

## Psychology

### Psychology

This elective course is designed to give students a broad view of the field of psychology, its concepts, theories and career possibilities. Emphasis is placed on the application of psychology to individual behavior in the modern world. This course is recommended for students anticipating taking one or more psychology courses in college. The course is open to juniors and seniors. Research required. It is one semester.

### Introduction and Research Methods

1. Describe and compare the contemporary perspectives used by psychologists to understand behavior and mental processes.
2. List and explain the major subfields of psychology.
3. Examine research strategies used by psychologists to explore behavior and mental processes.
4. Examine the purposes and basic concepts of statistics and its use in psychological research.
5. Identify ethical issues in psychological research.
6. Discuss psychology's roots in philosophy and natural sciences.
7. Describe the emergence of experimental psychology.
8. Recognize the diversity of psychological theories in the 20<sup>th</sup> and 21<sup>st</sup> centuries.
9. Describe psychology's increasing inclusiveness of diverse interests and constituents.

### Biological Bases of Behavior

1. Identify the neuron as the basis for neural communication.
2. Describe how information is transmitted and integrated in the nervous system.
3. Analyze how the process of neurotransmission can be modified by heredity and environment.
4. Classify the major divisions and subdivisions of the nervous system.
5. Differentiate the functions of the various subdivisions of the nervous system.
6. Identify the structure and function of the major regions of the brain.
7. Recognize that specific functions are centered in specific lobes of the cerebral cortex.
8. Describe lateralization of brain functions.
9. Explain how research and technology have provided methods to analyze brain behavior and disease.
10. Describe how endocrine glands are linked to the nervous system.
11. Assess the effects of heredity and environment on behavior.
12. Explain how evolved tendencies interact with the present environment and culture to determine behavior.

## Sensation and Perception

1. Explain the concepts of threshold, adaptation, and constancy.
2. Describe the operation of sensory systems.
3. List forms of energy for which we do and do not have sensory receptors.
4. Relate knowledge of sensory processes to applications in areas such as engineering psychology, advertising, music, architecture, etc.
5. Explain Gestalt concepts and principles, such as figure-ground, continuity, similarity, proximity, and closure.
6. Describe binocular and monocular depth cues.
7. Evaluate the influence on perception of environmental variable, motivation, past experiences, culture and expectations.
8. Evaluate the impact of attention on sensation and perception.

## Motivation and Emotion

- a. Apply motivational concepts to the behavior of humans and other animals.
- b. Analyze the role of biology and learning on motivation and emotion.
- c. Examine the major theories of motivation.
- d. Analyze the interaction of biological and cultural factors in emotions and motivations.
- e. Evaluate the role of values and expectancies in determining choice and strength of motivation.
- f. Describe theories of emotion, such as James-Lange, Cannon-Bard, or cognitive theories.
- g. Analyze how emotions and behaviors are related.
- h. Compare differences in perception between individuals differing in motivation.
- i. Analyze how learning, memory, problem-solving and decision-making strategies are influenced by motivation and emotion.

## Stress, Coping and Health

1. Examine major sources of stress.
2. Examine physiological and psychological reactions to stress.
3. Evaluate cognitive strategies to deal with stress and promote health.
4. Evaluate behavioral strategies to deal with stress and promote health.

## Personality

1. Define personality as the individual's unique way of thinking, feeling and acting.
2. Explain the role of personality constructs as a framework for organizing behavioral phenomena.
3. Examine the characteristics of different approaches and theories of personality.
4. Evaluate important contributions to the understanding of personality.
5. Compare and contrast objective and projective techniques of personality assessment.
6. Describe tests used in personality assessment.

## Learning

1. Examine learning from a psychological viewpoint.
2. Recognize learning as a vehicle to promote adaptation through experience.
3. Describe the classical conditioning paradigm.
4. Describe the operant conditioning paradigm.
5. Analyze how observational learning works.
6. Evaluate the cognitive learning approaches to learning.
7. Analyze the role of biology and culture in determining learning.

## Memory

1. Explain encoding, the factors that influence encoding and the difference between surface and deep (elaborate) processing.
2. Describe the operation of sensory memory, short-term and working memory, and long-term memory.
3. Analyze the importance of retrieval cues in memory.
4. Analyze the role that interference plays in retrieval.
5. Relate difficulties created by reconstructive memory process.
6. Identify brain structures most important to memory.
7. Analyze factors that interfere with memory.
8. Evaluate strategies for improving memory.
9. Examine the processes that lead to inaccuracies in memory

## Thinking and Intelligence

1. Describe the basic elements comprising thought.
2. Examine strategies and obstacles involved in problem solving and decision making.
3. Define and understand the nature of test constructs, such as intelligence, personality and creativity.
4. Analyze the basic statistical concepts in testing.
5. Explain how intelligence and personality may be influenced by heredity and environment.
6. Link intelligence to the use of cognitive skills and strategies
7. Analyze the different theories of intelligence.
8. Explain why intelligence tests predict achievement.
9. Evaluate the issues of using conventional intelligence tests.

## States of Consciousness

1. Discuss the various states of consciousness.
2. Describe the levels of consciousness.
3. Describe the sleep cycle.
4. Compare theories that explain why we sleep.
5. Assess types of sleep disorders.
6. Analyze theories used to explain and interpret dreams.
7. Examine the basic phenomena of hypnosis and evaluate the uses of hypnosis in psychology.
8. Characterize the major categories of psychoactive drugs and their effects.
9. Evaluate the effects of narcotic, depressant, stimulant, and hallucinogenic drugs.

## Psychological Disorders and Treatment of Psychological Disorders

1. Distinguish the common characteristics of abnormal behavior.
2. Cite examples of abnormal behavior.
3. Relate judgments of abnormality to contexts in which those judgments occur.
4. Analyze major explanations for the origins of abnormality.
5. Compare the different research methods for studying abnormal behavior.
6. Identify major categories of abnormal behavior.
7. Explore the challenges associated with accurate diagnosis.
8. Consider factors that influence vulnerability to abnormal behavior.
9. Discuss the stigma associated with abnormal behavior.
10. Speculate about means for promoting greater understanding of abnormal behavior.
11. Describe availability and appropriateness of various modes of treatment for individuals with psychological disorders.
12. Describe characteristics of effective treatment and prevention.
13. Identify therapists according to training.
14. Describe strategies for locating appropriate therapists.
15. Analyze the legal and ethical challenges involved in the delivery of treatment for abnormal behavior.

## Social Studies Skills and Methods

1. *Obtain and evaluate information from public records and other resources related to a public policy issue*
  - a. Obtain and evaluate information from public records and other resources related to issues in psychology.
2. *Critique data and information to determine the adequacy of support for conclusions*
  - a. Construct an action plan for presenting a position to the appropriate decision-making body.
  - b. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.
3. *Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue*
  - a. Develop a research project and make formal presentations to the class and or community members using: key terms, support for main ideas, examples, statistics and other evidence, visual aids, and formal citation of sources.
  - b. Respond to questions and feedback about presentations knowledgeably and civilly.

4. *Work in groups to analyze an issue and make decisions*

- a. Build consensus within a group by: finding points of agreement, identifying points individuals are willing to concede, making sure that all voices are heard, and attempting to understand the views of others.
- b. Engage in group work on issues-analysis and decision-making: identify a problem or dilemma; analyze the interests, values and points of view; identify causes of the problem or dilemma; propose alternative solutions; formulate a position or course of action; and evaluate the consequences of the action taken.

## Communication

1. *In Writing All Papers*

- a. Present a coherent thesis.
- b. Support the thesis with appropriate evidence.
- c. Organize ideas to achieve coherence in communication.
- d. Use correct grammar, spelling and sentence structure.
- e. Synthesize information into logical sequence.
- f. Present a concise, clear closing when making an argument.

2. *Group Work*

- a. Analyze ethical and moral issues in the world today.
- b. Build a consensus within the group by finding points of agreement, making sure that all voices are heard, and attempting to understand the view of others.
- c. Research decisions by: identifying the problem; analyzing the interest, values and points of view; identifying the causes of the problem or dilemma; proposing alternative solutions; formulating a position; and evaluating the consequences of taking that position.

## Technology and Information Literacy

1. *Determine and apply an evaluative process to all information sources chosen for a project*

- a. Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency and coverage.
- b. Acknowledge intellectual property in using information sources.
- c. Determine and apply an evaluative process to all information sources chosen for a project.

2. *Apply a research process model to conduct research and meet information needs*

- a. Derive a personally developed research model to conduct independent research.
- b. Refine the information question to focus the research process, modifying the question as necessary to broaden or narrow the inquiry.
- c. Critique information sources to determine if different points of view are included.
- d. Integrate multiple information sources in the research process

- e. Create a product to communicate information, representing a personal point of view based on findings.
- f. Adhere to copyright and intellectual property laws and guidelines when creating new products (e.g., standard bibliographic format, permissions to use information created by others).
- g. Monitor progress and evaluate actions during the process, revising and incorporating new information as indicated by personal evaluation.
- h. Archive the final product in a format that will be accessible in the future.

*3. Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet and evaluate the quality and appropriate use of Internet resources.*

- a. Incorporate defined field searching by initiating a search string identifying the desired field of information to be retrieved (e.g., search author or title).
- b. Create a stand-alone system for tracking Internet resources for personal and academic needs (e.g., postsecondary institutions of interest).
- c. Synthesize search results retrieved from a variety of Internet resources to create an information product for a targeted audience.
- d. Critique research retrieved through the Internet for authority, accuracy, objectivity, currency, coverage and relevancy.

*4. Evaluate choices of electronic resources and determine their strengths and limitations.*

- a. Research information from electronic archives (e.g., online database, Web-based index).
- b. Use a variety of technology resources for curriculum and personal information needs (e.g., streaming video, CD/DVD, subscription database).
- c. Evaluate technology resources and determine strengths and weaknesses for curricular or personal needs.
- d. Select an appropriate tool, online resource or Website based on the information need.