

## **COURSE DESCRIPTION**

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Psychology is the systematic study of individual human behavior and experience. The purpose of this course is to introduce the student to the content, terminology, methodology, and application of the discipline. This survey course contains an introduction followed by four units based on the physiological, cognitive, behavioral, and affective domains of psychology. This elective course stresses the application of academic content to the student's life.

### **STUDENT OUTCOMES**

As a result of this study of psychology, students will demonstrate the ability to:

- Understand the nature of human beings, both as individuals and as members of social groups.
- Appreciate psychology, both as an academic discipline and as a body of knowledge relevant to the student's life and culture.
- Examine the major concepts and theories of psychology.
- Apply critical thinking skills and be aware of the need for careful, objective evaluation of psychological ideas.
- Employ the various methods of psychological inquiry.
- Maintain high ethical standards and sensitivity in applying the principles of psychology to themselves, other people, and other organisms.
- Recognize and apply psychological principles to everyday situations.

## NOTE TO TEACHERS

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The content for this course has been divided into five major units – an introduction and four detailed areas of study. Each of the latter four domains explores human psychology from a different perspective. They are:

- **Physiological – body mechanisms**
- **Cognitive – thought processes**
- **Behavioral – actions**
- **Affective – feelings**

The time frame for the various units is based on a 36-week school year. Since each instructor varies in style, preference, and expertise, the allotment of time is only a suggestion.

# Psychology

## Course Outline and Topics

### Unit One: Introduction to Psychology

*(Suggested time frame: one week)*

#### I. Background Study

- A. What is psychology?
- B. Goals of psychology
  - 1. Describe behavior
  - 2. Predict behavior
  - 3. Explain behavior
  - 4. Control behavior
- C. History of psychology
  - 1. Structuralism
  - 2. Functionalism
  - 3. Gestalt Psychology
- D. Contemporary Approaches/Schools of Thought
  - 1. Psychoanalytic
  - 2. Behavioral
  - 3. Humanistic
  - 4. Cognitive
  - 5. Biological
  - 6. Sociocultural

#### II. Practice

- A. What are the roles of psychologists?
  - 1. Psychologist
  - 2. Psychiatrist
- B. Subfields of psychology
  - 1. Clinical psychology
  - 2. Personality psychology
  - 3. Social psychology
  - 4. Developmental psychology
  - 5. Educational psychology
  - 6. Community psychology
  - 7. Industrial psychology

8. Experimental psychology

C. Methods of Research

1. Naturalistic Observation
2. Survey Method
3. Interview Method
4. Case Study
5. Longitudinal Studies
6. Cross-Sectional Studies
7. Correlations and Explanations
8. Experiments

D. Measurement in psychological research

1. Descriptive statistics
2. Inferential statistics
3. Experiments
4. Ethical Issues

**Unit Two: The Physiological Domain** (*Suggested time frame: six weeks*)

**I. Biological Basis of Behavior** (*Suggested time frame: two weeks*)

A. The Nervous System

1. Central Nervous System
2. Peripheral Nervous System
  - a. Somatic Nervous System
  - b. Autonomic Nervous system

B. The Endocrine System

1. Pituitary gland
2. Thyroid gland
3. Adrenal gland
4. Gonads

C. Central Nervous System

1. Brain
  - a. Hindbrain
  - b. Mid brain
  - c. Forebrain
  - d. Lobes of the Brain
  - e. Left and Right Hemispheres
2. Spinal Cord
3. Methods of studying the brain and spinal cord
  - a. Recording
  - b. Stimulation
  - c. Lesions
  - d. Accidents
  - e. Images
    - 1) Computerized Axial Tomography(CAT)
    - 2) Positron Emissions Tomography (PET Scan)
    - 3) Magnetic Resonance Imagery (MRI)

