



**KAMPALA  
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**COLLEGE OF ECONOMICS AND MANAGEMENT SCIENCES  
DEPARTMENT OF SWASA, PSY & DS  
UNIT OF PSYCHOLOGY**

**COURSE:** INTRODUCTION TO PSYCHOLOGY

**CODE:** SWS 1103

**CREDIT UNITS:** 3

**CONTACTS:** Tel NO. 0703-168930 /0752-379142email [omuyamc@yahoo.com](mailto:omuyamc@yahoo.com)

**COURSE DESCRIPTION/OVERVIEW**

Introduction to psychology is a course relevant to all students as a core module of their SWASA; BGC and diploma in Guidance and counseling studies. The course encompasses basic concepts of psychology like learning, memorizing, retention, emotions, and process of thinking. Also, issues like what is normal and what is abnormal behavior, the interventions used for treating psychological problems, along with an overview of main and popular areas of psychology will also be tackled. The main focus of the course will be on introducing essential terminologies, theories, themes, concepts, and trends relevant to modern day psychology. This is aimed at helping students to learn and understand what are the essential and important areas of study in psychology and relate them to their profession. It is expected that after completing this course, the student will be able to use the psychological concepts for resolving problems, or at least identifying, problem areas and situations where psychological intervention is required.

**CONCEPTUAL FRAMEWORK**

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through the implementation of direct and indirect social activities with written and verbal feedback from peers and multiple evaluators.

**COURSE OBJECTIVES**

By the end of the course, students should be able to:-

1. Define the concept of psychology.
2. List some concepts in psychology.
3. Discuss how psychologists develop and test their theories
4. Discuss the situational and environmental influence on behavior.
5. Explain what perception is.
6. Explain the concept of personality trait inferences about what the person is like.
7. Discuss the concepts of motivation and emotion.
8. Identify situations where psychological intervention may be required.
9. Describe people's personality, habits, assumptions and values and critically evaluate them.



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10. Develop knowledge of understanding how people perceive, think, feel and act. By doing so, it will definitely enrich their lives and enlarge their vision.

<b>DETAILED COURSE OUTLINE</b>
<b>UNIT I- Psychology: The science of behavior</b>
TOPIC I- The nature of psychology <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Goals of psychology</li> </ul> TOPIC II- A history of psychology-Perspectives on behavior <ul style="list-style-type: none"> <li>▪ Structuralism</li> <li>▪ Functionalism</li> <li>▪ Behaviorism</li> <li>▪ Gestalt psychology</li> <li>▪ Humanistic psychology</li> <li>▪ Psychodynamic psychology</li> </ul> TOPIC III- Fields within psychology
<b>UNIT II-Studying behavior scientifically</b>
TOPIC I-Scientific principles in psychology <ul style="list-style-type: none"> <li>▪ Scientific attitudes</li> <li>▪ Steps in gathering evidence in scientific research</li> <li>▪ Defining and measuring variables</li> <li>▪ Methods of data collection</li> </ul> TOPIC II-Methods of research in psychology <ul style="list-style-type: none"> <li>▪ Descriptive research-recording events               <ul style="list-style-type: none"> <li>• Case studies</li> <li>• Naturalistic observation</li> <li>• Survey research</li> </ul> </li> <li>▪ Correlational research(measuring associations between events)               <ul style="list-style-type: none"> <li>• Correlational studies</li> </ul> </li> <li>▪ Experiments: Examining cause and effect events</li> </ul>
<b>UNIT III- Learning and adaptation- the role of experience</b>
TOPIC I- Adapting to the environment <ul style="list-style-type: none"> <li>▪ Learning               <ul style="list-style-type: none"> <li>▪ How and why do we learn?</li> </ul> </li> </ul> TOPIC II- Theories of Learning <ul style="list-style-type: none"> <li>▪ Classical conditioning</li> <li>▪ Operant conditioning</li> <li>▪ Observation learning</li> </ul>
<b>UNIT IV- Memory</b>
TOPIC I- Memory <ul style="list-style-type: none"> <li>▪ Memory processes</li> <li>▪ Stages of memory storage</li> </ul> TOPIC II- Forgetting <ul style="list-style-type: none"> <li>▪ Theories of forgetting</li> </ul>



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<ul style="list-style-type: none"> <li>▪ Major disorders of memory(amnesia)</li> <li>▪ Memory enhancement techniques</li> </ul>
<b>UNIT V- Motivation and Emotion</b>
TOPIC I- The concept of motivation <ul style="list-style-type: none"> <li>▪ Theories of motivation</li> <li>▪ Types of motives</li> <li>▪ Sexual motivation</li> </ul> TOPIC II- The nature and functions of emotions <ul style="list-style-type: none"> <li>▪ Nature of emotions</li> <li>▪ Theories of emotion</li> <li>▪ Gender differences and emotions</li> </ul>
<b>UNIT VI- Personality</b>
TOPIC I- The nature of personality <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Concepts in explaining personality</li> <li>▪ Classifying traits</li> </ul> TOPIC II- Personality development TOPIC III- The structure of personality according to Sigmund Freud
<b>UNIT VII- Sensation and perception</b>
TOPIC I- Sensory processes TOPIC II- The sensory systems <ul style="list-style-type: none"> <li>• Vision</li> <li>• Audition</li> <li>• Taste and smell</li> <li>• The skin and body senses</li> </ul> TOPIC III- Perception- the creation of experience <ul style="list-style-type: none"> <li>• The role of attention</li> <li>• Environmental and personal factors in attention</li> </ul>
<b>UNIT IX- PSYCHOLOGICAL DISORDERS</b>
TOPIC I- Introduction on psychological disorders TOPIC II- Types of psychological disorders TOPIC III- Treatment of Psychological disorders

**TEACHING AND LEARNING METHODS**

This course uses a variety of teaching and learning methods including readings, lecture, demonstrations, presentations, buzz sessions and discussions. Students will have an opportunity to synthesize and apply what they are learning through discussions and skills practice. Learners will receive peer and instructor feedback regarding ideas and skills.



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**MODE OF EVALUATION**

<b>Assignment</b>	<b>Marks</b>
In Class Participation and Activities	15
Group discussion & Presentation + Written coursework	15
Test	10
Final examinations	60
<b>Total</b>	<b>100%</b>

**COURSE REQUIREMENTS**

Participate in class discussions, skills practice, and group experiences.

Facilitate an experience and present one activity in class.

Write a test

Complete a final exam covering required readings and lectures.

**ATTENDANCE**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional, ethical, conduct in class. The effect of absences upon grades is determined by the instructor.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, and family emergencies. Accordingly, Counseling students are expected to attend every class meeting. Please notify the Instructor if you must miss a class session. More than two absences may result in an incomplete or lower grade in the course.

**References**

Watson, D. L. & Tharp, R.G. (1997). Self-directed behavior. Self-modification for Personal adjustment (7th ed.). Pacific Grove, CA: Brooks/Cole

<http://www.memory-improvement-tips.com/brain-foods.html>

Bandura, A. (1989). Social cognitive theory. In Vasta, R. (Ed.) *Annals of child development*. Greenwich: JAI.



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New Jersey: Prentice Hall.

Feldman, R. S. 2005. *Understanding psychology*. 7th ed. Boston: McGraw Hill.

Hinrichs, B. H. 2004. *Psychology: the essence of a science*. Boston: Pearson.

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