



Columbia College
Basic Concepts of Psychology (PSYC110)
Lecture 1
Course Outline

Semester Dates: June 29, 2026, to August 1, 2026

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to plan to be present at the rescheduled class.

Facilitator: Angela Parsons, RPsych

Email: angela.parsons@columbia.ca

Class Time: Tuesdays from 5:30PM to 9:30PM
Saturdays 8:30AM to 12:30PM

Room: Microsoft Teams and PSYC110 Moodle
Learning Management System

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator. Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to plan to be present at the rescheduled class.

Course Description:

This course will provide the student with an introduction to history, current research, and theories in the field of psychology. The course focuses on a wide variety of topics related to the behavior and mental processes of individuals and groups rather than on one or two specific areas.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Describe the basic concepts, theories, and research within the field of psychology and their implications to professional practice.
- Utilize critical thinking skills as applied to theories and research within the field of psychology.
- Discuss the various applications of psychological principles within current and future personal and work-related areas of life.
- Apply concepts learned to the external behavioral world to foster further understanding of both individuals and groups.
- Critically assess trends and issues in psychology that have an impact on the students' chosen disciplines.

Course Format:

This 45-hour remote course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our online classes will largely mirror your conduct in society and your future work site. For example, if you tend to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Feldman, R, et al. (2025). *The essentials of understanding psychology (Eighth Canadian Edition)*. Canada: McGraw-Hill Publishing.

Recommended Readings and Resources:

Students may access these other academic sources such as those available in the Columbia College E-Brary in their respective Moodle/Portal Course Page.

The most recommended for use are:

- ProQuest
- ERIC
- Google Scholar (limited access)

Homework Assignment Due for Check-In# 1:

1. Read this course outline and prepare to discuss it during Check In #1.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible, facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment	Due Date	Weight
PSYC110 Chapter Tests	As Assigned in Connect Labs	20%
PSYC110 Connect Lab Activities	Modules 2, 3 & 4	30%
Oral Presentation	Module 2	15%
Reflective Writing Assignment	Module 3	10%
Final Project Writing Assignment	Module 4	25%

Please note that all homework and assignments are due dates and times on Connect Labs and Teams Assignments

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "B-" (based on the Mastery Learning Model). Students must achieve a B- to get credit for this course.

Submission and Completion of Assignments:

You are expected to submit assignments on the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension 48 hours **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

The Human Services Program tracks attendance via synchronous classes in addition to completion of daily tests on Moodle (see Appendix A).

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia College's Commitment to Human Rights and Diversity Policy (ADM-079)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others.
- demonstrate appropriate and supportive communication skills, and coach, assist, advise, and otherwise support other students in their studies.
- manage any personal stress and conflict in a positive and resourceful manner and assist others to do the same.
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program.
- conduct themselves in a professional manner regarding their communication with others and their behavior in class.
- conduct themselves with academic integrity in all their learning activities, tests, exams, and assignments.
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ca. The Department Chair or facilitator cannot provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Student Accommodation Policy and Student Guide to Accessibility Services*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802 or see your Program Chair. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check your Columbia College email daily for any messages from the Program Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class	Topics	Pre-Class Readings
Module 1	• Course introductions • Introduction to Psychology • States of Consciousness • Learning • Memory	• Chapter 1 • Chapter 4 • Chapter 5 • Chapter 6 • Check-in #1
Module 2	• Thinking, Language and Intelligence • Motivation and Emotion • Lifespan Development	• Chapter 7 • Chapter 8 • Chapter 9 • Connect Lab Activity #1 • Individual Presentation Due • Check-in #2
Module 3	• Personality • Health Psychology: Stress, Coping and Well-being • Psychological Diagnoses	• Chapter 10 • Chapter 11 • Chapter 12 • Connect Lab Activity #2 • Reflective Writing Due • Check-in #3
Module 4	• Treatment of Psychological Diagnoses • Social Psychology	• Chapter 13 • Chapter 14 • Connect Lab Activity #3 • Check-in #4 • Final Project Due

Appendix 1 Assignment Outlines

Please note: Students must complete all assignments and tests to pass this course.

Chapter Tests

Due Date: At the end of each module

Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded test based on these reading assignments.

