

**Psychology: Understanding Ourselves and Others**

2023-24 Academic Year

Program Title	Ministry Title	Major	Year	Semester
LS-General Education elective to be delivered across all programs	--	--	N/A	N/A

<b>Course Code:</b> GNED 1106	<b>Course Equiv. Code(s):</b> GNED 1090
<b>Course Hours:</b> 42	<b>Course GPA Weighting:</b> 3
<b>Prerequisite:</b> N/A	
<b>Corequisite:</b> N/A	
<b>Laptop Course:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Delivery Mode(s):</b> In class <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/>	
<b>Remote proctoring required</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Authorized by (Dean or Director):</b> Debbie Johnston	<b>Date:</b> August 2023

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**Course Description:**

Do you ever wonder why people behave the way they do? What were they thinking? What motivates your own behaviour and thinking? Through experiments, videos, reflections, and other activities, you will better understand how the mind works. Like how you learn and forget things. Or how you can use psychological knowledge to improve your sleep, enhance your understanding of mental health and psychological disorders, and make sense of how people behave in groups. You will even have some choice in how you demonstrate this learning!

Note: this course was previously titled "Selected Topics in Psychology".

## Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

## Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: [PLAR@durhamcollege.ca](mailto:PLAR@durhamcollege.ca) for details.

### PLAR Eligibility

Yes  No

### PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

## Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

### Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Apply knowledge of academic integrity and APA formatting and apply it in a variety of contexts.
- CLO2 Recognize some basic content in psychology as it relates to everyday behaviours.
- CLO3 Relate psychological concepts to everyday life.
- CLO4 Identify the key features of psychological disorders and the connection to real world behaviours.
- CLO5 Describe the value of psychology in the world around us.

### Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

## Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Online Activity: Weeks 1-14: In-Class Activities including online or face-face (5% per Unit (x4 units), see note 1	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES7	20
Quiz: Weeks 1-14: Online Quizzes (5% per Unit (x4), see note 2	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES7	20
Project: Week 5: Unit 1 Learning and Memory Project OR Online Test, see note 3	CLO1, CLO2, CLO3	EES1, EES2, EES7	15
Project: Week 8: Unit 2 Sleep and Consciousness Project OR Online Test, see note 3	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES7	15
Project: Week 11: Unit 3 Psychology Disorders Project, OR Online Test, see note 3	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES7	15
Project: Week 14: Social Psychology Project OR Unit 4 Online Test, see note 3	CLO1, CLO2, CLO3, CLO5	EES1, EES2, EES7	15
<b>Total</b>			<b>100%</b>

### Notes:

1. Weekly Activities - Students will be evaluated for participation and preparedness throughout the semester via class activities. Students will receive up to 5% per module - (worth 20% of their overall grade). In weeks 1 and 2 students can earn bonus marks (details in note 5).
2. Online Quizzes - Students will be evaluated with weekly online summary quizzes. Students will receive up to 5% per unit based on the results of these knowledge checks/quizzes (worth 20% of the overall grade). Students have unlimited attempts at these quizzes.
3. Final Unit Assessments - There are 4 units in this course. At the end of each unit, students will choose which way they want to be evaluated on their content knowledge for the unit: the choice at the end of each unit is either a group project OR an individual, online test. Projects completed alone (i.e., not in a group) will not be accepted and students will be required to complete the test for that unit to earn their points. The end of unit PROJECT or TEST is due by midnight on the Friday of the week they are due; but because "life happens" and to ensure this course is accessible to all students, there is an automatic, no-penalty extension to these deadlines until Sunday at midnight.
4. The summative group project for each unit are as follows (your instructor will provide additional details):

UNIT 1: Learning and Memory Photo Collection (Your group will select 20 concepts (10 related to learning and 10 related to memory) and take pictures with your phone or camera related to the content. You will be asked to include the corresponding definitions and explain how each picture relates to each of the concepts you chose).

