in the week – the materials read, lecture slides watched/studied, etc. These responses will be graded pass/fail. There are ten responses, but you are allowed to skip or fail one of them without penalty (you only need to pass 9 of them). Details will be discussed in Sakai.

9. RECOMMENDED TEXT

- Pastorino, E., and Doyle-Portillo, S. (2006). What is psychology? Thompson wadsworth
- Weiten, W. (2007). Psychology: Themes & variations (7thed).
- Nairne, S. J. (2014). Psychology (6th ed). Wadsworth, Cengage learning
- Coon, D. and Mitterer, O. J (2012). Psychology: modules for active learning (13th ed). Cengage learning
- Kalat, W. J. (2014). Introduction to psychology (10th ed). Wadsworth, Cengage learning
- Bernstein, A. D. (2014). Essentials of psychology (6th ed). Wadsworth, Cengage learning

Relevant session notes will be provided for each session

DETAILED CLASS SCHEDULE

The course is organized into 13 SESSIONS along the following lines: (1) Overview; (2) Goals and Objectives; and (3) Activities and Assignments.

10. SCHEDULE OF SESSIONS

Week	Session
1	Sessions 0
2	Session 1
3	Sessions 2
4	Sessions 3
5	Session 4
6	Session 5
7	Session 6
8	Session 7
9	Session 8
10	Session 9
11	Session 10
12	Session 11
13	Session 12

11. SESSION 0 – INTRODUCTION TO PSYC 101

11.1 Overview

Introductions and orientation to the use of the Sakai Learning Management System (LMS) and the available tools for the course.

11.2 Goals and Objectives

At the end of the session, the student will

1. Understand the subject matter of this course – Elements of Psychology and how the course is organized
2. Become familiar with the tools in the Sakai LMS to be used in the course.
3. Do self-introductions and discuss the expectations for the course in the Chat Room

11.3 Activities and Assignments

This week, complete the following tasks:

1. Log onto the UG Sakai LMS course site: <http://sakai.ug.edu.gh>
2. Watch the Video on the topic - Course Introduction
3. Visit the Chat Room and introduce yourself while discussing expectations for the course
4. Explore the online tools available in Sakai.

12. SESSION 1 – INTRODUCTION TO PSYCHOLOGY

12.1 Overview

In this first session of this course, you will be introduced to the broad areas to be covered in the course and what is expected to be achieved at the end of the session. The session will deal with the meaning and scope of psychology, misconceptions about psychology, pseudoscience (para and pseudo psychology), the goals of psychology and the relevance of psychology in our lives.

12.2 Goals and Objectives

At the end of the session, the student will:

- Explain what psychology is and differentiate it from the views of the layperson.
- Explain para and pseudo psychology.
- Mention some misconceptions about psychology
- Mention and explain at least three practices and phenomena each under para and pseudo psychology
- Point out the relevance of psychology

12.3 Activities and Assignments

This week, complete the following tasks:

1. Log onto the UG Sakai LMS course site: <http://sakai.ug.edu.gh>
2. Read the following pages indicated for each Recommended Text listed below:
 - Kalat, W. J. (2008). Introduction to psychology (8th ed). Thomson learning, inc. **pages. 3 - 8**
 - Nairne, S. J. (2014). Psychology (6th ed). Wadsworth, cengage learning. **pages. 2 - 6**
 - Coon, D. and Mitterer, O. J (2012). Psychology: modules for active learning (13th ed). Cengage learning. **pages 12 -19**
 - Bernstein, A. D. (2014). Essentials of psychology (6th ed). Wadsworth, cengage learning. **pages 3 - 8**
3. Watch the Videos on the topic – INTRODUCTION TO PSYCHOLOGY
4. Review Lecture Slides: Session 1 – INTRODUCTION TO PSYCHOLOGY
5. Visit the Chat Room and discuss the forum question for Session 1
6. Complete the Individual Assignment for Session 1

13. SESSION 2 – HISTORY AND SCHOOLS OF PSYCHOLOGY

13.1 Overview

Now that you have some basic knowledge of psychology and can probably explain it to others, this session will introduce you to a brief history of the subject so that we examine the roots of psychology. In other words, what are some of the events which led to psychology as it is known today? You will come to appreciate the key personalities that have contributed to the development of psychology. In addition, the session will share with you some of the controversies which led to the various schools of psychology, their key subject matter and methods of enquiry.

