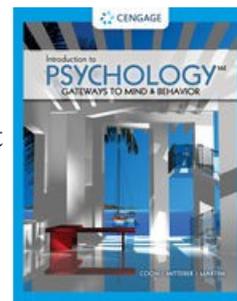


PSY 105.3 Well-being and Psychological Disorders Syllabus

Purpose: The purpose of this course is to help students develop an understanding of core concepts in the field of psychology.

Recommended Textbook: The recommended textbook for this course is *Introduction to Psychology: Gateways to Mind and Behavior*, 16th edition. The authors are Dennis Coon, John O. Mitterer, and Tanya S. Martini. © 2022 Cengage Learning. The book is available through a number of retailers for purchase or rent. It is included in the Cengage Unlimited program.



Structure: This module is one of three that constitute the PSY 105 General Psychology course. Students who wish to earn three credits in this subject area must also take:

PSY 105.1 Foundations of Psychology

PSY 105.2 Learning, Emotion, and Personality

This module has several Areas of Study each of which corresponds to a chapter of the recommended textbook. Modules should normally be completed in about four weeks. Some students will go faster and others will find that a little more time is needed. Either approach is acceptable in that you are the one who can best determine your learning style and time available for study. However, the module must be completed within 45 days.

Learning Platform: The module is constructed on Mindtap. We suggest that you follow the sequence provided but you are certainly free to proceed in whatever manner you prefer. However, there are certain activities in every chapter that are marked Count Towards Grade. You need to complete all of these.

Mindtap also provides a number of learning aids such as flashcards, a note taking program, a textbook reader, and so on. Please consider using any or all of these aids which can help you learn and master the course material.

Module Completion: Completion of this module will include a written assignment (described below) and the successful completion of an exam.

Attendance

In order to be successful in an online course, it is important to log in regularly to ensure comprehension of the content and complete the necessary work in the allotted time. While attending a live session is not required for an asynchronous (independent study) module, it is recommended that you make an effort to attend discussion sessions led by the instructor and/or make use of online office hours offered by the instructor.

Approximate Time Required

Depending on student study habits, a typical module will take approximately 40 hours to complete (roughly 10 hours per week). Generally, 15 hours will be spent on academic engagement, such as videos and course lectures, quizzes and interactive exercises, reviewing recommended websites, online discussions, and the module exam. Another 25 hours will be spent in preparation, such as reading the textbook, reviewing the vocabulary, studying for quizzes and exams, and completing the course objectives written project.

How to Take this Module

This module can be taken as independent study or as part of an instructor led class which will be available from time to time. We have provided extensive resources to help you master this subject. The resources include your textbook and a variety of study aids and materials. In addition, the faculty member who help design this course has prepared short lectures to help you understand the concepts presented in your reading. So, read the textbook, listen to or watch the presentations, do the exercises included on the Mindtap platform, pay attention to the vocabulary, and take notes or highlight important material.

Like most courses you will take at Myrtle Beach College, the course requires a significant amount of writing. You are required to provide a written response to each of the learning objectives for every Area of Study. Number and write the learning objective first followed by your response. Responses do not need to be exhaustive but they do need to be thorough. Your written work will be reviewed by your proctor to ensure its completeness before you will be permitted to take the course exam.

Module Grading

Your participation and learning for this module will be evaluated in two ways. First, your active participation will be demonstrated by:

- (1) your completion of all of the learning activities identified as Counts Towards Grade on the Mindtap platform. These activities count towards your grade only in the sense that you must have a score of 80% on them before you can take the module exam. Since these learning activities can be done more than once you will not find it overly burdensome to reach the score you need to take the exam.
- (2) Your completion of written responses to all of the learning objectives.

There will be a 50 question online exam for this module with a 60 minute time limit. Exams may include multiple choice, true or false, completion, or short essay questions. The following grading scale is used for exams.

Less than 70% = **Incomplete** 70-79% = **C** 80-89% = **B** 90-100% = **A**

The grades from the exams in all three modules will be averaged together to determine your course grade. Grades are added to a student's academic record only when a course has been successfully completed with a grade of C or better. To ensure academic integrity, we require that all exams be taken in a secure manner as specified by the college. If a student receives a score lower than 70% on an exam, he or she may take it a second time. However, the course exam fee will need to be paid again.

Exams must be taken within a specific 24 hour period, usually on a Saturday about 45 days after the module start date. You will receive specific information about the exam window by email.

Academic Integrity Policy

Myrtle Beach College students are expected to maintain the highest standards of personal and academic honesty and integrity. This institution will not tolerate academic dishonesty, plagiarism or cheating on exams. Should a student be found in violation of the academic integrity policy, he or she may be prohibited from taking additional courses and, if dismissed from the college, his or her entire academic record will carry a permanent notation of dismissal for academic dishonesty.

What We Will Cover and What You Will Learn

PSY 105.3.1 Health Psychology

1. Biopsychosocial and Behavioral Contributions to Health
 - (a) Human Diversity and Historical Conceptions of Health
 - (b) Biological Factors That Influence Health
 - (c) Psychological Factors That Influence Health
 - (d) Social Factors That Influence Health
 - (e) Behaviors That Influence Health
2. Stress and Health
 - (a) Types of Stressors
 - (b) Responding to Stressors
 - (c) Consequences of Stress
3. Improving Health with Treatment
 - (a) Recognizing Illness
 - (b) Seeking Treatment
 - (c) Complying with Treatments
4. Improving Health Through Coping
 - (a) Strategies for Coping
 - (b) Coping in Everyday Life
5. Psychology and Your Skill Set: Stress Management
 - (a) De-Stress!
 - (b) Managing Bodily Effects
 - (c) Modifying Ineffective Behavior
 - (d) Counteracting Upsetting Thoughts

Learning Objectives: At the end of this area of study the students will be able to:

1. The following objectives are addressed in this chapter:
2. Distinguish between the medical and biopsychosocial models in terms of their conceptions of health.
3. Explain the biological, psychological, and social factors that influence health.
4. Outline the main behavioral risk factors that contribute to poor health.
5. Describe three strategies that help to minimize behavioral risk factors.
6. Distinguish between two types of stressors: life events and hassles.
7. Differentiate between primary and secondary appraisals, and outline the four factors that guide them.
8. Describe the three stages of general adaptation syndrome.
9. Describe three consequences of prolonged stress.
10. Outline the main features of somatic symptom disorder.
11. Describe how biological, psychological, and social factors contribute to our ability to recognize illness.
12. Outline four factors that influence people's decision to seek treatment.
13. Define what is meant by the term complementary and alternative medicine, and outline one main concern associated with this type of treatment.
14. Identify the forms that treatment noncompliance can take, describe four factors that contribute to treatment noncompliance, and outline the key to minimizing treatment noncompliance.
15. Distinguish between problem-focused, emotion-focused, and relationship-focused coping.
16. Explain the effects of traumatic stress, and some strategies for coping with it.

17. Identify the four main patterns of coping with acculturation, and the level of acculturative stress associated with each one.
18. Name three effects that are triggered by stress.

PSY 105.3.2 Psychological Disorders

1. Psychopathology: Classification and Causes
 - (a) Defining Abnormality
 - (b) Classifying Mental Disorders: The DSM-5
 - (c) Causes of Mental Illness
2. Psychotic Disorders
 - (a) Delusional Disorders
 - (b) Schizophrenia
3. Mood and Personality Disorders
 - (a) Mood Disorders
 - (b) Personality Disorders
4. Anxiety and Anxiety-Related Disorders
 - (a) Anxiety Disorders
 - (b) Anxiety-Related Disorders
 - (c) A Look Ahead
5. Psychology and Your Skill Set: Perseverance
 - (a) Measuring Grit

Learning Objectives: At the end of this area of study the students will be able to:

1. Describe four things to consider when deciding whether behavior is abnormal.
2. Explain how psychological disorders are classified and diagnosed.
3. Describe the causes of mental disorders and the importance of the stress-vulnerability model.
4. Describe the general characteristics of psychotic disorders.
5. Outline the specific characteristics of delusional disorders.
6. Outline the specific characteristics of schizophrenia.
7. Describe the causes of schizophrenia.
8. Describe the general characteristics of mood disorders.
9. Outline the specific characteristics of depression and bipolar disorders.
10. Describe the causes of mood disorders, including their risk factors.
11. Outline some of the factors that lead people to commit suicide.
12. Describe the general characteristics of personality disorders, and the specific features of antisocial personality disorder.
13. Describe the general characteristics of anxiety disorders.
14. Explain how psychological theories account for anxiety disorders.
15. Name and briefly describe some important anxiety-related disorders.
16. Create a plan to improve your “grit” and perseverance.

PSY 105.3.3 Therapies

1. The Origins and Effectiveness of Psychotherapy
 - (a) A Brief History of Psychotherapy
 - (b) Current Views About Psychotherapy
 - (c) Four Characteristics That Distinguish Psychotherapies
 - (d) Core Features of Effective Psychotherapy

- (e) Effectiveness of Psychotherapy
- (f) Summary
- 2. Behavior Therapies
 - (a) Therapies Based on Classical Conditioning
 - (b) Therapies Based on Operant Conditioning
- 3. Cognitive and Humanistic Therapies
 - (a) Cognitive Therapies
 - (b) Humanistic Therapies
- 4. Medical Therapies
 - (a) Drug Therapies
 - (b) Brain Stimulation Therapies
 - (c) Psychosurgery
 - (d) Hospitalization
 - (e) Community Mental Health Programs
- 5. Psychology and Your Skill Set: Managing Mental Health Issues
 - (a) Basic Counseling Skills
 - (b) Getting Counseling

Learning Objectives: At the end of this area of study the students will be able to:

1. Briefly describe how mental health problems were treated before the 1900s.
2. Describe the main elements of psychoanalysis.
3. Outline five characteristics that distinguish different psychotherapies.
4. Name four features of effective psychotherapy.
5. Describe the main elements of behavior therapies.
6. Describe two therapies that are based on classical conditioning.
7. Describe two therapies that are based on operant conditioning.
8. Describe the main elements of cognitive therapies.
9. Describe the main elements of humanistic therapies.
10. Describe three humanistic therapies.
11. Name three medical therapies.
12. Explain how hospitalization and community mental health programs can be used to support medical therapies.

PSY 105.3.4 Social Thinking and Social Influence

1. The Fundamentals of Social Groups
 - (a) Social Groups
 - (b) Characteristics of Groups
 - (c) Characteristics of Individuals Within Groups
 - (d) Social Cognition: Thinking About Group Members
2. Attitudes
 - (a) Forming Attitudes
 - (b) Measuring Attitudes
 - (c) Attitude Change
3. Social Influence
 - (a) Mere Presence
 - (b) Conformity
 - (c) Compliance and Persuasion

- (d) Obedience: Compliance with Authority Figures
- (e) Coercion
- (f) Resisting Social Influence: Assertiveness
- 4. Psychology and Your Skill Set: Teamwork
 - (a) Becoming a Team Player

Learning Objectives: At the end of this area of study the students will be able to:

1. Distinguish between ingroups and outgroups, and define ingroup favoritism.
2. Define what is meant by the terms group structure, group cohesiveness, norms, social roles, social status, and social power.
3. Explain how social comparisons are typically carried out.
4. Discriminate between internal and external attributions, and the three factors that determine which type is made.
5. Contrast the fundamental attribution error and the actor-observer bias.
6. Define the term attitude, and outline four ways in which attitudes are formed.
7. Describe three ways to measure attitudes.
8. Outline two factors that may prompt people to change their attitudes.
9. Define cognitive dissonance and outline six ways to minimize dissonance between our beliefs and behaviors.
10. Distinguish between mere presence, conformity, compliance, obedience, and coercion as methods of social influence.
11. Describe the reasons why people conform, and the conditions under which conformity is most likely.
12. Outline the three factors that impact the persuasiveness of messages intended to elicit compliance.
13. Compare the foot-in-the door, door-in-the-face, lowball, and nudge techniques as methods of gaining compliance.