UNIT 2: Sleep or Drugs Topic Poster (Your group will research a topic and then prepare a digital poster or infographic describing a sleep-related topic or the effects of the drug you have chosen).

UNIT 3: Nature vs. Nurture Paper (Your group will select one topic related to psychological disorders and investigate how much of the topic is biologically determined at birth (nature) and how much is caused by environmental exposure (nurture)).

UNIT 4: Social Psychology Video (Your group will choose one topic and create a video outlining information about that topic. Videos can be done in the form of a public service announcement, commercial, informative video, etc.).

5. Bonus marks are available to achieve in Weeks 1 and 2 (details on DC Connect).

## **Required Text(s) and Supplies:**

## **Recommended Resources (purchase is optional):**

1. FREE optional textbook: Spielman, R. M., Jenkins, W. J., & Lovett, M. D. (2018). Psychology (2nd Ed). OpenStax. <https://openstax.org/details/books/psychology-2e>

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

<p><b>General College policies related to</b></p> <ul style="list-style-type: none"> <li>+ Acceptable Use of Information Technology</li> <li>+ Academic Policies</li> <li>+ Academic Integrity</li> <li>+ Standards for Student Conduct for all Learning Environments can be found at <a href="https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf">https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf</a></li> <li>+ Information about academic policies and procedures can be found on-line at <a href="https://durhamcollege.ca/about/governance/policies">https://durhamcollege.ca/about/governance/policies</a></li> </ul>	<p><b>General policies related to</b></p> <ul style="list-style-type: none"> <li>+ attendance</li> <li>+ absence related to tests or assignment due dates</li> <li>+ excused absences</li> <li>+ writing tests and assignments</li> <li>+ classroom management can be found in the Program Guide (full time programs only) in MyDC <a href="https://durhamcollege.ca/mydc/">https://durhamcollege.ca/mydc/</a></li> </ul>
<p>All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:</p> <ul style="list-style-type: none"> <li>• copying another person's work;</li> <li>• using unauthorized materials or resources during an evaluation;</li> <li>• obtaining unauthorized copies of evaluations in advance;</li> <li>• collaborating without permission;</li> <li>• colluding or providing unauthorized assistance;</li> <li>• falsifying academic documents or records;</li> <li>• misrepresenting academic credentials;</li> <li>• buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain;</li> <li>• bribing or attempting to bribe personnel;</li> <li>• impersonation;</li> <li>• submitting the same work in more than one course without authorization;</li> <li>• improper use of computer technology and the internet;</li> <li>• depriving others of academic resources;</li> <li>• misrepresenting reasons for special consideration of academic work;</li> <li>• plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement;</li> <li>• any unauthorized use of generative or other artificial intelligence.</li> </ul> <p>If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.</p>	

## Course Specific Policies and Expectations:

This course is offered in both Hybrid and Online learning delivery modes. The term "in-class activities" refers to weekly activities for both delivery modes, and may occur online or in the classroom, depending on your section's delivery mode.

**ATTENDANCE:** Regular attendance and participation (online and/or in on campus) is closely linked to student success and strongly encouraged as it has been shown to be the best predictor of student success. It is the student's responsibility to access all course materials. In the event that the student cannot fulfill this obligation, it is the student's responsibility to notify their faculty, as required. Each student is responsible for any missed materials and instruction as a result of their (hybrid or online) absence. In addition, it is the student's responsibility to complete all evaluation criteria and to be aware of all announcements made in class and on DC Connect (be sure to "opt-in" to announcements under the notifications settings of your DC Connect profile; instructions are on DC Connect).

**RESPECT:** Students must conduct themselves with consideration for their classmates both in class and online, including group work and other interactions.