13.2 Goals and Objectives

At the end of the session, the student will:

- Appreciate the essence of a knowledge on the history of psychology
- Explain the form psychology took at its formative years
- Mention the important landmarks in the history of psychology
- List the various schools of psychology
- State the subject matter and methodology of each schools of psychology
- Mention at the key personalities associated with each school

13.3 Activities and Assignments

This week, complete the following tasks:

1. Log onto the UG Sakai LMS course site: <http://sakai.ug.edu.gh>
2. Read the pages indicated for each of the following Recommended Text:
 - Nairne, S. J. (2014). Psychology (6th ed). Wadsworth, cengage learning. P. 10-17
 - Coon, D. and Mitterer, O. J (2012). Psychology: modules for active learning (13th ed). Cengage learning. P. 24-28
 - Kalat, W. J. (2014). Introduction to psychology (10th ed). Wadsworth, cengage learning. Pp. 15-16
 - Bernstein, A. D. (2014). Essentials of psychology (6th ed). Wadsworth, cengage learning. P. 9-12
3. Watch the Videos on the topic – HISTORY AND SCHOOLS OF PSYCHOLOGY
4. Review Lecture Slides: Session 2 – HISTORY AND SCHOOLS OF PSYCHOLOGY
5. Visit the Chat Room and discuss the forum question for Session 2
6. Complete the Individual Assignment for Session 2

14. SESSION 3 – METHODS OF ACQUIRING KNOWLEDGE

14.1 Overview

As humans we do acquire knowledge on daily basis. For instance, we acquire a great deal of information and knowledge from daily observations, life experiences, the books we read, the media and also from other people besides our family, teachers and religious leaders. The American philosopher, *Charles Pierce*, was the first to introduce “methods of knowing” as the means or source of knowledge acquisition. According to Helmstadter, (cited in Christensen 1997), there are at least six different approaches to acquiring knowledge. These approaches are *tenacity, intuition, rationalism, empiricism, authority and science*. We can place these methods to two broad categories of knowledge acquisition: **the non-scientific approach** (tenacity, intuition, rationalism, empiricism, authority) and **the scientific approach**. This section will discuss in details the five non-scientific ways of acquiring knowledge. They are referred to as non-scientific because they do not meet all the scientific requirements of verifiability,

testability, control, objectivity, rationality reliability and validity. Besides they are not very consistent in both occurrence and consequences.

14.2 Goals and Objectives

At the end of the session, the student will:

- Mention all the five non scientific means of knowledge acquisition
- Explain why the other five approaches are not considered as scientific
- List some of the shortcomings of the non scientific approaches
- Explain each of the five non scientific means of knowledge acquisition

14.3 Activities and Assignments

This week, complete the following tasks:

1. Log onto the UG Sakai LMS course site: <http://sakai.ug.edu.gh>
2. Read the pages indicated for each of the following Recommended Text:
 - Weiten, W. (2007). Psychology: Themes & variations (7thed). P. 39-42
 - Kalat, W. J. (2008). Introduction to psychology (8th ed). Thomson learning, inc. p. 31- 44
 - Nairne, S. J. (2014). Psychology (6th ed). Wadsworth, cengage learning. P. 27-29
 - Coon, D. and Mitterer, O. J (2012). Psychology: modules for active learning (13th ed). Cengage learning. P. 19-21
 - Kalat, W. J. (2014). Introduction to psychology (10th ed). Wadsworth, cengage learning. P. 27-32
3. Watch the Videos on the topic – METHODS OF ACQUIRING KNOWLEDGE
4. Review Lecture Slides: Session 3 – METHODS OF ACQUIRING KNOWLEDGE
5. Visit the Chat Room and discuss the forum question for Session 3
6. Complete the individual assignment for Session 3
7. Complete the reading responses for session 3

15. SESSION 4 – THE SCIENTIFIC METHOD

15.1 Overview

The previous session discussed the five non-scientific approaches to knowledge acquisition. This session, will introduce you to the scientific method of knowledge acquisition, its characteristics, assumptions and steps involve in the scientific method. The scientific approach is the often acceptable method of knowledge acquisition at least within academia and research institutions.

