PSY 200, Principles of Psychology
Elite Learning—Fall 2018, Spring 2019
Supporting Colleges: MECC SWCC WCC VHCC

Southwest Virginia Education and Training Network

Contact Information

Instructor: Martha Anderson, LPC

Office/Office Hours: 8:00 a.m. to 10:00 a.m. Monday through Friday by phone, or anytime via email or Moodle Message.

Telephone: 540.449.2593 Weekdays only

E-mail: The best way to reach me is by sending a Message within your Moodle course. You can also reach me via my email address, which is: andersonsvetn@aol.com. I will be able to see messages throughout the day. Email should only be used as a last resort. Students should expect to receive message responses within 24 hours. I will post if I will not be available in the News Forum, so be sure to read the News Forum! The best time to contact the instructor is Monday-Friday 8:00 a.m.-10:00 a.m.

Course (Catalog) Description

VCCS Master Course Description:
Surveys the basic concepts of psychology. Covers the scientific study of behavior, behavioral research methods and analysis, theoretical interpretations and application. Includes topics that cover biological bases of behavior and physiological mechanisms, sensation/perception, consciousness, thinking, intelligence, language, motivation, emotion, memory, learning, personality, psychopathology, health, development, psychological disorders, therapy, and social psychology.

Students that successfully complete this course will earn 1 high school credit and 3 hours of college credit for Principles of Psychology, PSY 200, as well as have a basic overview of Psychology and related topics.

Course Materials

Myers, David, G. (2014). Psychology, 10th Edition, Special Update for DSM-5. Worth Publishing, ISBN-13: 978-1-4641-6474-3 (Hardback); ISBN-10: -1-4641-6474-6.

All course materials were selected to meet the course goals and objectives. Students should contact their facilitator or guidance counselor to receive all textbooks. If you are unable to receive a book within the first few days of class, please contact the instructor.

Time & Location of Class Meeting:

This course is asynchronous, which means you will be able to access your course material at any time of the day or night. You should have a specific time in the day that you will be assigned to work on your assignments for this course at school. It is critical to log into your course on a daily basis.

Technology Requirement:

Students will be required to complete and submit assignments by using Moodle, the learning management system for Elite Learning. The course can be accessed at www.svetn.org. Students will need use of the Internet for all coursework. Access to word processing and presentation software is also required.

Technical Support:

Technical problems are not common but occur from time-to-time. To receive prompt support, students must submit a Trouble Ticket by going to www.svetn.org and then selecting the Contact tab. The Trouble Ticket Form will be distributed to the Informational Support Team. You should receive a response within 24 hours (usually much sooner). After you have submitted the Trouble Ticket, please send me a Message through Moodle, or an email to let me know what problems you have been experiencing.

Teaching Methods:

Reading assignments will consist of primary text, posted PowerPoint Presentations, lecture guides, exam reviews, and research articles.

Audio/visuals such as video and sound clips, in addition to slide presentations will be posted to course website.

Weekly discussion questions will be posted by the instructor. Weekly written assignments, such as review questions, article reviews, current events in science, or short opinion papers will be assigned.

Weekly announced quizzes to be posted on covered materials.

There will be four announced unit exams.

Course Information

 Unit 1

- Prologue & Chapter 1   Thinking Critically With Psychological Science
- Chapter 2   The Biology of Mind
- Chapter 3   Consciousness and the Two-Track Mind
- Chapter 4   Nature, Nurture, and Human Diversity
- Unit I Exam

Unit 2

- Chapter 5   Developing Through the Life Span
- Chapter 6   Sensation and Perception
- Chapter 7   Learning
- Chapter 8   Memory
- Unit II Midterm Exam

Unit 3

- Chapter 9   Thinking and Language
- Chapter 10   Intelligence
- Chapter 11   Motivation and Work
- Chapter 12   Emotions, Stress, and Health
- Unit III Exam

Unit 4

- Chapter 13 Personality
- Chapter 14   Social Psychology
- Chapter 15   Psychological Disorders
- Chapter 16   Therapy
- Unit IV Final Exam

Method of Evaluating Student Achievement

Grading Policy & Scale:

This course will be graded on a ten-point scale:

100-90 %= A   89-80 % = B   79-70 % = C   69-60 % = D   59 % or less = F

Assignments: All are scored 0-100	Percent of Final Grade The Moodle Course uses the % Grading System
Exams (4)	20%
Research Reviews (2)	10%
Writing Assignments (1 Sleep Journal / 1 Essay / 1 Experiment / 1 Group Activity)	10%
Forums (1-3 forums per chapter or per week)	20%
Chapter Tests (16)	20%
Quizzes (2-6 quizzes per chapter or per week including review questions and vocabulary questions)	20%

Chapter Quizzes – Each week a chapter of the textbook is covered. Additional resources in the form of lectures, PowerPoints, videos, and articles supplement the material of the text. Each week there will be two to six quizzes covering important concepts of the chapter. Some of the quizzes are very short. Students are allowed to take the quizzes twice to achieve the highest points possible. The quizzes are open book and untimed. Chapter quizzes provide a thorough review for chapter tests. The chapter quiz scores will be averaged to provide a weighted grade of 20% of the overall course grade.

Chapter Tests – There are 16 chapter tests and roughly 1 test per week that cover material from the text and class resources (i.e., lectures, videos, PowerPoints, and articles). Chapter tests will include a variety of questions (multiple choice, matching, and true/false questions). Chapter Test scores will be averaged to provide a weighted grade of 20% of the overall grade.

Forums – Weekly forums cover material from the text and class resources (i.e., lectures, videos, PowerPoints, and articles). Forums include a variety of questions addressing the course material and your analysis of the material. Forums are often in essay format, include opinions, and require scientific analysis to develop critical thinking skills. Many of the initial forums require in-text and bottom source referencing to assist in developing referencing skills for scientific research writing in APA style. Typically there are one to two forums per week. Some weeks have more while one has none. Forum scores will be averaged to provide a weighted grade of 20% of the overall course grade.

Exams – Four (4) exams will cover material from the text and class resources (i.e., lectures, videos, PowerPoints, and articles). Exams will include a variety of questions (multiple choice, matching, and true/false questions). A study guide will be provided to provide a thorough review preceding each exam. The four exam scores will be averaged to provide a weighted score of 20% of the overall grade. Students should avoid missing exams. Make-up exams will be given at the instructor's discretion. Written documentation providing an explanation for the absence is needed to obtain an extension on a make-up exam.

Research Reviews – Students will compose two (2) scientific research reviews using recent research studies in Psychology. Articles for analysis must come from research that includes experimental research, a methodology section, and test results section. The article analysis should be at least three pages long and be in APA format. The research review scores will be averaged to provide a weighted score resulting in 10 percent of the overall grade.

Writing Assignments – Students will complete four writing assignments consisting of an essay, a sleep journal, a group activity and an experiment. Topics will be discussed in forums, lectures, and the text. The writing assignment scores will be averaged to provide a weighted score resulting in 10 percent of the overall grade.

Reading Assignments: This course is set up to complete a chapter a week in the textbook throughout the semester. It is expected that students will have read the weekly chapter in their text, the lecture guide provided on the website, the PowerPoint provided on the website, and any media or research articles PRIOR to completing their assignments each week.

Grading:

School facilitators and counselors have access your grades through the SVETN Moodle system. Facilitators and counselors are able to view a numeric grade and determine a recommended letter grade based on the scale above. Assignment of a final letter grade with the high school will be at the discretion of the student's school. Instructors will post a letter grade to the community college at the end of the semester and those dates are located in the Elite Learning Student Guide.

Each assignment is based on a score of 0-100. Scores are summed in each category of Forums, Written Assignments, Research Reviews, Quizzes, Tests, and Unit Exams and averaged within the category. Grading Rubrics and Instruction Guides have been posted for discussion questions, assignments, and Study Guides, are posted for each exam. Every assignment description will include specific rubric or guideline about requirements for that assignment, and students should expect feedback through either the assignment or the message system within 48 hours after assignment closing with the exception that any forum assignments due on the weekend will be graded by Tuesday evening. When multiple written assignments are due at or near the same time the instructor

will announce the need for additional time for grading to the class. Because it takes much longer to grade papers (research reviews, experiments, group projects, essays), you can expect feedback with seven (7) days of your submission (usually sooner), (Standard 5.3). Students are responsible for monitoring their grades by regularly clicking on the "Grades" link on the course page. If there is a "dash" in the grade slot on the assignment, it either has not yet been graded or has not been received. A "zero" in the grade slot indicates that an assignment was not received or it did not meet required instructions/standards for the assignment, or the assignment was not properly closed, and your instructor was unable to view it. If you have questions about your scores, or found that the provided feedback was insufficient, please contact your instructor through the Moodle messages function. Students should strive to use complete sentences with appropriate spelling and grammatical structure on all assignments. "Text-speak" is not acceptable and individuals will be graded down if this is used on any assignments.

Late Work Policy:

Student's should give themselves plenty of time on assignments and don't wait until the last minute. Due dates are located on the calendar and throughout the course, including the assignment. There are NO EXTENSIONS for QUIZZES or TESTS. I don't open these assignments after they have closed.

AUTOMATIC EXTENSIONS on FORUMS – Assignments such as Forums are contingent upon all classmates completing the assignments prior to the due date, as each student needs to comment on their classmates' posts. Because Forums are due on Saturday at 1 pm and things happen (computer breaks, WIFI isn't working, out of town, stressed, overextended, prom week, etc.) automatic extensions for any reason are provided through Monday at 3 pm with a 10 point deduction (Standard 3.3). Those students who complete their assignments on time are eligible to obtain full credit.

AUTOMATIC EXTENSIONS are applicable to all other WRITING ASSIGNMENTS up to 48 hours with a 10 point deduction on the assignment.

Student's should contact the instructor when they have posted their final work on extensions otherwise you will receive zero's on these past due assignments if I have previously graded with a zero. You are allowed some flexibility, however, work should be completed by the deadlines. Students should recall that if they cannot submit a forum or written assignment in the course system due to a technical issue, just Moodle message it or email it to the instructor by the due date and time to be eligible for full credit on the assignment.

Extensions without point deductions may be given in cases of serious emergencies (i.e. hospitalization, a death, auto accident, doctor's excuse) when approved by your school counselor/facilitator in an email to the instructor.

Most all of the assignments in this course will have been open for over a month if not longer. You must plan accordingly if you will be out of school on trips, and arrange to complete the work PRIOR to leaving.

Attendance Policy:

We are committed to academic quality and student success. Elements that support both of these values at the college level are regular attendance and participation in class, therefore regular

participation is required and expected. Because Distance Education students are not normally required to attend class on campus, completion of assignments constitutes attendance in the class.

At least once every school day, you are required to log on to MOODLE and perform three tasks:

> 1. Check your inbox for new Messages.
>
> 2. Check for new course announcements under "Latest News."
>
> 3. Check the calendar under "Upcoming Events," to see what work is due.

You should then proceed to work on the assignments within the current week. Please note that failure to follow these procedures could result in a loss of points. Because this is an Internet-based course there is no scheduled time set for your coursework. Each student must be dedicated to completing assignments independently and logging onto the course regularly, which will be checked by the teacher. The school and or parents will be notified if a student has not logged onto the course for a three day period. Contacts will also be made if a student is logging into their course with only a minimum amount of work each day. Expect no less than 60-90 minutes of work each day, including both written and reading assignments. If you are more than one week behind in your work, then you are not attending. If you are not attending and you have not logged into your course for more than three days in a row, high school counselor(s) or school facilitator(s) will be notified unless you are current on all of your assignments.

When an absence from a class becomes necessary, it is the student's responsibility to inform the instructor prior to or immediately after the absence. Students are responsible for all work due during an absence. Generally there are no extensions on assignments due. While the instructor may "excuse" a particular necessary absence, any extensions occur at the instructor's discretion and are rare.

How to be Successful:

These are examples of what students in the past have done to be successful in this course.

- Make sure you read through this entire document. There is useful information here.
- Stay on task by printing off your assignment sheets and keeping them in a notebook with a calendar, marking off what you have already completed, and when things are due.
- Plan ahead, and do not procrastinate. Dual enrollment classes are college courses, and an asynchronous class requires discipline. If you are not self-disciplined in your studies, then please re-evaluate your course choices with your guidance counselor.
- You must stay focused and keep a steady pace, or you will fall behind. In this course, it is the students' responsibility to keep up with assignments.
- Technical difficulties may occur. Remember that technical difficulties happen with online courses. Report technical problems as soon as possible by submitting a trouble ticket at www.svetn.org under the Contact tab, which is located on the upper-left hand side of the main Elite Learning page.
- Print out the Lecture Guides and PowerPoints. If you do your reading from the text and the guides at home, you will be able to perform most of our class requirements during the period provided at your high school, where technical difficulties such as losing internet connectivity are less likely to occur.

Academic Integrity:

Each student will be bound by the academic codes of their school. Any violations will be reported to the student's school for appropriate disciplinary action. Cheating will not be tolerated. Because these courses are considered college courses, each student is considered a responsible adult, and will face the consequences of their chosen actions. It is assumed that students will maintain standards of conduct appropriate to membership in Elite Learning as well as the community college. Emphasis is placed on standards of student conduct rather than on limits or restrictions. Guidelines and regulations governing student conduct are developed by the Elite Learning faculty, staff, and administration. More detailed information is found in the *Elite Learning Student Guide.*

Plagiarism:

Plagiarism means taking someone else's work and representing it as your own, and it is not tolerated in this course. This includes:

1. Plagiarism is the appropriation of passages, either word for word or in substance, from the writings of another and the incorporation of those passages as one's own in written work offered for credit. It is assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks, footnotes, references, or other explanatory inserts.
2. Collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit is prohibited unless such collaboration has been specifically approved in advance by the instructor. Examples of collaboration include extensive use of another's ideas for preparing a creative assignment and receiving undue assistance in the preparation or editing of written materials.
3. Giving or receiving, offering or soliciting information on any quiz, test, or examination is prohibited; this includes the following:
    - Copying from another student's document/work and/or submitting a purchased document/work.
    - Use of prepared materials during the examination.
    - Collaboration with another student during the examination.
    - Buying, selling, stealing, soliciting, or transmitting the contents of an examination.
    - Substituting for another person during an examination or allowing such a substitution for one's self.
    - Bribery of any person to obtain examination information.
    - Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other College activities.

The results of plagiarizing in this class are as follows:

The first offense the student receives a verbal warning, a zero on the assignment, and educational authorities are contacted.

The second offense may result in automatic failure of the class (a zero will be entered as the final grade), and the student will be reported to educational authorities (at your home school and community college) for further discipline.

Personal Conduct:

This standard applies to both formal and informal discussions within your course. You will be asked to dissent *in a scholarly manner* with your classmates during a number of assignments. Please keep the following in mind:

>Show respect for others.

>Always ask yourself 'would I say this to a person's face?'

>Avoid offensive language, profanity.

>Be tolerant of diverse opinions and perspectives.

>Be aware of the release of your personal information, and think about how comfortable you will be knowing that the class has read your work. In the past, students have had some difficulty with the over-sharing of overly personal information in some of the forum assignments. If you have any questions please contact your instructor.

Disabilities:

Students who participate in this class are also high school students. Each high school has resources available for students with disabilities (IEP). Please contact the guidance counselor at your school to request academic accommodations. Each community college also has the Office of Student Services, which may be able to provide additional services. A representative from your school (guidance counselor) may make a request for services at the college. That office will evaluate the request and make recommendations for appropriate and reasonable accommodations, which the student will provide to the instructor. Please contact your guidance counselor or SVETN for more information.

Emergency Policy:

Follow all emergency policies for your home school. In the event of a wide spread emergency, course requirements, classes, deadlines, and grading schemes may be subject to changes that may include alternative delivery methods; alternative methods of interaction with the instructor, class materials, and/or classmates; a revised attendance policy; and a revised semester calendar and\or grading scheme.

For more general information about SVETN wide emergency situations, please refer to:

Southwest Virginia Education and Training Network (Elite Learning) http://svetn.org/news/ and review "Latest News" from your instructor.

In the event of an extended emergency, this class will continue with the reading and writing assignments, tests, timelines, and deadlines as outlined in the course syllabus as posted at SVETN and distributed by hard copy to all students enrolled in the course.

Course Learning Outcomes/Objectives

The content of this course will focus on the understanding and application of the covered material. Students will have the opportunity to integrate recent and classic scientific research and practical applications in the field of psychology through various technology and assignments.

The student will learn:

- The history of psychology and an overview of research techniques.
- To research findings on conformity, obedience, altruism, and attitude formation.
- The biological bases of behavior; nervous system and endocrine system.
- Some basic aspects of sensation and the difference between sensation and perception.
- The research being conducted on altered states of consciousness and sleep and dreaming.
- Themes and current findings about social, intellectual, physical, and personal development throughout the lifespan.
- Principles of classical and operant conditioning as well as social and cognitive learning as various means by which people learn.
- The current understanding of the memory process: storage, retrieval, forgetting, and memory aids.
- To develop daily examples of cognitive problem-solving strategies.
- To identify the stages of language development and consider the connection between thought processes and language.
- To contrast biological, stimulus, and learned motivations and the theories associated with these.
- Consider the psychological and cognitive correlations to emotional arousal.
- Physiological and psychological coping strategies for stress.
- Specific theories of personality formation including personality assessment.
- To appreciate the difficulty of defining and diagnosing "abnormal" behavior.
- Some characteristics associated with the major DSM-V classifications.
- Basic therapeutic techniques typical of a variety of somatic therapies, psychotherapies, and behavior therapies and will be able to see how these evolved from the theoretical explanations of personality development and psychopathology.
- Cultural diversity and ethnic diversity in psychology developments.

Course Learning Domains and Outcome Objectives:

Scientific Inquiry Domain:

Content Area: Perspectives in Psychological Science
      Learning Objectives: Students will be able to:
          1. Define psychology as the scientific study of behavior and mental processes.
          2. Identify and explain the primary objectives of psychology (e.g. describing, understanding, predicting, and controlling behavior and mental processes).
          3. Describe how psychology emerged and evolved as a scientific discipline.
          4. Identify overarching themes, persistent questions, or enduring conflicts in psychology, such as the interaction of heredity and environment.
          5. Identify and describe the major contemporary perspectives of psychology (e.g. psychodynamic, behavioral, humanistic, biological, and cognitive) and their differences.

Content Area: Research Methods and Measurement
      Learning Objectives: Students will be able to:
          1. Describe the scientific method and its role in psychology.

2. Explain the strengths, limitations, and conclusions that can be drawn from various research designs and data collection methods (including case study, observation, survey, correlational, and experiment).
3. Describe systematic procedures used to improve the credibility of research findings (e.g. blind or double-blind designs, control or placebo groups, peer-review, and replication).
4. Explain the ethical obligations of researchers toward their research participants, both human and animal.

Content Area: Critical Thinking
   Learning Objectives: Students will be able to:
   1. Discern differences between personal views and scientific evidence in understanding behavior.
   2. State connections between diverse facts and theories.
   3. Identify arguments based largely on anecdotal evidence, personal experience, and poorly supported assertions regarding behavior.
   4. Describe attitudes associated with critical thinking such as tolerance of ambiguity and skepticism.
   5. Apply psychological concepts, theories, and research findings as these relate to everyday life.
   6. Demonstrate critical thinking skills in reviewing multiple sources of evidence, recognizing potential biases, and considering alternative explanations when drawing conclusions.

Biopsychological Domain

Content Area: Biological Bases of Behavior
   Learning Objectives: Students will be able to:
   1. Identify the major divisions and subdivisions of the human nervous system.
   2. Identify the parts of the neuron and describe the basic process of neural transmission.
   3. Differentiate between the structures and functions of the various parts of the central nervous system.
   4. Discuss the mechanisms of, and the importance of, plasticity of the nervous system.
   5. Describe concepts in genetic transmission.
   6. Explain how evolved tendencies influence behavior.
   7. Identify tools used to study the nervous system.

Content Area: Sensation and Perception
   Learning Objectives: Students will be able to:
   1. Describe processes of sensation and perception, how they interact, and their differences.
   2. Explain the concepts of threshold and adaptation.
   3. Describe the capabilities and limitations of sensory processes.
   4. Explain the interaction of the person and the environment in determining perception.
   5. Identify the parts of the nervous system and explain their functions.

Content Area: Consciousness
   Learning Objectives: Students will able to:
   1. Identify states of consciousness.
   2. Distinguish between processing which is conscious (i.e. explicit) and other processing which happens without conscious awareness (i.e. implicit).
   3. Describe characteristics of sleep and theories that explain why we sleep and dream.

4. Characterize the major categories of psychoactive drugs and their effects.
5. Describe various states of consciousness such as meditation, hypnosis, and flow states.

Development and Learning Domain

Content Area: Life Span Development
    Learning Objectives: Students will be able to:
        1. Discuss theories of cognitive, moral, and social development.
        2. Identify influences on prenatal development.
        3. Describe the role of sensitive and critical periods in development.
        4. Identify the major physical, cognitive, and socio-emotional changes across the lifespan.
        5. Explain the interaction of environmental and biological factors in development.

Content Area: Learning
    Learning Objectives: Students will be able to:
        1. Describe the principles of classical conditioning (e.g. acquisition, extinction, generalization, discrimination).
        2. Describe the principles of operant conditioning (e.g. reinforcement, punishment, shaping, reinforcement schedules, and extinction).
        3. Describe cognitive approaches to learning (e.g. observational learning, social learning).
        4. Describe applications of learning theories in real life (e.g. phobias, animal training, and habit change).

Content Area: Language Development
    Learning Objectives: Students will be able to:
        1. Describe the structure and function of language.
        2. Discuss the relationship between language and thought.
        3. Describe theories and developmental stages of language acquisition.
        4. Explain the relationship between language and the brain.

Sociocultural Context Domain

Content Area: Social Interactions
    Learning Objectives: Students will be able to:
        1. Identify relationships between thought processes (e.g. attributions, attitudes, bias, and perception) and social behavior.
        2. Discuss obedience, conformity, and compliance in relation to behavior and their impact on the power of the situation.
        3. Describe how group dynamics influence behavior.
        4. Discuss the nature and effects of stereotyping, prejudice, and discrimination.
        5. Discuss influences upon pro-social (e.g. altruism) and anti-social (e.g. aggression and conflict) behaviors.
        6. Discuss factors influencing attraction and relationships.
        7. Identify factors involved in influencing and persuading others.

Content Area: Sociocultural Diversity
    Learning Objectives: Students will be able to:
        1. Discuss social and cultural diversity.
        2. Discuss psychological research examining diversity among individuals.
        3. Discuss how social psychology affects how people think, feel, and behave in group situations.

Cognition Domain

Content Area: Memory
        Learning Objectives: Students will be able to:
1. Describe the differences between working memory and long-term memory.
2. Discuss types of memory and memory disorders.
3. Identify factors and strategies influencing how memories are encoded, stored, and retrieved.
4. Explain how memories can be malleable.

Content Area: Thinking
        Learning Objectives: Students will able to:
1. Define processes involved in problem solving and decision making.
2. Describe obstacles to problem solving and decision making.
3. Describe aids to problem solving and decision making.

Content Area: Intelligence
        Learning Objectives: Students will be able to:
1. Discuss different perspectives on intelligence (e.g. general intelligence, multiple intelligences).
2. Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
3. Identify current methods of assessing human intelligence.
4. Discuss issues related to the consequences of intelligence testing.
5. Discuss the influences of biological, cultural, and environmental factors on intelligence.

Individual Variation Domain

Content Area: Motivation
        Learning Objectives: Students will be able to:
1. Describe biologically based theories of motivation.
2. Describe cognitively based theories of motivation.
3. Describe humanistic theories of motivation.

Content Area: Emotion
        Learning Objectives: Students will be able to:
1. Describe the biological and cognitive components of emotion.
2. Differentiate among theories of emotional experience.
3. Describe how culture and gender influence emotional expression.

Content Area: Personality
        Learning Objectives: Students will be able to:
1. Compare and contrast the major theoretical approaches to personality (e.g. psychodynamic, trait, humanistic, and social-cognitive theories).
2. Identify techniques of personality assessment.
3. Discuss biological and situational influences on personality.
4. Discuss stability and change of personality.
5. Explain how culture and gender influence personality.

Content Area: Psychological Disorders
> Learning Objectives: Students will be able to:
> 1. Define psychologically abnormal behavior.
> 2. Describe major models of abnormality.
> 3. Describe the classification of psychological disorders.
> 4. Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).

Applications of Psychological Science Domain

Content Area: Treatment of Psychological Disorders
> Learning Objectives: Students will be able to:
> 1. Explain different perspectives on treatment of psychological disorders.
> 2. Explain why psychologists use a variety of treatment options.
> 3. Identify biomedical treatments.
> 4. Identify psychological treatments.
> 5. Evaluate the efficacy of treatments for particular disorders.
> 6. Identify ethical challenges involved in delivery of treatment.

Content Area: Health
> Learning Objectives Students will be able to:
> 1. Define stress as a psychophysiological reaction and its effects on the body.
> 2. Identify and explain potential sources of stress.
> 3. Identify and explain physiological, cognitive, and behavioral strategies to deal and cope with stress.
> 4. Identify behaviors and attitudes that promote health.

It is critical that all students read the Elite Learning Guide for Students. This guide is located at www.svetn.org as well as within your course. Contact Dawn Stafford, SVETN Executive Director, if you have questions or concerns.

Course syllabus and schedule is subject to change at the discretion of the instructor.