D. Heredity and Environment

1. Nature vs. Nurture Theory
2. Twin Studies

## II. Sensation and Perception (*Suggested time frame: two weeks*)

- A. What are sensation and perception?
  - 1. Sensation
    - a. Sensory deprivation
    - b. Sense receptors
  - 2. Perception
    - a. Selective attention
    - b. Perceptual inference
  
- B. Senses
  - 1. Vision
    - a. The eye
    - b. Visual processes
    - c. Color blindness
  - 2. Hearing (auditory)
  - 3. Smell (olfactory)
  - 4. Taste (gustatory)
  - 5. Skin and Body sense (tactile)
    - a. Pressure
    - b. Pain
  - 6. Movement (kinesthetic)
  - 7. Balance (vestibular)
  
- C. Perception
  - 1. Perceptual constancy – brightness, size, color, and shape
  - 2. Perceptual organization – figure-ground, closure, continuity, similarity, proximity, mental set
  - 3. Depth perception
  - 4. Perception of motion
  - 5. Illusions and ambiguous figures
  
- D. Extra Sensory Perception (ESP)
  
- E. Subliminal messages

### III. Altered States of Consciousness (*Suggested time frame: two weeks*)

- A. Consciousness
  - 1. Conscious mind
  - 2. Preconscious mind
  - 3. Unconscious mind
    - a. Waking (conscious awareness)
    - b. Altered state of consciousness (ASC)
  
- B. Altered states of consciousness
  - 1. Sleep
    - a. REM (rapid eye movement)/ NREM (nonrapid eye movement)
    - b. Stages of Sleep
    - c. Sleep Disorders
      - 1) Insomnia
      - 2) Sleep apnea
      - 3) Narcolepsy
      - 4) Nightmares
      - 5) Night Terrors
      - 6) Sleep walking
    - d. Dream Analysis
      - 1) Freud
      - 2) Biopsychological
      - 3) Problem-solving
  - 2. Psychoactive drugs
    - a. Define drug and psychoactive drug
    - b. How drugs work
    - c. Drug addiction
      - 1) Physical dependence
      - 2) Psychological dependence
      - 3) Tolerance
      - 4) Withdrawal
    - d. Major psychoactive drugs
      - 1) Alcohol
      - 2) Opiates
      - 3) Stimulants
      - 4) Hallucinogens
      - 5) Mixed- Stimulant- Depressant
      - 6) Distortion of Experience- Marijuana
  - 3. Hypnosis
  - 4. Biofeedback
  - 5. Meditation

## **Unit Three: The Cognitive Domain** (*Suggested time frame: six weeks*)

### **I. Memory** (*Suggested time frame: two weeks*)

- A. Process of Memory
  - 1. Sensory register
  - 2. Short term memory
  - 3. Long Term memory
  
- B. Process for retrieving information – remembering
  - 1. Recognition
  - 2. Recall
  - 3. Reconstructive Memory
  - 4. Confabulation
  - 5. Schemas
  
- C. Forgetting
  - 1. Decay Theory
  - 2. Interference Theory
  - 3. Amnesia
  
- D. Techniques for improving memory
  - 1. Mnemonic device
  - 2. Chunking
  - 3. Associating
  - 4. Visualizing
  - 5. Repeating

### **II. Thinking** (*Suggested time frame: two weeks*)

- A. Components
  - 1. Image
  - 2. Symbol
  - 3. Concept
  - 4. Rule
  - 5. Prototype
  
- B. Types of thinking
  - 1. Convergent
  - 2. Divergent
  - 3. Metacognition
  
- C. Obstacles to Problem Solving
  - 1. Mental set
  - 2. Functional Fixedness



- D. Creativity
  - 1. Flexibility
  - 2. Insight
  - 3. Recombination

### **III. Learning** (*Suggested time frame: two weeks*)

- A. Classical Conditioning – Pavlov
  - 1. Components
    - a. Unconditioned stimulus (UCS)
    - b. Unconditioned response (UCR)
    - c. Conditioned stimulus (CS)
    - d. Conditioned response (CR)
    - e. Reflex
  - 2. General Principles of Classical Conditioning
    - a. Acquisition
    - b. Extinction
    - c. Spontaneous recovery
    - d. Generalization
    - e. Discrimination
- B. Operant conditioning – Skinner
  - 1. Reinforcement
    - a. Primary
    - b. Secondary
  - 2. Schedules of Reinforcement
    - a. Fixed Ratio
    - b. Fixed Interval
    - c. Variable Ratio
    - d. Variable Interval
  - 3. Shaping and Chaining
- C. Adversive Control
  - 1. Negative Reinforcement
  - 2. Punishment
- D. Social learning
  - 1. Cognitive Learning
  - 2. Learning Theories
    - a. Information Processing Theory
    - b. Schema Theory
    - c. Vygotsky’s Zone of Proximal Development
  - 2. Modeling
  - 3. Behavior Modification
    - a. Token Economies
    - b. Self-control

c. Improving Your Study Habits

**IV. Language**

A. The Structure of Language

1. Phonemes
2. Morphemes
3. Syntax
4. Semantics

B. How Language Develops

1. Telegraphic Speech
2. Language Acquisition Device- LAD

**Unit Four: The Behavioral Domain** (*Suggested time frame: twelve weeks*)

**I. Growth and Development** (*Suggested time frame: four weeks*)

A. Introduction

1. Maturation
2. Physiological and Biological Stages
3. Nature vs. nurture

B. Developmental Theorists

1. Piaget's Cognitive Stages
2. Kohlberg's Moral Stages
3. Freud's Psychosexual Stages
4. Erikson's Psychosocial Stages

C. Life Cycle Issues

1. Infancy and Childhood
  - a. gender differences
  - b. birth order
  - c. media violence
  - d. family values
  - e. games and play
2. Adolescence
  - a. identity crisis
  - b. generation gap
  - c. role of peers
  - d. difficulties
    - 1) depression and suicide
    - 2) eating disorders
    - 3) drug and alcohol use
3. Adulthood
  - a. Early Adulthood
    - 1) significance of work
  - b. Middle Adulthood

- 1) midlife crisis
- 2) sandwich generation
- c. Late Adulthood
  - 1) respect
  - 2) health issues
  - 3) parents as children
- d. Death and Dying
  - 1) stages
  - 2) hospice movement
  - 3) cultural perspectives
  - 4) societal rituals

## **II. Family Relationships** (*Suggested time frame: three weeks*)

- A. Parenting Styles and Social Development
  - 1. Authoritarian
  - 2. Democratic
  - 3. Laissez-faire
- B. Complex Nature of Family
  - 1. Changing roles
  - 2. Changing structures
  - 3. Adoption
  - 4. Dysfunctional elements
    - a. emotional, physical, and sexual abuse
    - b. substance abuse
- C. Interpersonal Attraction
  - 1. Values in Mate Selection
  - 2. Triangular Theory of Love
  - 3. Dating Relationships
  - 4. Marriage in other cultures
  - 5. Marriage as a legal contract and ceremony

## **III. Social Psychology** (*Suggested time frame: three weeks*)

- A. Nature of Groups
  - 1. How Groups are Held Together
    - a. Norms
    - b. Ideology
  - 2. Types of Groups
    - a. In-groups and Out-groups
    - b. Primary and Secondary
  - 3. Group Dynamics and Structures
    - a. communication patterns
    - b. leadership
    - c. distribution of responsibility
    - d. social facilitation
    - e. social inhibition

- f. decision making
- B. Conformity and Obedience
  1. Obedience to Authority (Milgram Experiment)
  2. Obedience to Authority (Zimbardo Experiment)
- C. Attribution Theory
  1. Fundamental Attribution Error (FAE)
  2. Self-fulfilling prophecy
- D. Persuasion
  1. Boomerang effect
  2. Sleeper effect
  3. Inoculation effect

#### **IV. Human Relations** (*Suggested time frame: two weeks*)

- A. Prejudice
  1. Stereotypes
  2. Scapegoats
  3. Levels of prejudicial behavior
- B. Possible areas of discrimination to address
  1. Race
  2. Sex
  3. Age
  4. Religion
  5. Class
  6. Gender identity
  7. Discrimination against other groups
- C. Types of Intervention
  1. Effective communication
  2. Prejudice reduction
  3. Conflict resolution
  4. Gender sensitivity
- D. Sources of Intervention
  1. Guidance and counseling services
  2. School based committees
  3. Peer mediation
  4. Community resources

## **Unit Five: The Affective Domain** (*Suggested time frame: eleven weeks*)

### **I. Personality** (*Suggested time frame: three weeks*)

- A. Definition of Personality and Traits
- B. Personality theories
  - 1. Functions of personality theories
  - 2. Types of theories
    - a. Psychoanalytic theories
      - 1) Freud
      - 2) Jung
      - 3) Adler
      - 4) Horney
    - b. Humanistic theories
      - 1) Rogers
      - 2) Maslow
      - 3) James
    - c. Behavioral theories
      - 1) Skinner
      - 2) Bandura
    - d. Trait and Type theories
      - 1) Allport
      - 2) Cattell
      - 3) Sheldon
  - 3. Personality Testing
    - a. objective
    - b. projective

### **II. Mental Retardation and Psychological Disorders** (*suggested time frame: three weeks*)

- A. Definition of retardation
- B. Levels of retardation
- C. Causes of retardation
- D. Individual and Societal adjustment to retardation
- E. Definition of psychological disorders
- F. Former classification of mental illness
  - 1. Neurotic disorders
  - 2. Psychotic disorders
  - 3. Personality disorders
- G. Newer classification of psychological illness – DSMIV (Diagnostic and Statistical Manual of Mental Disorders, the 4<sup>th</sup> edition)
  - 1. Anxiety disorders
  - 2. Somatic disorders

3. Disassociative disorders
4. Schizophrenia and Mood Disorders
5. Personality disorders

### **III. Motivation and Emotion** (*Suggested time frame: two weeks*)

- A. Theories of Motivation
  1. Instinct Theory
  2. Drive reduction theory
  3. Incentive Theory
  4. Cognitive Theory
- B. Biological and Social Motives
  1. Hunger
  2. Obesity
  3. Achievement
  4. Fear of Failure
  5. Fear of Success
  6. Maslow's Hierarchy of Needs
- C. Emotions
  1. Defining emotions
  2. Physiological theories
    - a. James-Lange Theory
    - b. Cannon-Bard Theory
  3. Cognitive theories
    - a. Schachter-Singer Theory
    - b. Opponent-Process Theory

### **IV. Coping with Psychological Disorders** (*Suggested time frame: two weeks*)

- A. Psychotherapy
  1. Psychoanalysis
  2. Humanist Therapy
  3. Cognitive Therapy
  4. Group therapy
  5. Behavior therapy
  6. Rational emotive therapies
- B. Biological therapy
  1. Drugs
  2. Electroconvulsive shock therapy (ECT)
  3. Psychosurgery
- C. Community mental health
  1. Institutions
  2. Community centers
  3. Crisis intervention programs
- D. Current issues in mental health and wellness

1. Eating disorders
2. Drug addiction
3. Compulsive gambling
4. Co-dependency
5. Teen stress
6. Suicide
7. Other – as relevant

**V. Stress and Conflict** (*Suggested time frame: one week*)

- A. Sources of stress
  1. Extraordinary events
  2. Life changes
  3. Work
  4. Everyday situations
- B. Reactions to stress
  1. Psychological
  2. Physical
  3. Behavioral
- C. Coping with stress
  1. Psychological strategies
  2. Behavioral strategies
  3. Modifying physical reactions to stress
  4. Life long challenges