15.2 Goals and Objectives

At the end of the session, the student will:

- Explain what is science
- List and explain the characteristics of science

- List and explain the assumptions of science
- Explain why the assumptions are necessary and important
- List the advantages of the scientific approach
- List the scientific steps in the appropriate order
- Explain briefly what goes into each step
- Explain why psychology is a science
- Explain what common sense approach entails
- Discuss some of the differences between the scientific and the non scientific approaches
- Discuss some of the similarities and differences between the scientific and common sense

15.3 Activities and Assignments

This week, complete the following tasks:

1. Log onto the UG Sakai LMS course site: <http://sakai.ug.edu.gh>
2. Read the pages indicated for each of the following Recommended Text:
 - Pastorino, E., and Doyle-Portillo, S. (2006). What is psychology? Thompson wadsworth. P. 24-26
 - Weiten, W. (2007). Psychology: Themes & variations (7thed). P. 39-42
 - Coon, D. and Mitterer, O. J (2012). Psychology: modules for active learning (13th ed). Cengage learning. P. 19-21
 - Kalat, W. J. (2014). Introduction to psychology (10th ed). Wadsworth, cengage learning. P. 27-32
 - Kalat, W. J. (2008). Introduction to psychology (8th ed). Thomson learning, inc. p. 31- 44
3. Watch the Videos on the topic – THE SCIENTIFIC METHOD
4. Review Lecture Slides: Session 4 – THE SCIENTIFIC METHOD
5. Visit the Chat Room and discuss the Forum question for Session 4
6. Complete the Individual Assignment for Session 4
7. Complete the Reading Responses for Session 4

16. SESSION 5 – FIELDS OF PSYCHOLOGY

16.1 Overview

Psychology is both a research (basic) discipline and a professional (applied) discipline. Although psychology is a relatively new discipline, it covers a diverse range of issues or domains, and psychologists work in different areas. In this session the two broad (basic and applied) areas in psychology and some of the specific fields of specialization will be explored. Other topics to be discussed are how one can become a Psychologist, the status of psychology in Ghana, the prospects of psychology and the relationship between psychology and some other professional areas.

16.2 Goals and Objectives

At the end of the session, the student will:

- Differentiate between basic and applied psychology
- Mention some of the areas of specialization in psychology
- Describe the status of psychology in Ghana
- Explain what it takes to become a Psychologist
- Explain the relationship between psychology and allied fields
- Mention the prospects of psychology in Ghana and the world in general

16.3 Activities and Assignments

This week, complete the following tasks:

1. Log onto the UG Sakai LMS course site: <http://sakai.ug.edu.gh>
2. Read the pages indicated for each of the following Recommended Text:
 - Wade, C. and Tarvis, C. (2005). Invitation to psychology (3rded). Pearson prentice hall.P. 9-12
 - Kalat, W. J. (2008). Introduction to psychology (8th ed). Thomson learning, inc. p. 8-16
 - Nairne, S. J. (2014). Psychology (6th ed). Wadsworth, cengage learning. P. 6-8
 - Coon, D. and Mitterer, O. J (2012). Psychology: modules for active learning (13th ed). Cengage learning. P. 34-36
3. Watch the Videos on the topic – FIELDS OF PSYCHOLOGY
4. Review Lecture Slides: Session 5 – FIELDS OF PSYCHOLOGY
5. Visit the Chat Room and discuss the Forum question for Session 5
6. Complete the Individual Assignment for Session 5
7. Complete the Reading Responses for Session 5

17. SESSION 6 – THEORETICAL PERSPECTIVE - PART ONE

17.1 Overview

The science of psychology is one where there are many approaches/theories to solve, work with and explain behaviour and what is happening with the mind. An approach is a perspective (i.e. view) that involves certain assumptions (i.e. beliefs) about human behaviour: the way they function, which aspects of them are worthy of study and what research methods are appropriate for undertaking this study. Each of the theories has merit. There may be several different theories within an approach, but they all share these common assumptions. This session will deal with the meaning and relevance of theories, and the learning theories. The next session will deal with the psychoanalytic theory, humanistic theory, biological theory and the cognitive theory.

