



**DLSHSI**  
DE LA SALLE HEALTH SCIENCES INSTITUTE  
*Nurturing Life*



**College of Humanities and Sciences**

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Local: 5007 (Dean's Secretary) | 1412 (Dean)  
1345 (Dept. of Integrated Humanities and Sciences)  
1408 (Dept. of Chemistry)  
1115 (Chemistry Lab) | 1405 (Biology & Physics Lab)

**COURSE SYLLABUS**

DEPARTMENT : **Integrated Humanities and Sciences**  
 COURSE CODE/TITLE : **GE-BESC 101/General Psychology**  
 NUMBER OF UNIT/S : **3**  
 PRE-REQUISITE : **None**  
 ROOM : \_\_\_\_\_  
 INSTRUCTOR/PROFESSOR : \_\_\_\_\_  
 CONSULTATION TIME : \_\_\_\_\_

**COURSE DESCRIPTION:**

This course provides background knowledge of principles through which behavior may be understood. It likewise introduces contemporary approaches to the analysis and treatment of complex human behavior. It includes the study of man as an organism, the development of his behavior, and how he/she reacts and interacts with the environment. It also provides knowledge on perception, learning, memory, intelligence, personality, mental health, psychological disorders, psychotherapy, and social psychology.

**LEARNING OUTCOMES:**

- LO1: Higher levels of comprehension (Textual, Visual, etc.)
- LO2: Proficiency in communication: Writing, speaking, and use of new technologies
- LO3: Understanding of basic concepts across the domains of knowledge
- LO4: Critical, analytical and creative thinking
- LO5: Appreciation of various human conditions
- LO6: Capacity to personally interpret human experience
- LO7: Working effectively in a group
- LO8: The ability to negotiate the world of technology responsibly
- LO9: Ability to solve problems (including real world problems)
- LO10: Knowledge of basic work related skills

**LEARNING PLAN:**

TOPICS	INTENDED LEARNING OBJECTIVES	TEACHING AND LEARNING ACTIVITIES	METHOD/S OF ASSESSMENT
<p>Course Orientation</p> <p>1.1 Course Requirements</p> <p>1.2 Classroom Policies</p> <p>1.3 Grading System</p> <p><b>FOUNDATIONS OF PSYCHOLOGY</b></p> <p>2. Historical Roots of Psychology</p> <p>2.1 Definition of Psychology</p> <p>2.2 Psychology as a Science</p> <p>2.3 Early Schools of Thought</p> <p>3. Perspectives in Psychology</p> <p>3.1 Biological Perspective</p> <p>3.2 Behavioral Perspective</p> <p>3.3 Whole-person Perspective</p> <p>3.4 Psychoanalytic Perspective</p> <p>3.5 Gestalt Perspectives</p> <p>4. Research Methods in Psychology</p> <p>5. Physiological Foundations of Behavior</p> <p>5.1 Nervous System</p> <p>5.2 Endocrine System</p> <p>5.3 Evolution and Heredity</p> <p>6. Development over Lifespan</p> <p>6.1 Moral development</p> <p>6.2 Psychosocial development</p> <p>6.3 Psychosexual development</p> <p>6.4 Cognitive development</p> <p>6.5 Socio-emotional development</p>	<p>Enable the students to articulate the Psychological perspective most helpful to their understanding of themselves and that will serve as their foundational lens for the study of psychology.</p>	<p>Games</p> <p>Getting-to-know activities</p> <p>Concept mapping</p> <p>Lecture - Discussion</p> <p>Presentation of assignment</p> <p>Sample scientific journals</p> <p>Review of scientific journals</p>	<p>Report/Reflection: Preferred Psychological Perspective</p> <p>Case Analysis and Reporting (Cases involving psychological disorders due to drug or alcohol abuse)</p> <p>Biographical Sketch</p>
<p><b>FIRST COMPREHENSIVE ASSESSMENT</b></p>			

TOPICS	INTENDED LEARNING OBJECTIVES	TEACHING AND LEARNING ACTIVITIES	METHOD/S OF ASSESSMENT
<p><b>CONSCIOUSNESS AND HUMANITY</b></p> <p>1. Consciousness  1.1 Sleep and Dream  1.2 Hypnosis  1.3 Meditation  1.4 Biofeedback  1.5 Altered States of Consciousness through Drugs</p> <p>2. Learning  2.1 Classical Conditioning  2.2 Operant Conditioning  2.3 Social Learning theories  2.4 Cognitive Factors in Learning</p> <p>3. Memory  3.1 Memory System  3.2 Processes of Memory  3.3 Stages of Memory  3.4 Forgetting</p> <p>4. Motivation and Emotion  4.1 The Psychology of Motivation  4.2 Hunger  4.3 Sexual Motivation  4.4 Achievement Motivation  4.5 Emotion</p>	<p>Explain the importance of studying human consciousness in becoming freer and more resilient individuals.</p>	<p>Lecture - Discussion  Dream logs  Sharing Personal Stories  Drawing  Survey  Memory Games</p>	<p>Dream Journal/Dream Analysis  Daily Schedule Analysis  Memory Enhancement Exercise Design  Motivational Multimedia</p>
<b>SECOND COMPREHENSIVE ASSESSMENT</b>			