Notes:

- 12 total Chapter Tests are made available on McGraw-Hill Connect Lab PSYC110
- Two Attempts per test
- Due by the end of the scheduled Module due date

Individual Presentation

Due Date: At the end of Check in 2

Weight: 20%

Individually, students will develop, plan, and deliver a 5-7-minute presentation using one approved academic journal from a database of their choosing (Moodle E-brary is suggested) connected to one concept from the course textbook. See Exemplar in Moodle: **PSYC110 Individual Presentation**

Supports.

Using a presentation method of their own choosing (PowerPoint is recommended), students will highlight key features and insights from their chosen academic reading and relate them to practical application, personal stories and information from course material and texts.

The presentation must include the following:

1. Present an outline of the key points of the concepts and explain how these key concepts of the chosen reading apply to your chosen chapter/concept.
2. Students should choose **one** concept and should relate the concept to a real-life situation or in a human service workspace.
3. Expect to submit your presentation and your academic reading for reference.

Students should be prepared to respond to questions from class members. Students will be evaluated according to **Oral Presentation Rubric**.

Assignment Expectations:

Objective: The objective of this group assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.

Focus: This assignment is designed to apply knowledge from the chapters, class discussions and academic research.

Format: Students can adopt any communication format they prefer, but a short PowerPoint will be the most effective. Students will need to download and submit their article as well. Submit presentation to appropriate drop box in Teams

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. It is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA7 referencing formats outlined in your assigned textbook

PSYC110 Connect Lab Activities

Due: the end of the scheduled Module due date

Weight: 30% (10% per activity)

- Students are assigned activities to complete on PSYC110 McGraw-Hill Connect Labs in Modules 2, 3 & 4.
- Each activity is related to the assigned chapters.
- Each activity will have two attempts

Reflective Writing Assignment

Due: End of Module 3

Weight: 10%

Students will be responsible for completing a reflective writing response that covers their understanding and experiences with the course to the end of Module 3.

Topics to consider:

- What were anticipations of course prior to starting independent work?
- What are some of the challenges of learning material independently?
- What are some supports did you enjoy using McGraw-Hill Connect?
- What can be done to support you further in the exploration of the course materials?
- To what degree do you feel McGraw-Hill Connect technology has helped you understand course materials?
- Any other observations/feelings of the course structure.

Assignment Expectations:

Objective: The objective of this group assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.

Focus: This assignment is designed to apply knowledge from the chapters, class discussions and academic research.

Format: All assignments will be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Calibri font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to the attached rubric: **Reflective Writing Response Marking Rubric.**

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. It is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA7 referencing formats outlined in your assigned textbook

PSYCH110 Final Project Comparing Treatment Approaches

Due: Class 10

Weight: 25%

Choose **one** of following scenarios below, and consider how either a psychodynamic, cognitive-behavioral, or humanistic psychologist would analyze the situation. Refer to your class readings to make the connections between scenario and theory.

- What questions would they ask?
- What would they be interested in observing?
- What type of “treatment” would they be likely to suggest?

SCENARIO #1:	SCENARIO #2:
A mother brings her young son (eight years old) to the therapist because he is “acting up” in school and at home. He is extremely hostile and belligerent toward both his teacher and his mother and refuses to cooperate even under threat of punishment.	A twenty-five-year-old woman, a high-powered stockbroker, is frustrated by her inability to quit smoking. She has tried several times and has been successful for brief periods, but she always starts smoking again when her life becomes stressful.

Writing Assignment Expectations:

- **Objective:** The objectives of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** All assignments will be double-spaced. Include a title at the top of the first page. Include your name at the top of the first page. 12-point Calibri font is preferred. Each assignment should have a minimum length of 750 words but is not to exceed 1000 words. Students will be evaluated according to the attached rubric: **Critical Writing Response Marking Rubric.**

How to avoid plagiarism

The simplest way to avoid plagiarism is to reference any sources properly (using both in-text, parenthetical citations in the body of your assignment and a ‘References’ page at the end). While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA7 style outlined in your ENGL110-1 textbook.