17.2 Goals and Objectives

At the end of the session, the student will:

- Define or explain what a theory is
- Explain the key words in the definition of theory
- List at least three relevance issues of a theory
- Explain the main ideas and assumptions underlying the learning theory,
- Mention the various forms the theory takes
- List two of the contributions of the theory
- Mention two of the criticisms made against each theory discussed

17.3 Activities and Assignments

This week, complete the following tasks:

1. Log onto the UG Sakai LMS course site: <http://sakai.ug.edu.gh>
2. Read the pages indicated for each of the following Recommended Text:
 - Pastorino, E., and Doyle-Portillo, S. (2006). What is psychology? Thompson wadsworth. P. 209-242
 - Weiten, W. (2007). Psychology: Themes & variations (7thed). P. 214-244
 - Kalat, W. J. (2014). Introduction to psychology (10th ed). Wadsworth, cengage learning. Pp 185-216
 - Coon, D. and Mitterer, O. J (2012). Psychology: modules for active learning (13th ed). Cengage learning. Pp. 226-258
 - Nairne, S. J. (2014). Psychology (6th ed). Wadsworth, cengage learning. Pp. 209-232
3. Watch the Videos on the topic – THEORETICAL PERSPECTIVE-PART ONE
4. Review Lecture Slides: Session 6 – THEORETICAL PERSPECTIVE-PART ONE
5. Visit the Chat Room and discuss the Forum question for Session 6
6. Complete the Individual Assignment for Session 6
7. Complete the Reading Responses for Session 6

18. SESSION 7 – THEORETICAL PERSPECTIVES-PART TWO

18.1 Overview

This session deals with the second aspect of theoretical perspectives. It explains the psychoanalytic theory, humanistic theory, cognitive theory, Socio-cultural Perspective, Eclectic highlighting their merits and criticisms

18.2 Goals and Objectives

At the end of the session, the student will:

- Explain the main ideas and assumptions underlying the psychoanalytic, humanistic, cognitive theories, Socio-cultural Perspective and Eclectic.

- List two of the contributions of each theory
- Mention two of the criticisms made against the theories

18.3 Activities and Assignments

This week, complete the following tasks:

1. Log onto the UG Sakai LMS course site: <http://sakai.ug.edu.gh>
2. Read the pages indicated for each of the following Recommended Text:
 - Pastorino, E., and Doyle-Portillo, S. (2006). What is psychology? Thompson wadsworth. P. 13-16
 - Nairne, S. J. (2014). Psychology (6th ed). Wadsworth, cengage learning. Pp. 18-22
 - Coon, D. and Mitterer, O. J (2012). Psychology: modules for active learning (13th ed). Cengage learning. Pp. 30-31
 - Bernstein, A. D. (2014). Essentials of psychology (6th ed). Wadsworth, cengage learning. Pp 13-16
3. Watch the Videos on the topic – THEORETICAL PERSPECTIVES-PART TWO
4. Review Lecture Slides: Session 7 – THEORETICAL PERSPECTIVES-PART TWO
5. Visit the Chat Room and discuss the Forum question for Session 7
6. Complete the Individual Assignment for Session 7
7. Complete the Reading Responses for Session 7

19. SESSION 8 –OVERVIEW OF RESEARCH METHODS-PART ONE

19.1 Overview

Research plays a critical role in psychology and society. However, what makes a piece of exercise of asking questions a research? This session seeks to introduce students to the purpose of research and offers an overview of the several research methods available for psychologists. This session explains the importance of research and the challenges facing research in Ghana. The session will also explain the meaning and processes of the experimental research method

19.2 Goals and Objectives

At the end of the session, the student will:

- Mention at least four importance of research
- Explain at least two of the relevance listed
- List at least three challenges facing research
- Explain at least two of the challenges
- Explain what experimental research is
- Explain the processes involved in experimental research

19.3 Activities and Assignments

This week, complete the following tasks:

1. Log onto the UG Sakai LMS course site: <http://sakai.ug.edu.gh>
2. Read the pages indicated for each of the following Recommended Text:
 - Kalat, W. J. (2008). Introduction to psychology (8th ed). Thomson learning, inc. pp. 50-53
 - Nairne, S. J. (2014). Psychology (6th ed). Wadsworth, cengage learning. Pp. 42-48
 - Coon, D. and Mitterer, O. J (2012). Psychology: modules for active learning (13th ed). Cengage learning. Pp. 38-42
 - Kalat, W. J. (2014). Introduction to psychology (10th ed). Wadsworth, cengage learning. Pp. 42-45
 - Bernstein, A. D. (2014). Essentials of psychology (6th ed). Wadsworth, cengage learning. Pp. 28-32
 - Pastorino, E., and Doyle-Portillo, S. (2006). What is psychology? Thompson wadsworth. P. 30-34
3. Watch the Videos on the topic – OVERVIEW OF RESEARCH METHODS-PART ONE
4. Review Lecture Slides: Session 8 – OVERVIEW OF RESEARCH METHODS-PART ONE
5. Visit the Chat Room and discuss the Forum question for Session 8
6. Complete the Individual Assignment for Session 8
7. Complete the Reading Responses for Session 8

20. SESSION 9 – OVERVIEW OF RESEARCH METHODS-PART TWO

20.1 Overview

As discussed in the previous session there are several research methods available to psychologists. One of such methods, the experimental design was discussed in detail in session 8. This session will present an overview of several non-experimental research designs/methods including observational, survey, correlational, cross-sectional design, longitudinal design, etc. It will also provide an evaluation (merits and weaknesses) of each design.

20.2 Goals and Objectives

At the end of the session, the student will:

1. List and explain the two topics which fall under the observational methods
2. Draw at least one commonality and difference between the observational and the Experimental research method,
3. Explain what the survey method is
4. Mention some of the critical ingredients of the survey method
5. List the processes involved in the survey method
6. List and explain the other research methods covered in the section

7. Draw some differences between and among the methods
8. Mention and discuss the merits and demerits of each of the methods discussed
9. Determine when to use each or a combination of the methods

20.3 Activities and Assignments

This week, complete the following tasks:

1. Log onto the UG Sakai LMS course site: <http://sakai.ug.edu.gh>
2. Read the pages indicated for each of the following Recommended Text:
 - Kalat, W. J. (2008). Introduction to psychology (8th ed). Thomson learning, inc. pp. 44-50
 - Nairne, S. J. (2014). Psychology (6th ed). Wadsworth, cengage learning. Pp. 30-41
 - Coon, D. and Mitterer, O. J (2012). Psychology: modules for active learning (13th ed). Cengage learning. Pp. 44-50
 - Kalat, W. J. (2014). Introduction to psychology (10th ed). Wadsworth, cengage learning. Pp. 36-42
 - Bernstein, A. D. (2014). Essentials of psychology (6th ed). Wadsworth, cengage learning. Pp. 24-28
3. Watch the Videos on the topic – OVERVIEW OF RESEARCH METHODS-PART TWO
4. Review Lecture Slides: Session 9 – OVERVIEW OF RESEARCH METHODS-PART TWO
5. Visit the Chat Room and discuss the Forum question for Session 9
6. Complete the Individual Assignment for Session 9
7. Complete the Reading Responses for Session 9

21. SESSION 10 – USE OF ANIMALS IN PSYCHOLOGICAL RESEARCH

21.1 Overview

Why do Psychologists study animals? There are two main reasons why Psychologists study animals. These are theoretical and practical. This will discuss both theoretical and practical reasons why animals are studied by psychologists.