TOPICS	INTENDED LEARNING OBJECTIVES	TEACHING AND LEARNING ACTIVITIES	METHOD/S OF ASSESSMENT
<p><b>POSITIVE PSYCHOLOGY AND RESILIENCY</b></p> <p>1. Personality</p>	<p>Develop resiliency skills in dealing with stress</p>	<p>Personality Quiz</p>	<p>Dream Journal/Dream</p>

1.1 Psychodynamic Theories 1.2 Humanistic Theories 1.3 Social-cognitive Theories 1.4 Measurement of Personality 2. Stress, Health and Adjustment 2.1 Nature of Stress 2.2 Psychological Moderators of Stress 2.3 Stress and the Body 2.4 Psychology and Chronic Health Problems 3. Psychological Disorders 3.1 Indicators of Abnormality 3.2 Overview of DSM V 3.3 Methods of Therapy	and preventing mental disorders.	Draw-a-bag self-portrait  Lecture - Discussion  Collage of one's worries  Level of stress survey  Interview  Film Showing	Analysis  Daily Schedule Analysis  Memory Enhancement Exercise Design  Motivational Multimedia
<b>THIRD COMPREHENSIVE ASSESSMENT</b>			

**FINAL COURSE OUTPUT:**

As evidence of attaining the above learning outcomes, the students are required to do and submit the following during the indicated dates of the term:

LEARNING OUTCOME	REQUIRED OUTPUT	DUE DATE
LO1 to LO10	Drawing from the tenets of positive Psychology, as well as the other Psychological concepts and principles of mental health, the students are expected to demonstrate a group activity that promotes relief from stress while tapping into their inner resources and resilience.	Week before Final Comprehensive Assessment

**RUBRIC FOR ASSESSMENT:**

CRITERIA	EXEMPLARY 4	SATISFACTORY 3	DEVELOPING 2	BEGINNING 1
<b>GOD-LOVING Content</b>	Present psychological theories beyond those discussed in class that highly mirror Christian principles and doctrines.	Present more than three psychological theories discussed in class that mirror Christian principles and doctrines.	Present two-three psychological theories discussed in class that mirror Christian principles and doctrines.	Present one psychological theory discussed in class and it does not mirror Christian principles and doctrines.

	Focus is clearly on the psychological theories and researches in the healthcare setting.	Minimal focus on the psychological theories and researches in the healthcare setting.	Least focus on the application of theories and researches in the healthcare setting.	No focus on the application of psychological theories and researches in the healthcare setting.
<b>PERSON-ORIENTED</b> <i>Application of psychological theories</i>	Comprehensive use of appropriate technical language that goes beyond those discussed in class reflecting a person-oriented approach.	Adequate use of appropriate technical language that goes beyond those discussed in class reflecting a person-oriented approach.	Considerable use of appropriate technical language that goes beyond those discussed in class reflecting a person-oriented approach.	Insufficient use of appropriate technical language that goes beyond those discussed in class reflecting a person-oriented approach.
<i>References</i>	Appropriate citation following the APA format.  Use of more than the required number of sources.	Minimal errors in the citation following the use of the APA format.  Use of the required number of sources.	Minimal errors in the citation following the use of the APA format.  Number of sources is below the minimum.	Inappropriate references.  Reliance on internet sources.
<i>Mechanics</i>	Absence of spelling, punctuation or format errors.	Minimal errors in spelling, punctuation or format.	Significant errors in spelling, punctuation or format.	Format not followed.
<b>PATRIOTIC HEALTH PROFESSIONALS</b> <i>Explanation of the findings</i>	Outstandingly explain the results of the study highlighting the issues surrounding the Filipino health-care setting.	Satisfactorily explain the results of the study highlighting the issues surrounding the Filipino health-care setting.	Explain the results of the study highlighting the issues surrounding the Filipino health-care setting.	Fail to explain the results of the study highlighting the issues surrounding the Filipino health-care setting.