**Appendix 2
Assignment Rubrics**

**Columbia College
Critical Writing Response Marking Rubric**

Skills	4	3	2	1
Quality of Response Content/Ideas	• Demonstrates reflection, insight, and accurate interpretation of assignment. • States main idea/opinion clearly. • Provides support for the main idea through numerous, relevant sources and/or references to the course readings.	• Demonstrates reflection and accurate interpretation of assignment. • States main idea /opinion clearly. • Provides support for the main idea through number of relevant sources and/or references to the course readings.	• Demonstrates limited response to assignment. • Partly identifies main idea/opinion. • Attempts some support for the main idea, but it is limited in applicability.	• Creates limited response that is hard to follow. • Main idea/opinion not identified. • Uses little to no references to support opinion.
Analysis	• Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples. • Demonstrates sound logic. • Demonstrates excellent critical thinking and problem-solving skills.	• Explores issue well, developing an original position with and good examples. • Demonstrates good logic. • Demonstrates very good critical thinking and problem-solving skills.	• Defines the issue but explores it inadequately. • Uses examples inconsistently and/or examples are lacking. • Demonstrates weakness in logic. • Demonstrates weak critical thinking and problem-solving skills.	• Defines issue inadequately, demonstrating a simplistic view. • Lacks logic. • Demonstrates poor critical thinking and problem-solving skills.
Style Expression of Ideas	• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Incorporates knowledge of stylistic techniques. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice. • Consistently demonstrates original, sincere and compelling personal voice.	• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Demonstrates use of stylistic techniques. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice. • Mostly demonstrates original, sincere personal voice.	• Demonstrates limited attempts at creating varied sentences to address audience and purpose. • Often sentences are somewhat awkward. • Little attempt at using stylistic techniques. • Conveys some ideas clearly. • Uses vague, ineffective word choice. • Demonstrates little to no development of a personal voice.	• Uses simplistic sentence structures that are awkward and do not address audience and purpose. • No stylistic devices attempted. • Most ideas are not conveyed clearly. • Inadequate word choice. • No evidence of a personal voice.

	4	3	3	2
Organization and Structure	- Creates a sophisticated, well-developed beginning, middle and conclusion. - Connects all ideas logically. - Uses a variety of carefully crafted sentence structures. - Consistently establishes appropriate paragraphing and transitions.	- Creates a well-developed beginning, middle, and conclusion. - Connects most ideas logically. - Uses a variety of well-structured sentence. - Most of the time establishes appropriate paragraphing and transitions	- Creates an unfocused beginning, middle and a simple conclusion. - Creates answer that is poorly structured. - Uses some sentence variety with errors that begin to interfere with meaning. - Shows faulty paragraphing and lack of transitions.	- Creates a limited response with no clear beginning, middle, and conclusion. - Creates confusion in structure. - Uses little to no sentence structure variety. - Many structural errors - Weak to no paragraphing or transition.
Mechanics, Grammar, Professional Format	- Mainly error free. - Uses APA citation correctly where applicable for referencing sources. - Meets and exceeds all requirements for an excellent academic response. - Meets and exceeds all requirements of the assignment.	- A few minor errors in usage, grammar, or mechanics. - Generally uses APA citation correctly where applicable for referencing sources. - Meets most requirements for a well written academic response. - Meets most requirements of the assignment.	- Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. - Uses APA citation inconsistently and with errors when sources are used. - Meets a few requirements for an acceptable academic response. - Meets a few requirements of the assignment.	- Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. - Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. - Meets few requirements for an acceptable academic response. - Meets little to no requirements of the assignment.

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 50:

Facilitator/Evaluator’s Comments:

Columbia College
Oral Presentation Rubric
Last Revised: March 2022

Area	10.0 – 7.0	6.9 – 5.5	5.4 - 5.0	4.9 - 0
Organization	- Creates introduction that is unique, clearly focused and engages the audience. - Organizes content logically, making entire presentation easy to follow. - Builds main points through carefully selected and original examples/ references. - Has effective transition between sections. - Summarizes all key points and stimulates thought at the end.	- Creates introduction that is original, clearly focused and gets the attention of the audience. - Organizes content logically, making most of the presentation easy to follow. - Builds main points through carefully selected examples/ references. - Has a transition between most sections. - Summarizes most key points and stimulates some thought at the end.	- Creates an introduction that tends to be unfocused. - Doesn't engage the audience's interest. - Content appears disorganized, without logic and consistency. - Builds a few main points with details, but most ideas are unsupported. - Few to no transitions are evident. - Little to no summarizing evident. Ending does not stimulate much thought.	- Presentation shows little to no logical organization. - Content is difficult to follow. - Not a thoughtful presentation.
Content	- Provides evidence of supporting research to back all main points. - Gives a complete explanation of all key points. - Uses relevant examples/ references.	- Provides evidence of supporting research. To back most points. - Gives an explanation of most key points. - Uses some relevant examples/ references.	- Provides evidence that not enough research has been done to support the content. - Gives an incomplete explanation of key points. - Uses a few relevant examples/ references.	- Indicates little to no research. - Gives a limited explanation of a few points. - Uses little to no examples/ references.
Delivery Style: Nonverbal Effectiveness	- Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. - Uses continual eye contact.	- Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. - Uses fairly consistent eye contact.	- At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. - Uses eye contact inconsistently.	- Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. - Uses poor to no eye contact.

Delivery Style: Verbal Effectiveness	• Conveys passionate interest for the topic. • Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes no obvious grammatical errors. • Uses cue cards or other supports effectively and does not read the presentation. • Uses rich, precise, and varied vocabulary. • Well-rehearsed and prepared.	• Conveys enthusiasm for the topic. • Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes few grammatical errors. • Most of the time uses cue cards or other supports appropriately, without reading the presentation. • Uses well-chosen and varied vocabulary.	• Demonstrates minimal enthusiasm for the topic. • Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. • Uses too many unnecessary pauses (“ums”), distracting from the presentation. • Makes some grammatical errors. • Tends to not use cue cards effectively and mostly relies on reading the presentation. • Uses ineffective vocabulary.	• No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation. • Volume and rate of speech are often inappropriate, making comprehension difficult. • Uses too many unnecessary pauses “ums”, making comprehension difficult. • Makes frequent grammatical errors. • Reads presentation. • Uses inappropriate or simplistic vocabulary.
Mechanics, Grammar, Professional Format	• Mainly error free. • Uses APA citation correctly where applicable for referencing sources. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment.	• A few minor errors in usage, grammar, or mechanics. • Generally, uses APA citation correctly where applicable for referencing sources. • Meets most requirements for a well written academic response. • Meets most requirements of the assignment.	• Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with errors when sources are used. • Meets a few requirements for an acceptable academic response. • Meets a few requirements of the assignment.	• Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge when sources are used. • Meets few requirements for an acceptable academic response. • Meets little to no requirements of the assignment.

Total Score out of 50:

Facilitator/Evaluator’s Comments on Microsoft Teams

Columbia College
Reflective Writing Rubric
 Last Revised: March 2020

Area	4	3	2	1	0
Depth of Reflection	Reflection reveals a thorough insight of the subject matter with the student presenting well thought-out reflections.	Reflection reveals insight into the subject matter. Often there are thoughtful statements.	Reflection reveals a basic understanding of the subject matter with an effort at reflection.	Reflection is limited. The writer produces some basic understanding of the subject matter.	Little to no reflection is present.
Use of Examples and/or Evidence	Uses specific and convincing examples to support reflective statements.	Uses well-chosen examples to support reflective statements.	Uses some examples to support understanding of the subject matter and reflections.	Uses limited number of examples to support understanding of the subject matter.	Uses little to no examples.
Cohesiveness of Response	Reflection provides a clear picture of the student's thinking on this subject matter.	This reflection gives a good understanding of the student's thinking on this subject matter.	Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter.	This attempted reflection does not provide a clear picture of the student's thinking on this subject matter.	This response is confusing, and ideas do not tie together.
Conventions	Demonstrates control of the writing conventions with essentially no errors.	Demonstrates control of the writing conventions with occasional errors.	Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.	Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult.	Demonstrates little or no control of the writing conventions.
APA7 Formatting	Perfect adherence to APA7 guidelines, including in-text citations and references.	Good adherence to APA7 guidelines with minor errors.	Basic adherence to APA7 guidelines with several errors.	Poor adherence to APA7 guidelines with numerous errors.	APA7 usage not present.

Total Score out of 20:
Facilitator/Evaluator's Comments: