

Mrs. Wessels **Advanced Placement Psychology** Course Syllabus
awessels@dbqschools.org Room: B138 Phone: 563-552-5637
PowerSchool Access: <https://ps-dubuque.gwaea.org/public/>
OFFICE HOURS: 7:00 a.m. to 2:30 p.m. (and upon request)

Purpose of the Course

AP Psychology is a yearlong course in Psychology. The purpose of AP psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. (From the *Advanced Placement Course Description for Psychology*, published by the College Board, 2015)

Primary Text, Class Materials

- Meyers, *Psychology*, 9th ed. New York, NY, Worth Publishers, 2011.
- Hock, Roger R. *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*, 5th ed. Upper Saddle River, N.J.: Prentice Hall, 2012.
- DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, Version 5)
- College Board, *Released AP Exam in Psychology*, 2004, 2007...
- College Board, Assorted Materials from online and AP conference workshops.
- Myers' Psychology for AP companion site.
- **Brainhoney: dbq-senior.brainhoney.com (you will be enrolled in this course this fall)**

**** You will need a **three-ring binder** for handouts and notes. ****

You will also be expected to utilize your agenda or other organizational device to keep track of due dates, all of which will be posted well in advance. These materials should be brought to class on a daily basis.

Course Standards

Please see attached Excel document for the list of Dubuque community School District and Iowa Core Standards.

Course Objectives

1. Students will prepare to do acceptable work on the Advanced Placement Examination in Psychology.
2. Students will study the major core concepts and theories of psychology. They will be able to define key terms and use these terms in their everyday vocabulary.
3. Students will learn the basic principles of psychological research and devise simple research projects.
4. Students will be able to apply psychological concepts to their own lives. They will be able to recognize psychological principles when they are encountered in everyday situations.
5. Students will develop critical thinking skills. They will become aware of the danger of blindly accepting or rejecting arguments without careful, objective evaluation.

Questions to Think About Before We Begin

1. Why are you taking this class? Do you want to learn about psychology? Are you ready for a college-level class? Are you serious about the AP exam in May? If so, this is probably the right course for you.
2. What are your priorities? Are academics near the top of your list, or are you more concerned with other things? This course should not consume your entire life but if academics are your top priorities, this is probably the right course for you.
3. How much time can you devote to the class? The time required will depend on your strengths and weaknesses, about an hour a day is a good rule of thumb.
4. Are you a strong reader? Nothing will occupy more of your out of class time than reading and studying the text. If you are a good reader, and self-motivated, you have a distinct advantage. If you are not a

good reader, know that this will take extra effort on your part to compensate. If you are willing to try to become a stronger reader, this is probably the course for you.

Understand that your level of motivation is much more important than your ability level. If you want to succeed in this course, and if you are willing to put in the necessary time and effort, YOU WILL SUCCEED! Attitude, study skills, determination, and discipline count!

If there is any question in your mind as to whether or not this is the right course for you, see me on the first day of class.

What Can You Do to Help Yourself?

1. Don't miss class. If you miss class, you will miss discussions and activities that help you understand the readings.
2. Don't be afraid to ask for help if you don't understand.
 - a. Ask a classmate or former student
 - b. See me before or after school
 - c. E-mail me (awessels@dbqschools.org)
3. Keep up! Don't fall behind! **Follow the class schedule** and be disciplined from day 1. Complete the assignments and finish the readings on time. Be prepared for class every day. Review each week.
4. If there is a lecture or discussion, take complete, dated, class notes. It is important to review your notes frequently to keep them fresh in your mind.
5. Be prepared to read and be tested on material that we did not have time to cover in class.
6. Learn to read more effectively.
 - a. Read actively. Don't just look at the words.
 - b. Preview a chapter before you begin.
 - c. Do not try to read an entire chapter all at once. It is divided into sections for a reason!
 - d. Do not ignore pictures, diagrams, tables, and sidebars in your book.
 - e. Take notes while you read. You can condense a 30-page chapter into a few good pages of notes, making it much easier to review.
7. Form a study group. This is an excellent way to help one another and have a good time as well. Also, a good practice heading into college.
8. Half of the battle is vocabulary. I suggest making a set of vocabulary flash cards on 3" x 5" index cards. Flash cards offer all of the following advantages:
 - a. The process of making the cards allows you to learn the words.
 - b. You can separate the terms you know from the ones you need to review more. This makes for more efficient studying.
 - c. They're reversible! You can look at terms and practice definitions, or you can look at definitions and practice terms.
 - d. Having a set of flashcards for each chapter provides an excellent means of review. *Think of how nice it will be to have and entire set to review for the semester final and the AP Exam.*

Policies

1. If you have an excused absence that you could not anticipate on the day of a test, a quiz, or an assignment due date, you should be prepared to do or turn in the work **on the day you return**. If you have an excused absence you know about in advance make arrangements with me **before** the absence takes place so the work can be completed before you leave.
2. **Late Assignments:** No late assignments will be accepted **EXCEPT** in the case of an absence or some unforeseen disaster that somehow strikes everyone. If an assignment is not complete, turn it in anyway, some points are better than none. If you completely miss an assignment, do it anyway, it can only help you in the long run. Assignments are created to prepare you to understand the bigger picture in smaller increments.
3. **Exam Performance:** If a student scores a 2 or lower on 3 consecutive exams, the student must

complete extra assigned outside work to reinforce the missed concepts. The student will be notified and a teacher-student meeting will be arranged to discuss the plan. If student fails to complete the plan on time, a parent/student/teacher meeting will be held to discuss placement.

4. **Be honest.** Your grade should be the result of **your** hard work and not that work of others.
5. **Online components:** The online components connected to this class provide for a “flipped” classroom environment. You will experience many concepts through this online environment and then be prepared to share your thoughts in class. This will provide a larger amount of time for clarification and deeper thoughts on the topics at hand. The online environment will require you to view documents and participate in assigned activities. For example, forum discussions on key topics in psychology will be assigned throughout the year. It is important that you share what you have learned and questions you may have. Please remember that n’etiquette is used at all times during online interactions.

Assessments

As you will find in the research that we complete as a class, assessment of knowledge and understanding is the key to the direction of any course (by ship or in in school). With this in mind, it is important to understand that while assessment assists your teachers not only in determining your level of understanding, it should help your teachers determine what direction their instruction should take. For example, if many people in class are struggling with the understanding of the functions of the hypothalamus, the hypothalamus should be revisited to ensure appropriate levels of understanding. I cannot do this unless assessments, both formative and summative, occur on a frequent basis.

**Assessments include but are not limited to: journals, unit summaries, student-led discussions, group activities & experiments, online forum discussions, research (individual & group), & presentations.

A. Formative: These assessments occur each and every day throughout the year. They could be group discussions on the reading from the night before, evaluations of data, or thoughts on the application of ideas in every day life. We may utilize entry cards, exit cards, pop quizzes, peer assessments, and a multitude of other assessments that periodically go in PowerSchool, but don’t affect your grade. These assessments simply let me know how you are doing in class.

B. Summative: These assessments occur at key points throughout the year and are meant to determine your level of understanding. These are the assessments that not only go in PowerSchool, but also affect your grade. As the title states, they are summative, they are a summary of your understanding of all of the things we learned over a specific topic or period of time.

1. **Assignments-** The amount of work depends on the unit being covered in class. There will be assigned pages to read in the textbook **every** night.
 - a. **Class work:** We will complete many assignments and activities in class. If they are not completed by the end of class they will need to be completed that evening and turned in the next school day for credit. Failure to turn in class work will result in a “1” for that assignment or activity.
 - b. **Homework** must be on time and complete for credit. If you are absent, the homework will either be written on the board and/or in the tray in the back of the room. Homework is due on the school day following your return from an absence. Failure to complete makeup homework in the required manner will result in a “1” for that assignment.
2. **Quizzes-**Quizzes are utilized to prepare you for the exams. Quizzes will be given periodically, usually at the end of a section. Use these to prepare for the chapter tests. If you are absent for a quiz you will need to make it up before the end of the next section in order to earn credit. Many quizzes will be taken online.

Please take all *paper* makeup quizzes in the Social Studies Learning Center.

3. **Exams-** Exams will be practice assessments in a format that is shorter, yet similar to the AP exam. These exams will usually consist of 50 multiple-choice questions and one free response. If you are absent for a test you will need to make it up before the end of the next unit in order to earn credit. A few tests will be taken online due to their connection to experimental analysis. Please take all *paper* makeup tests in the Social Studies Learning Center.
4. **Midterm Exam-** The midterm exam will consist of 100 multiple choice and two free response questions, in order to practice for the AP exam.
5. **Final Project-** the final project will be assigned after the AP exam. This project will be chosen from a list of preapproved ideas that allow the student to utilize what they have learned in a comprehensive manner. The final project is the final assessment for this course.
6. Flash card **OPTION:** Students may create vocabulary flashcards for each unit. Students may utilize flash cards on the assigned quizzes. Flash cards will be turned in on quiz day. Follow the flashcard criteria:

*Front: Vocabulary term

*Back: **Definition AND application** of the term to real life, or a picture

Grading

Your grade will be determined by your performance on the point total of the summative assessments. You will have 1-2 announced quizzes each unit. In addition, you will be asked to complete several small projects as well as 2-3 major projects this year. Each chapter will include outside homework assignments that will be graded. DAILY reading will be assigned as well. Students will be expected to complete an accompanied reading guide as well as be prepared to discuss the reading in class. Opportunities for extra credit will be limited.

Grading Scale:

The official grading scale as posted in your agenda is as follows:

100-97 A+	97-93 A	92-90 A-	89-87 B+	86-83 B	82-80 B-	79-77 C+
76-73 C	72-70 C-	69-67 D+	66-63 D	62-60 D-		

A simplified grading scale will be utilized to promote growth throughout the semester.

90% or higher = 5 (Advanced) 80% or higher = 4 (Proficient) 70% or higher = 3 (Emerging)

60% or higher = 2 (Beginning) 50% = 1 (Needs Improvement)

Psychology is a course that possesses multiple applications. I hope that this class allows you to understand more about yourself as well as those around d you. I look forward to getting to know you as we embark on a journey through the mind. During the course of our journey, I may not have all of the answers. Yet, I promise to do my best to find an answer for you. Welcome!

"Don't become a mere recorder of facts, but try to penetrate the mystery of their origin." Ivan Pavlov

The Advanced Placement Examination in Psychology

Date: Monday, May 2, 2016, 12:00pm

Cost: \$91.00

Description:

The AP Psychology Exam includes both a 70-minute multiple-choice section as well as a 50 minute free-response section. The multiple-choice section contains 100 questions and accounts for two-thirds of the student's overall score. The free-response section accounts for the remaining one-third. Candidates are asked to answer two essay questions. The questions require candidates to interrelate different content areas and to analyze and evaluate psychological constructs and, more generally, theoretical perspectives. Candidates are expected to use their analytical and organizational skills to formulate cogent answers in writing their essays.

The test is scored on a five-point scale:

5—Extremely well qualified, 4—Well qualified, 3—Qualified, 2—Possibly qualified, 1—No recommendation. Most colleges grant credit and placement for qualifying work (i.e., a score of 3 or higher) on the examination. Some require a score of 4 and a few don't accept AP scores. According to the College Board course description, AP Exam grades of 5 are equivalent to A grades in the corresponding college course. AP Exam grades of 4 are equivalent to grades of A-, B+, and B in college. AP Exam grades of 3 are equivalent to grades of B-, C+, and C in college.

The College Board offers some guidance as to college credit for AP work at:

<http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp>

Samples questions and guidance for taking the AP Psychology exam can be found at:

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2265.html

Additional information about AP and other College Board programs is available at:

<http://www.collegeboard.com/>

Unit I: History, Approaches [CR1] (2-4%).....(1.5 weeks)

A. Logic, Philosophy, and History of Science

B. Approaches

Objectives

- Define psychology and trace its historical development.
- Recognize how philosophical perspectives shaped the development of psychology.
- Compare and contrast the psychological perspectives.
- Describe and compare different theoretical approaches in explaining behavior.
- Recognize the strengths and limitations of applying theories to explain behavior.
- Distinguish the different domains of psychology
- Identify historical figures in psychology

Unit II: Research Methods [CR2, CR 16] (8-10%).....(2 weeks)

- A. Experimental, Correlational, and Clinical Research
- B. Statistics
- C. Ethics in Research

Objectives

- Identify basic and applied research subfields of psychology.
- Differentiate types of research. (experiments, correlational studies, etc.)
- Describe how research design drives the reasonable conclusions that can be drawn.
- Identify basic elements of an experiment (variables, groups, sampling, population, etc.).
- Distinguish between random assignment (experiments) and random selection (studies/surveys).
- Predict the validity and reliability of behavioral explanations based on research design.
- Distinguish the purposes of descriptive and inferential statistics.
- Describe the three measures of central tendency and measures of variation.
- Discuss the value of the operational definition and measurement in behavioral research.
- Discuss the ethical issues tied to animal and human research.
- Identify how ethical issues inform and constrain research practices.
- Describe how ethical and legal guidelines protect and promote sound ethical practice.

CR1 – Evidence of curricular requirement: The course provides instruction in history and approaches.

CR2 - The course provides instruction in research methods.

CR16- The course provides instruction in ethics and research methods used in psychological science and practice

Unit III: Biological Bases of Behavior [CR3] (8-10%)(3 weeks)

- A. Physiological Techniques (e.g., imaging, surgical)
- D. Neuroanatomy
- E. Functional organization of the Nervous System
- F. Neural Transmission
- G. Endocrine System
- H. Genetics
- I. Evolutionary Psychology

Objectives

- Describe the structure of a neuron and explain neural impulses.
- Describe neuron communication and discuss the impact of neurotransmitters.
- Discuss the influence of drugs on neurotransmitters.
- Classify and explain major divisions of the nervous system.
- Describe the function of the brain structures (thalamus, cerebellum, limbic system, etc.).
- Identify the four lobes of the cerebral cortex and their functions.
- Discuss the association areas.
- Explain the split-brain studies.

- Discuss the role of neuroplasticity in traumatic brain injury.
- Describe the nature of the endocrine system and its interaction with the nervous system.
- Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior
- Predict how traits and behavior can be selected for their adaptive value
- Identify key contributors to brain research. (Broca, Wernicke, Gazzaniga, Darwin)

CR3 – The course provide instruction in biological bases of behavior.

CR15 – The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.

Unit IV: Sensation and Perception [CR4] (6-8%)..... (2 Weeks)

- A. Thresholds
- B. Sensory Mechanisms
- C. Sensory Adaptation
- D. Attention
- E. Perceptual Processes

Objectives

- Contrast the processes of sensation and perception.
- Distinguish between absolute and difference thresholds.
- Label a diagram of the parts of the eye and ear.
- Describe the operation of the sensory systems (five senses).
- Explain common sensory disorders.
- Explain the Young-Helmholtz and opponent-process theories of color vision.
- Explain the place and frequency theories of pitch perception.
- Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception) and their contribution to our understanding of perception.
- Discuss research on depth perception and cues.
- Discuss the role of attention in behavior.
- Change common beliefs in parapsychological phenomena.
- Identify the major historical figures in sensation and perception (e.g., Fechner, Hubel, Weber, Wiesel).

CR4 – The course provides instruction in sensation and perception

CR15 – The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.

Unit V: States of Consciousness [CR5, CR15] (2-4%).....(2 Weeks)

- A. Sleep and Dreaming
- B. Hypnosis
- C. Psychoactive Drug Effects

Objectives

- Discuss the various states of consciousness and their impact on behavior.
- Describe the cyclical nature and possible functions of sleep.
- Compare differences between NREM and REM in sleep.
- Identify the major sleep disorders.
- Discuss the content and possible functions of dreams.
- Discuss hypnosis, noting the behavior of hypnotized people and claims regarding its uses.
- Discuss the nature of drug dependence including dependence, addiction, tolerance, and withdrawal.
- Identify and document types and effects of depressants, stimulants, and hallucinogenic drugs.
- Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens.
- Identify the major figures on consciousness research (e.g., James, Freud, Hilgard).

Unit VI: Learning [CR6, CR15] (7-9%) (2 Weeks)

- A. Classical Conditioning
- B. Operant conditioning
- C. Cognitive Processes
- D. Biological Factors
- E. Social Learning

Objectives

- Describe the process of classical conditioning (Pavlov’s experiments).

- Explain the processes of acquisition, extinction, spontaneous recover, generalization, and discrimination.
- Describe the process of operant conditioning, including the procedure of shaping, as demonstrated by Skinners' experiments.
- Identify the different types of reinforcers and describe the schedules of reinforcement and their effects on behavior.
- Discuss the importance of cognitive processes and biological predispositions in conditioning.
- Discuss the effects of punishment on behavior.
- Describe the process of observational learning (Bandura's experiments).
- Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
- Identify key contributors in the psychology of learning (e.g., Bandura, Garcia, Pavlov, Rescorla, Wagner, Skinner, Thorndike, Tolman, Watson).

CR5 – The course provides instruction in states of consciousness.

CR6 – The course provides instruction in learning.

CR15 – The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.