PSY 105.3.5 Prosocial and Antisocial Behavior

1. Affiliation and Attraction
 - (a) Factors that Influence Attraction
 - (b) How Relationships Deepen
 - (c) Loving: Dating and Mating
2. Prosocial Behavior: Helping Others
 - (a) Three Motives for Prosocial Behavior
 - (b) Factors that Influence Helping
3. Antisocial Behavior: Aggression, Conflict, and Prejudice
 - (a) Aggression
 - (b) Prejudice
4. Psychology and Your Skill Set: Diversity and Inclusion
 - (a) Tolerance and Acceptance
 - (b) Being Open to Openness

Learning Objectives: At the end of this area of study the students will be able to:

1. Provide three reasons that explain why humans seek to affiliate with others.
2. Describe four factors that influence our attraction to others.
3. Describe how relationships deepen, making reference to self-disclosure and social exchange theory.

4. Explain the fundamental ideas behind Sternberg's triangular theory of love.
5. Name and describe three types of attachment.
6. Describe how evolutionary forces shape men's and women's preferences for mates.
7. Define prosocial behavior, and outline three motives that can promote it.
8. Distinguish between prosocial behavior and altruism.
9. Describe three factors that influence helping.
10. Describe three components of empathy and distinguish empathy from sympathy (or compassion) and personal distress.
11. Explain what is meant by the term bystander apathy, and the three decision points that are relevant in determining whether bystanders will assist others in need.
12. Distinguish between antisocial behavior and aggression, including the difference between direct aggression and indirect aggression.
13. Outline three potential causes of aggression.
14. Describe some of the ways that aggression can be minimized, at both the societal and individual levels.
15. Name the three components of prejudiced attitudes.
16. Discriminate between explicit and implicit prejudice.
17. Name four factors that are associated with greater levels of prejudice.
18. Outline some of the consequences experienced by victims of prejudice.
19. Describe three ways that prejudice can be reduced.

PSY 105.3.6 Applied Psychology

1. Industrial/Organizational Psychology
 - (a) Organizational Culture
 - (b) Personnel Psychology
 - (c) Job Satisfaction
 - (d) Leadership in Organizations
2. Environmental Psychology
 - (a) Environmental Influences on Behavior
 - (b) Human Influences on the Natural Environment
 - (c) Conclusion
3. Legal, Community, and Sports Psychology
 - (a) Legal Psychology
 - (b) Community Psychology
 - (c) Sports Psychology
4. Psychology and Your Skill Set: Career Preparation
 - (a) Investigate Potential Career Paths Now
 - (b) Find Out About Necessary Skills
 - (c) Assess Your Current Skill Set and Your Characteristics
 - (d) Work to Develop and Document Necessary Skills
 - (e) Examine Your Digital Footprint

Learning Objectives: At the end of this area of study the students will be able to:

1. Explain the role of industrial/organizational psychologists.
2. Define organizational culture, and how it is impacted by hostility in the workplace.
3. Describe how personnel psychologists work to ensure a good fit between people and jobs.
4. Outline two ways in which job satisfaction can be promoted.
5. Distinguish between Theory X, Theory Y, and transformational leadership.

6. Explain the role of environmental psychologists.
7. Explain how crowding, overstimulation, and noise affect human behavior, and how these environmental stressors can be managed.
8. Describe some of the sources of environmental damage, including social dilemmas.
9. Explain the role of legal, community, and sports psychologists.
10. Outline four techniques that may be used in scientific jury selection.
11. Describe four factors that impair jurors' ability to reach an impartial verdict.
12. Explain the central ideas that underlie community psychology.
13. Explain what sports psychologists have learned about the development of motor skills and achieving peak performance.