21.2 Goals and Objectives

At the end of the session, the student will:

- Explain why psychologists study animals
- Mention and explain the theoretical reasons underlying the study of animals
- Mention and explain the practical reasons underlying the study of animals

21.3 Activities and Assignments

This week, complete the following tasks:

1. Log onto the UG Sakai LMS course site: <http://sakai.ug.edu.gh>

2. Read the pages indicated for each of the following Recommended Text:
 - Weiten, W. (2007). Psychology: Themes & variations (7thed). P. 60-63
 - Coon, D. and Mitterer, O. J (2012). Psychology: modules for active learning (13th ed). Cengage learning. P. 21
 - Bernstein, A. D. (2014). Essentials of psychology (6th ed). Wadsworth, cengage learning. Pp. 37-38
3. Watch the Videos on the topic – USE OF ANIMALS IN PSYCHOLOGICAL RESEARCH
4. Review Lecture Slides: Session 10 – USE OF ANIMALS IN PSYCHOLOGICAL RESEARCH
5. Visit the Chat Room and discuss the Forum question for Session 10
6. Complete the Individual Assignment for Session 10
7. Complete the Reading Responses for Session 10

22. SESSION 11 – ETHICAL ISSUES IN HUMAN RESEARCH

22.1 Overview

Ethical principles are needed to guide the work of psychologists both as researchers (basic) and as professionals (practitioners). This session will explain the meaning and relevance of ethics in psychology and for that matter other professions. In this and the next session, you will learn some of the specific ethical principles in psychology as drawn from the American Psychological Association (APA) and The British Psychological Society (BPS). You will learn about informed consent, the use of deception, privacy and confidentiality, responsibility, and debriefing. This session deals with the ethical issues involving human beings and the next session discusses the ethical issues in animal research.

22.2 Goals and Objectives

At the end of the session, the student will:

- Explain what is meant by ethics in relation to psychology
- Discuss some of the antecedence that lead to the emergence of ethics in psychology
- Explain the relevance of ethics in psychological research and practise
- Mention and explain the key ethical principles in psychology

22.3 Activities and Assignments

This week, complete the following tasks:

1. Log onto the UG Sakai LMS course site: <http://sakai.ug.edu.gh>
2. Read the pages indicated for each of the following Recommended Text:
 - Pastorino, E., and Doyle-Portillo, S. (2006). What is psychology? Thompson wadsworth. P. 35-37
 - Weiten, W. (2007). Psychology: Themes & variations (7thed). P. 60-63
 - Kalat, W. J. (2008). Introduction to psychology (8th ed). Thomson learning, inc. pp. 53-54
 - Nairne, S. J. (2014). Psychology (6th ed). Wadsworth, cengage learning. Pp. 49-50

- Kalat, W. J. (2014). Introduction to psychology (10th ed). Wadsworth, cengage learning. P. 46
 - Bernstein, A. D. (2014). Essentials of psychology (6th ed). Wadsworth, cengage learning. Pp. 37-38
3. Watch the Videos on the topic – ETHICAL ISSUES IN HUMAN RESEARCH
 4. Review Lecture Slides: Session 11 – ETHICAL ISSUES IN HUMAN RESEARCH
 5. Visit the Chat Room and discuss the Forum question for Session 11
 6. Complete the Individual Assignment for Session 11
 7. Complete the Reading Responses for Session 11

23. SESSION 12 – ETHICAL ISSUES IN ANIMAL RESEARCH

23.1 Overview

The previous session explained some of the ethical principles of psychology. You probably noticed that these principles dealt mainly with humans and not animals. In session 10, the use of animals in psychological research was emphasised. This session will explain some of the specific ethical principles governing researches involving the use of animals.