Unit VII: Cognition [CR7] (8-10%).....(3Weeks)

- A. Memory
- B. Language
- C. Thinking
- D. Problem Solving and Creativity [CR7]

Objectives

- Describe memory in terms of information processing, and distinguish among sensory memory, short-term memory, and long-term memory.
- Distinguish between automatic and effortful processing.
- Explain the encoding process (including imagery, organization, etc.).
- Distinguish between implicit and explicit memory and the importance of retrieval cues.
- Discuss the effects of interference and motivated forgetting on retrieval.
- Describe the nature of concepts and the role of prototypes in concept formation.
- Discuss how we use trial and error, algorithms, heuristics and insight to solve problems.
- Describe the structure of language, identify developmental stages of language and explain how the nature-nurture debate is illustrated.
- Discuss Whorf's linguistic relativity hypothesis.
- Describe the research on animal cognition and communication.
- Describe strategies for memory improvement.

- Identify the characteristics of creative thought and creative thinkers.
- Identify key contributors in cognitive psychology (e.g., Chomsky, Ebbinghaus, Kohler, Loftus, Miller).

Unit VIII: Motivation and Emotion [CR8] (6-8%)..... (2 Weeks)

- A. Biological Bases
- B. Theories of Motivation
- C. Hunger, Thirst, Sex, and Pain
- D. Social Motives
- E. Theories of Emotion
- F. Stress

Objectives

- Define motivation and identify motivational theories.
- Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
- Describe the physiological determinants of hunger.
- Discuss psychological and cultural influences on hunger.
- Define achievement motivation, including intrinsic and extrinsic motivation.
- Compare and contrast motivational theories, including the strength and weaknesses of each.
- Identify the three theories of emotion (James-Lange, Cannon-Bard, Schachter-Singer).
- Describe the physiological changes that occur during emotional arousal.
- Discuss the catharsis hypothesis.
- Describe the biological response to stress.
- Identify key contributors in the psychology of motivation and emotion (e.g., James, Kinsey, Maslow, Schachter, Selye).

CR7 – the course provides instruction in cognition.

CR8 – The Course provides instruction in motivation and emotion.

CR15 – The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.

Unit IX: Developmental Psychology [CR9, CR15] (7-9%)(3 Weeks)

- A. Life-Span Approach
- B. Research Methods (e.g., longitudinal, cross-sectional)
- C. Heredity-Environment Issues
- D. Developmental Theories
- E. Dimensions of Development
- F. Sex and Gender Roles

Objectives

- Discuss the interaction of nature and nurture in the determination of behavior.
- Discuss the course of prenatal development.
- Illustrate development changes in physical, social, and cognitive areas.
- Discuss the effect of body contact, familiarity, and responsive parenting on attachments.
- Discuss the influence of temperament and other social factors on attachment and appropriate socialization.
- Describe the benefits of a secure attachment and the impact of parental neglect and separation as well as day care on childhood development.

- Describe the developmental theories of Piaget (cognitive), Erikson (social), and Kohlberg (moral).
- Characterize the development of decisions related to intimacy as people mature.
- Describe the early development of a self-concept.
- Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.
- Describe how sex and gender influence socialization and other aspects of development
- Distinguish between longitudinal and cross-sectional studies.
- Identify key contributors in developmental psychology (e.g., Ainsworth, Bandura, Baumrind, Erikson, Freud, Gilligan, Harlow, Kohlberg, Lorenz, Piaget, Vygotsky).

CR9 – The course provides instruction in developmental psychology.

CR15 – The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.

Unit X: Personality [CR10] (5-7%)(2 Weeks)

- A. Personality Theories and Approaches
- B. Assessment Techniques
- C. Growth and Adjustment

Objectives

- Compare and contrast the major theories and approaches to explaining personality development.
- Describe and compare research methods that psychologists use to investigate personality.
- Describe personality structure in terms of the interaction of the id, ego and superego.
- Explain how defense mechanisms protect the individual from anxiety.
- Describe the contributions of the neo-Freudians.
- Identify frequently used assessment strategies (e.g., MMPI, TAT), and evaluate relative test quality based on reliability and validity of the instruments.

- Describe the humanistic perspective on personality in terms of Maslow’s focus on self-actualization and Rogers’ emphasis on people’s potential for growth.
- Describe the impact of individualism and collectivism on self-identity.
- Describe the social-cognitive perspective on personality.
- Discuss the consequences of personal control, learned helplessness, and optimism.
- Identify key contributors to personality theory (e.g., Adler, Bandura, Costa, McCrae, Freud, Jung, Maslow, Rogers).

CR10 – Evidence of Curricular Requirement: The course provides instruction in personality.