**OTHER REQUIREMENTS AND ASSESSMENTS:**

Aside from the final output, the students are assessed at other times during the term by the following:

- Journal
- Film review

- Dream logs
- Group presentations

### LEVELS OF ASSESSMENT

FIRST		SECOND		THIRD	
Class Participation	20%	Class Participation	20%	Class Participation	20%
Biographical Sketch	25%	Video project on motivation and emotion	25%	Quizzes	25%
Quizzes	25%	Quizzes	25%	Group dynamics to promote mental hygiene	25%
Term Cognitive-Behavioral Output	30%	Term Cognitive-Behavioral Output	30%	Term Cognitive-Behavioral Output	30%
<b>TOTAL</b>	<b>100%</b>	<b>TOTAL</b>	<b>100%</b>	<b>TOTAL</b>	<b>100%</b>

### REFERENCES:

- Feldman, R. (2008). *Essentials of understanding Psychology*. 7th edition. USA: McGraw Hill.
- Frager, R. and Fadiman, J. (2005) *Personality and personal growth*. 6th edition. New Jersey, USA: Pearson Prentice Hall.
- Hinrichs, B. (2004). *Psychology: the essence of a Science*. USA: Pearson Merrill Prentice Hall.
- Miranda, N. (2008). *Psychology: essentials to understanding behavior*. Philippines: National Bookstore.
- Passer, M. and Smith, R. (2011). *Psychology. The science of mind and behavior*. New Yoer, USA: McGraw Hill.
- Rathus, S. (2012). *Psychology*. 2<sup>nd</sup> edition. Philippines: Cengage Learning Asia Pte Ltd.
- Romero, A. and Steven, K. (2007). *Psychology demystified: A self-teaching guide*. USA: McGraw Hill.
- Santrock, J.W (2005). 7<sup>th</sup> edition. *General Psychology*. USA: McGraw-Hill.
- Teh, L. and Macapagal, M.E. (Ed.). (2007). *General Psychology for Filipino college students*. Quezon City: Ateneo De Manila University Press.

### CLASS POLICIES:

1. Students are allowed 20% of the total number of school days or 14 hours of absences inclusive of tardiness. All absences after that shall mean excessive absences, which will merit a grade of 0.00. Attendance policies found in the Student Handbook apply.
2. Should the students fail to submit a requirement the following will be considered such that:
  - a. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a requirement which is not submitted under the following conditions:

- a.1. they are given a chance to make-up for the said requirement and
  - a.2. they are given enough time to work on the make-up requirement.
  - b. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a quiz which is given during their absence, under the following conditions:
    - b.1. the absence is unexcused;
    - b.2. they are offered a make-up quiz and still fail to show-up during the given time and
    - b.3. they are given enough time to prepare for the make-up quiz.
  - c. In case the students submitted a requirement given by the instructor/professor to make-up for their lost grade, a certain percent will be deducted on their actual grade.
    - c.1. The deduction will be determined by the subject teacher.
  - d. Home works will be due at the beginning of the class. No homework shall be accepted thereafter.
  - e. Special major examinations are scheduled a week after the administration of the major examinations. No special examination will be given thereafter EXCEPT IN SPECIAL SITUATIONS. Moreover, there are no special practical examinations that will be given to those who failed to take it on the scheduled date.
4. Students are expected to participate in small-group exercises and/or other class learning activities.
  5. Cellular/Mobile phones and the likes should always be in silent mode during class hours; the use of cellular phones is prohibited in class unless a special permission is sought. Tablets and laptops may be used to take down notes and may not be used to browse online resources at the time of discussion otherwise such devices will be confiscated throughout the duration of the class except with the permission of the professor.
  6. Cheating and plagiarism in any form will merit a final grade of 0.00. To avoid cheating during examinations, handkerchief, jackets and gadgets like cellphones, tablets and calculators (teacher's prerogative) should be placed inside the school bags. Furthermore, these school bags should be placed in front of the teacher's table.
    - a. Plagiarism is a form of cheating which will be strictly dealt with, in accordance to the provisions stipulated in the Student's Manual.
  7. Any concerns (teaching, grades, interrelationship inside and relative to the class, etc.) should be properly addressed to the subject-teacher for appropriate action. Students may seek the help and guidance of their academic/registration adviser in resolving the issue with the subject-teacher.

*All other policies (attendance, tardiness, decorum, grievance, etc.) will be subject to the provisions of the latest version of the Student Handbook.*

**ENDORSED:**



**ELLEN JOY P. PACUDAN, MA**  
*Cluster Coordinator,*  
*Health and Human Performance and Development*

**RECOMMENDING APPROVAL:**



**ILUMINADA A. RONIO, MSc**  
*Department Chair*

**APPROVED:**



**MARGEL C. BONIFACIO, RCh, PhD**  
*Dean*