**DEADLINES and ACCESSIBILITY:** Extra time has been allocated to each test in order to ensure accessibility for all students. The course is designed with universal design for learning (UDL) principles in mind. Typically (in non-UDL courses), students would receive 1 minute per multiple choice question on a test. In this course, students are automatically granted twice this amount of time (i.e., 2 minutes per question). Additionally, extended deadlines are also built into the course. No late assignments are accepted because a 2-day grace period is already provided in the course, with weekly due dates on Fridays, and automatic (no-penalty) extensions until Sunday. Students registered with ASC may be entitled to additional accommodations. As in the workplace, failure to meet deadlines results in loss of credibility and grades. Course work not submitted by the Sunday extended deadline will receive a grade of 0. **NO LATE WORK** is accepted in this course. Reconsideration may be granted with proper notification and documentation (e.g., with an ASC Access Plan).

**WEEKLY ACTIVITIES:** The lowest weekly activity (1 per unit) will be dropped to allow flexibility for life events which may occasionally prevent class attendance or impact participation. This will be done automatically and no action is required on the part of the student. Consequently, no extensions will be granted and no late work will be accepted.

**CONTENT:** Material produced in or for class must be in good taste and mature in nature. All work must be original (see below).

**ORIGINAL WORK:** All material produced in or for class, whether text, image, or digital, must be original, or correctly cited. All work submitted must be original work produced for this course. Plagiarism is a form of stealing. It includes, but is not limited to, failure to properly acknowledge the ideas, data, graphic elements, or language of another person or unauthorized assistance by technology (e.g., ChatGPT). Students who plagiarize, or cheat in any way, will be cited and face disciplinary actions, according to Durham College's Academic Integrity Policy (ACAD - 101). Please make note that plagiarism includes taking the work of another student, work downloaded from the internet, or even your OWN work submitted for another class, and submitting it as your own original work for the purpose of this class (even if you modify it). Giving your work to another student to submit, even if the other student modifies it, is also plagiarism. If you are unclear about this, please discuss it with your faculty.

**MISSED FINAL UNIT EVALUATION:** Students who fail to complete a final evaluation by the deadline (project or test) for one unit will be permitted to complete a comprehensive make-up test during week 14. This test will include content from all 4 units in the course and this option can only be used to make up ONE missed final unit evaluation. Subsequent missed evaluations will receive a grade of 0. Students electing for this option must contact their professor within 48 hours of the missed final unit evaluation deadline.

**EXTRA WORK:** Students will not be allowed to do 'extra' work/projects/activities to 'bring up their mark' at the end of the semester - students must complete and hand in their work as it is assigned. Bonus marks are available in weeks 1 & 2 (details on DC Connect)

**BACKING UP COURSE WORK:** Students are responsible for ensuring their work is being backed up on a regular basis. Lost work due to technical issues is not an acceptable reason for missing a deadline, even with proper documentation.

**ACADEMIC ASSISTANCE:** Students are encouraged to discuss academic concerns with the faculty. Additional help from the faculty is available (by appointment) outside of class time for individuals or groups on an as-needed basis. Academic issues that can affect a student's success (i.e. course selection, success strategies) may also be discussed with their Academic Student Advisor.

## General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <https://durhamcollege.ca/about/governance/policies/academic-policies> .
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.



# Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Week/ Module	Hours:	3	Delivery:	Online
1	<b>Course Learning Outcomes</b>			
	CLO1			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1, EES2	<b>Practiced:</b>	EES1, EES2, EES7
	<b>Intended Learning Objectives/Topics</b>			
	Introduction to GNED Class expectations APA formatting, New 7th edition Academic integrity (SALS tutorial)			
	<b>Intended Learning Activities</b>			
	Icebreaker Discussion			
	<b>Resources and References</b>			
	SALS tutorial Weekly content posted on DC Connect			
	<b>Evaluation</b>			<b>Weighting</b>
	Online Activity: Weeks 1-14: In-Class Activities including online or face-face (5% per Unit (x4 units), see note 1			20

<b>Week/ Module</b>	<b>Hours:</b> 3	<b>Delivery:</b> Online
2	<b>Course Learning Outcomes</b> CLO1, CLO2	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES7	<b>Practiced:</b> EES1, EES2, EES7
	<b>Intended Learning Objectives/Topics</b> Psychology as a science Scientific method and research Psychological perspectives	
	<b>Intended Learning Activities</b> Demonstration Experiment Discussion Videos Weekly online quizzes	
	<b>Resources and References</b> Weekly content posted on DC Connect	
	<b>Evaluation</b> Quiz: Weeks 1-14: Online Quizzes (5% per Unit (x4), see note 2)	<b>Weighting</b> 20
<b>Week/ Module</b>	<b>Hours:</b> 3	<b>Delivery:</b> Online
3	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2, EES7	<b>Practiced:</b> EES1, EES2, EES7
	<b>Intended Learning Objectives/Topics</b> UNIT 1: Learning and memory week 1 of 3 Classical conditioning Observational learning Introduce project	
	<b>Intended Learning Activities</b> Demonstration Experiment Discussion Videos Weekly online quizzes	
	<b>Resources and References</b> Weekly content posted on DC Connect	
	<b>Evaluation</b>	

Week/ Module	Hours: 3	Delivery: Online
4	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1	<b>Practiced:</b> EES1, EES2, EES7
	<b>Intended Learning Objectives/Topics</b> UNIT 1: Learning and memory week 2 of 3 Operant conditioning Memory processes and systems Eyewitness memory Biology of memory	
	<b>Intended Learning Activities</b> Demonstration Experiment Discussion Videos Weekly online quizzes	
	<b>Resources and References</b> Weekly content posted on DC Connect	
	<b>Evaluation</b>	

<b>Week/ Module</b>	<b>Hours:</b> 3	<b>Delivery:</b> Online
5	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1	<b>Practiced:</b> EES1, EES2, EES7
	<b>Intended Learning Objectives/Topics</b> UNIT 1: Learning and memory week 3 of 3 Attention Remembering Memory failures (including amnesia) Strategies for improving memory	
	<b>Intended Learning Activities</b> Demonstration Experiment Discussion Videos Weekly online quizzes	
	<b>Resources and References</b> Weekly content posted on DC Connect	
	<b>Evaluation</b> Project: Week 5: Unit 1 Learning and Memory Project OR Online Test, see note 3	<b>Weighting</b> 15

Week/ Module	Hours: 3	Delivery: Online
6	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2, EES7	<b>Practiced:</b> EES1, EES2, EES7
	<b>Intended Learning Objectives/Topics</b> UNIT 2: Sleep and consciousness week 1 of 3 Sleep Dreams Sleep disorders Introduce project	
	<b>Intended Learning Activities</b> Demonstration Experiment Discussion Videos Weekly online quizzes	
	<b>Resources and References</b> Weekly content posted on DC Connect	
	<b>Evaluation</b>	

Week/ Module	Hours: 3	Delivery: Online
7	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1	<b>Practiced:</b> EES1, EES2, EES7
	<b>Intended Learning Objectives/Topics</b> UNIT 2: Sleep and consciousness week 2 of 3 Altered states of consciousness Meditation Hypnosis Drugs (1 of 2)	
	<b>Intended Learning Activities</b> Demonstration Experiment Discussion Videos Weekly online quizzes	
	<b>Resources and References</b> Weekly content posted on DC Connect	
	<b>Evaluation</b>	

<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>Online</b>	
8	<b>Course Learning Outcomes</b>				
	CLO1, CLO2, CLO3, CLO4, CLO5				
	<b>Essential Employability Skills</b>				
	<b>Taught:</b>		EES1	<b>Practiced:</b>	
				EES1, EES2, EES7	
	<b>Intended Learning Objectives/Topics</b>				
	UNIT 2: Sleep and consciousness week 3 of 3 Drugs (continued) Addiction				
<b>Intended Learning Activities</b>					
Stop-Start-Continue (class feedback) Demonstration Experiment Discussion Videos Weekly online quizzes					
<b>Resources and References</b>					
Weekly content posted on DC Connect					
<b>Evaluation</b>				<b>Weighting</b>	
Project: Week 8: Unit 2 Sleep and Consciousness Project OR Online				15	
Test, see note 3					
<b>Week/ Module</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>Online</b>	
9	<b>Course Learning Outcomes</b>				
	CLO2, CLO3, CLO4, CLO5				
	<b>Essential Employability Skills</b>				
	<b>Taught:</b>		EES1, EES2, EES7	<b>Practiced:</b>	
				EES1, EES2, EES7	
	<b>Intended Learning Objectives/Topics</b>				
	UNIT 3: Psychological Disorders week 1 of 3 Anxiety and Anxiety Disorders Obsessive Compulsive Disorder Introduce project				
<b>Intended Learning Activities</b>					
Demonstration Experiment Discussion Videos Weekly online quizzes					
<b>Resources and References</b>					
Weekly content posted on DC Connect					
<b>Evaluation</b>					

<b>Week/ Module</b>	<b>Hours:</b> 3	<b>Delivery:</b> Online
10	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1	<b>Practiced:</b> EES1, EES2, EES7
	<b>Intended Learning Objectives/Topics</b> UNIT 3: Psychological Disorders week 2 of 3 Mood disorders Suicide Personality disorders	
	<b>Intended Learning Activities</b> Demonstration Experiment Discussion Videos Weekly online quizzes	
	<b>Resources and References</b> Weekly content posted on DC Connect	
<b>Evaluation</b>		
<b>Week/ Module</b>	<b>Hours:</b> 3	<b>Delivery:</b> Online
11	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1	<b>Practiced:</b> EES1, EES2, EES7
	<b>Intended Learning Objectives/Topics</b> UNIT 3: Psychological Disorders week 3 of 3 Schizophrenia Trauma and stress disorders Dissociative disorders	
	<b>Intended Learning Activities</b> Demonstration Experiment Discussion Videos Weekly online quizzes	
	<b>Resources and References</b> Weekly content posted on DC Connect	
<b>Evaluation</b>		<b>Weighting</b>
Project: Week 11: Unit 3 Psychology Disorders Project, OR Online Test, see note 3		15



Week/ Module	Hours: 3	Delivery: Online
12	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1, EES2, EES7	<b>Practiced:</b> EES1, EES2, EES7
	<b>Intended Learning Objectives/Topics</b> UNIT 4: Social Psychology week 1 of 3 Conformity Obedience Compliance and persuasion Introduce project	
	<b>Intended Learning Activities</b> Demonstration Experiment Discussion Videos Weekly online quizzes	
	<b>Resources and References</b> Weekly content posted on DC Connect	
	<b>Evaluation</b>	

<b>Week/ Module</b>	<b>Hours:</b> 3	<b>Delivery:</b> Online
13	<b>Course Learning Outcomes</b> CLO2, CLO3, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1	<b>Practiced:</b> EES1, EES2, EES7
	<b>Intended Learning Objectives/Topics</b> UNIT 4: Social Psychology week 2 of 3 Attitudes and cognitive dissonance Prejudice, stereotypes, discrimination Aggression	
	<b>Intended Learning Activities</b> Demonstration Experiment Discussion Videos Weekly online quizzes	
	<b>Resources and References</b> Weekly content posted on DC Connect	
	<b>Evaluation</b>	
<b>Week/ Module</b>	<b>Hours:</b> 3	<b>Delivery:</b> Online
14	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES1	<b>Practiced:</b> EES1, EES2, EES7
	<b>Intended Learning Objectives/Topics</b> UNIT 4: Social Psychology week 3 of 3 Attraction Bystander effect Prosocial behaviour	
	<b>Intended Learning Activities</b> Demonstration Experiment Discussion Videos Weekly online quizzes	
	<b>Resources and References</b> Weekly content posted on DC Connect	
	<b>Evaluation</b> Project: Week 14: Social Psychology Project OR Unit 4 Online Test, see note 3	<b>Weighting</b> 15