CR15 – The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

Unit XI: Testing and Individual Differences [CR11] (5-7%)..... (2 Weeks)

- A. Standardization and Norms
- B. Reliability and Validity
- C. Types of Tests
- D. Ethics and Standards in Testing
- E. Intelligence

Objectives

- Trace the origins of intelligence testing.
- Describe the nature of intelligence.
- Compare and contrast historic and contemporary theories of intelligence (e.g., Spearman, Gardner, Sternberg).

- Identify the factors associated with creativity.
- Distinguish between aptitude and achievement test.
- Describe test standardization.
- Distinguish between the reliability and validity of intelligence test.
- Identify the meanings of scores in terms of the normal curve.
- Describe the two extremes of the normal distribution of intelligence.
- Discuss evidence for both genetic and environmental influences on intelligence.
- Discuss whether intelligence tests are culturally biased.
- Describe relevant labels related to intelligence testing (e.g., gifted, cognitively disabled).
- Identify key contributors in intelligence research and testing (e.g., Binet, Galton, Gardner, Spearman, Sternberg, Terman, Weschler).

CR11 – The course provides instruction in testing and individual differences.

CR15 – The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.

Unit XII: Abnormal Behavior [CR12] (7-9%)(2 Weeks)

Types of Disorders

- A. Anxiety
- B. Bipolar and Related
- C. Depressive
- D. Dissociative
- E. Feeding and Eating
- F. Neurodevelopmental
- G. Neurocognitive
- H. Obsessive-Compulsive and Related
- I. Personality

- J. Schizophrenia Spectrum and Other Psychotic
- K. Somatic Symptoms and Related
- L. Trauma, Stressor, and Related

Objectives

- Describe contemporary and historical conceptions of what constitutes psychological disorders
- Recognize the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
- Describe the aims of DSM, and discuss the potential dangers of diagnostic labels.
- Identify the criteria for judging whether behavior is psychologically disordered.
- Describe the medical model of psychological disorders.
- Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms.
- Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural
- Identify the positive and negative consequences of diagnostic labels (e.g., the Rosenhan study)
- Discuss the intersection between psychology and the legal system (e.g., confidentiality, insanity defense)

CR12 – Evidence of Curricular Requirement: The course provides instruction in abnormal psychology.

CR15 – The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.

Unit XIII: Treatment of Abnormal Behavior [CR13] (5-7%) (2 Weeks)

- A. Treatment Approaches
- B. Modes of Therapy (e.g., individual, group)
- C. Community and Preventative Approaches

Objectives

- Describe the central characteristics of psychotherapeutic intervention.

- Discuss the aims and methods of psychoanalysis.
- Identify the basic characteristics of the humanistic therapies.
- Identify the basic assumptions of behavior therapy.
- Describe the assumptions and goals of the cognitive therapies.
- Discuss the benefits of group therapy and family therapy.
- Discuss the findings regarding the effectiveness of the psychotherapies.
- Discuss the role of values and cultural difference in the therapeutic process.
- Describe prevention strategies that build resilience and promote competence.
- Identify the common forms of drug therapy and the use of electroconvulsive therapy.
- Identify major figures in psychological treatment (e.g., Beck, Ellis, Freud, Cover-Jones, Rogers, Skinner, Wolpe).

Unit XIV: Social Psychology [CR14] (8-10%)..... (2 Weeks)

- A. Group Dynamics
- B. Attribution Processes
- C. Interpersonal Perception
- D. Conformity, Compliance, Obedience
- E. Attitudes and Attitude Change
- F. Organizational Behavior
- G. Aggression/Antisocial Behavior
- H. Cultural Influences

Objectives

- Describe the importance of attribution in social behavior.
- Explain the effect of role-playing on attitudes in terms of cognitive dissonance theory.
- Discuss the results of Asch's experiment on conformity.
- Describe Milgram's controversial experiments on obedience.
- Discuss how group interaction can facilitate group polarization, deindividuation, and group think.
- Describe the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, and gender prejudice and discrimination.
- Discuss attitudes and how they change.
- Anticipate the impact of behavior on self-fulfilling prophecy.
- Discuss the issues related to aggression and attraction.
- Explain altruistic behavior in terms of social exchange theory and social norms.
- Identify important figures in social psychology (e.g., Asch, Festinger, Milgram, Zimbardo).

CR13 – Evidence of Curricular Requirement: The course provides instruction in treatment of psychological disorders.

CR14 – Evidence of Curricular Requirement: The course provides instruction in social psychology.

CR15 – The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives and psychological experiments.