23.2 Goals and Objectives

At the end of the session, the student will:

- Mention the ethical principles governing the use of animals
- Explain some of the ethical principle governing the use of animals

23.3 Activities and Assignments

This week, complete the following tasks:

1. Log onto the UG Sakai LMS course site: <http://sakai.ug.edu.gh>
2. Read the pages indicated for each of the following Recommended Text:
 - Pastorino, E., and Doyle-Portillo, S. (2006). What is psychology? Thompson wadsworth. P. 37-38
 - Weiten, W. (2007). Psychology: Themes & variations (7thed). P. 60-63
 - Kalat, W. J. (2008). Introduction to psychology (8th ed). Thomson learning, inc. pp. 54-55
 - Nairne, S. J. (2014). Psychology (6th ed). Wadsworth, cengage learning. Pp. 50-52
 - Kalat, W. J. (2014). Introduction to psychology (10th ed). Wadsworth, cengage learning. P. 46-47
 - Bernstein, A. D. (2014). Essentials of psychology (6th ed). Wadsworth, cengage learning. Pp. 37-38
3. Watch the Videos on the topic – ETHICAL ISSUES IN ANIMAL RESEARCH
4. Review Lecture Slides: Session 12 – ETHICAL ISSUES IN ANIMAL RESEARCH
5. Visit the Chat Room and discuss the Forum question for Session 12
6. Complete the Individual Assignment for Session 12
7. Complete the Reading Responses for Session 12

APPENDIX A

➤ **RESEARCH PAPER**

In this paper, choose a topic covered in class or in the text relating to psychology. Be prepared to discuss how the topic is relevant to present day social issues, and offer multiple perspectives on the issue/topic. The paper should also address how human behavior is a product of the interaction of culture, environment, and social institutions (e.g., values, norms, traditions, legal systems, governments, family, corporations, languages, religions, etc). A few example topics are: alcohol abuse and college achievement, discrimination and violence in society, effectiveness of a type of therapy for a given disorder, etc. Please check in with me about your topic at least two weeks before it is due.

The paper should be between 1,000 to 2,000 words, which is 3-5 pages in length (250 words is average per double-spaced page). The paper must have at least four (4) references. You will be informed in sakai on when the paper is due for submission. **Five (5) points will be deducted for each day an assignment is late (it becomes a day late if not given at the time of our class on due date). An assignment is considered late if a hard copy is not turned in by the end of the class period it is due.**

MAXIMUM LENGTH of the paper is 5 PAGES OF TEXT, excluding item 4 (i.e., title page) and item 5 (i.e., reference page) from the STRUCTURE SECTION.

Structure for Research Paper

1. Your paper needs to be organized - you should be developing a central idea in each section and the reader should be able to follow the logic of your argument. Each paragraph should have a coherent theme and paragraphs should follow each other in an organized manner. Read over your papers to be sure that there is a logical order to them.
2. Watch for grammatical errors, particularly sentence fragments and run-on sentences. **More than five spelling or grammatical errors will result in points deducted from final grades. I encourage you to have your paper proof read.**
3. Your papers will be typewritten, double-spaced, one-inch margins, using Times New Roman (or VERY similar) font.
4. On a sheet attached to the front of all your papers, type the Title of your paper. In addition you must include Name, Course, Course Number, Semester/Year, and Due Date.
5. Citations/references included in your paper are to be done according to APA style as described in the Publication Manual of the American Psychological Association, 5th Edition, which is available in the library, the campus bookstore, and on-line. You should have at least 2 references for every paper and they will be listed on a separate sheet of paper attached to the back of your assignment.

APPENDIX B

➤ **GROUP PRESENTATION (SLIDE SUBMISSION)**

In groups of 5, students will work together to prepare a 15-minute class presentation on a prominent figure or theory within psychology. No two groups can present on the same figure or theory. Please submit your group's choice to me as soon as possible to reserve your selection.

In the presentation you should discuss the figure's or theory's contribution(s) to the following areas: (1) the field of psychology, (2) our view/understanding of behavior, emotion, and/or cognition, and (3) society as a whole. Contributions can be any or all of the following: research contributions, theoretical contributions, mental health treatment contributions, etc.

The presentation should also include a discussion of the historical context of the figure or theory, along with an assessment of how the figure or theory does or does not account for multicultural issues. Furthermore, the presentation should include your opinions about what is most and least useful about the contributions, as well as any disadvantages.

Grading: members will be given the same grade as their fellow group members unless other members report disproportionate contributions by certain members. You will rate each other, which will affect your final grade..