

INTRODUCTION TO PSYCHOLOGY

DESCRIPTION OF COURSE

In this intensive academic course students will study the scope and nature of psychology. Students will use a college level textbook. Some of the topics for investigation are: principles of learning, improvement of memory, motives and emotions, human development, personality theories, intelligence, normal personality, abnormal behavior, human sexuality and social behavior. As well as stimulating the student academically, the course seeks to enhance a student's self-image and increase his/her interpersonal communication skills. More rigorous academic demands will be placed on honors students.

GOALS OF THE PSYCHOLOGY PROGRAM

1. To provide the opportunity and atmosphere for students to develop the ability to think analytically, critically and creatively.
2. To foster understanding, knowledge and skills necessary for understanding ourselves and others in order to promote informed and responsible citizenship to the world.
3. For students to understand various topics related to the behavioral sciences.
4. For students to demonstrate behavioral research, data collection and analysis, writing and discussion skills.
5. For students to acquire a technical vocabulary and information concerning proposed theories and recent research in psychological issues.
6. For students to understand the various themes which play significant roles in each stage of development from childhood through adulthood.

THEME QUESTIONS FOR THE COURSE:

An overall understanding of psychology and the behavioral sciences will be explored through many distinct units of study which all address the following themes:

1. What is psychology?
 - Working definition of psychology
 - What are the different schools of psychological thought?
 - What are the different fields that psychology is applied to?
 - What role does psychology play in our everyday lives?
2. What causes humans, to think, sense, and behave the way we do?
 - Developmental theories (Freud, Piaget, Erikson, Kohlberg, etc.)
 - Personality theories (Freud, Jung, Horney, Rogers, Bandura, etc.)
 - Behaviorism/learning/conditioning
 - Psychotherapy
 - Abnormal psych/DSM IV/diagnosis and treatment of mental illness
 - Memory
 - Motivation

3. Do humans develop as a result of "nature" or "nurture?"
 - Genetics v. socialization
 - Intelligence/personality
 - Emotions
 - Memory
 - Attachment and parenting styles
 - Neuropsychology
 - Reading and analyzing critical essays and theories

PSYCHOLOGY UNITS OF STUDY

- Introduction
- Developmental Psychology
- Memory
- Learning
- Intelligence
- Personality
- Motivation and Emotion
- Abnormal Psychology

TEXTS:

Morris, Charles G. *Psychology: An Introduction (12th ed.)*. New Jersey: Prentice-Hall, 2000.

Additional handouts will be utilized to supplement the text from a wide variety of books and journals. These will include psychological tests, inventories, original research, and case studies. Outside book reading is also assigned for subject enrichment.

COURSE ASSIGNMENTS/ EVALUATION:

- Tests
- Quizzes
- Written essays
- Oral presentations
- Debates and discussions
- Worksheets
- Class participation
- Projects
- Collages
- Review of periodicals
- Research papers
- Group work

UNIT OF STUDY: INTRODUCTION

ESSENTIAL GUIDING QUESTIONS:

- What is psychology?
- How has the field of psychology developed and grown?
- Who are the major contributors to the field of psychology?
- What career opportunities exist for psychology students?
- What research methods do psychologists employ?
- What role do ethics play in psychology?

STUDENT LEARNING OUTCOMES:

1. Describe the major fields of psychology including developmental, physiological, experimental, personality, clinical and counseling, social, and industrial/organization psychology.
2. Describe the early schools of psychology and explain how they contributed to its development.
3. Summarize the goals of psychology.
4. Distinguish between the five basic methods used by psychologists to gather information about behavior. Identify the situations in which each of the methods would be appropriate.
5. Describe the importance of sampling related to issues of gender, race, and culture in research.
6. Discuss the concerns of ethics in psychology.
7. Describe possible careers in psychology.

RESOURCES:

- Growth of Psychology Visual/ Timeline
- Milgram Experiment Video
- Stanford Prison Experiment Website/ Reading

UNIT OF STUDY: DEVELOPMENTAL PSYCHOLOGY

ESSENTIAL GUIDING QUESTIONS:

- How do we change- physically, mentally and emotionally from conception to adulthood?
- What do psychologists hope to gain by studying child development?
- What are some prominent theories on child development?
- How do researchers gather data from infants and children in order to make valid conclusions about child development?
- What are the roles of both nature and nurture on child development?

STUDENT LEARNING OUTCOMES:

1. Describe prenatal, infant, and child development.
2. What are the four stages of Piaget's theory of cognitive development?
3. Trace language development from infancy through late childhood.
4. Explain the importance of secure attachments between a caregiver and child.
5. Explain how sex-role identity is formed.
6. Summarize the important physical and cognitive changes that the adolescent undergoes during puberty.
7. Discuss the four problems of adolescence: self-esteem, depression, suicide, and eating disorders.
8. Distinguish between the longitudinal and cross-sectional methods as they relate to the study of adulthood. List the disadvantages of the methods and how the disadvantages can be overcome.

STUDENT LEARNING OUTCOMES (Continued):

9. Identify the central concerns and crises that characterize the young, middle, and late adulthood stages. Explain moral development.
10. Identify Elisabeth Kübler-Ross' five sequential stages through which people pass as they react to their own impending death.

RESOURCES:

- Parent Interview on Infant Development
- Piaget's Stages Activity
- "Wild Child" Video and Reading

UNIT OF STUDY: MEMORY**ESSENTIAL GUIDING QUESTIONS:**

- What is memory? How does it shape our identity?
- What are the differences between Short Term and Long Term Memories- length of memory, storage capacity, retrieval process, etc.?
- What are the biological processes involved in memory?
- Why and how does forgetting occur?

STUDENT LEARNING OUTCOMES:

1. Describe the path information takes from the environment to long-term memory.
2. Explain the characteristics of short-term and long-term memory.
3. Explain coding in both short-term and long-term memory.
4. Discuss explanations for forgetting.
5. Describe the different types of memory and their characteristic properties.
6. Explain the limits of memory and determine if they can be expanded.
7. Describe how information is stored and how it is organized.
8. Define schema. How was schemata used?
9. Discuss how and why memories change over time.
10. Describe and explain the brain structures and regions that are the bases for memory.
11. Understand and use techniques for improving your memory.
12. Explain the special types of memory: autobiographical memory, childhood amnesia, extraordinary memory, flashbulb memories, and recovered memories.

RESOURCES

- Short-term Memory Activities
- Sheep Brain Website
- Amnesia Activity and Videos: *51st Dates*, *Finding Nemo*, *Memento*
- Readings on Extraordinary Memories

UNIT OF STUDY: LEARNING

ESSENTIAL GUIDING QUESTIONS:

- What is conditioning and what are the differences between classical and operant conditioning?
- What techniques help or hinder the learning process?
- What researchers have studied the learning process? What did they find?

STUDENT LEARNING OUTCOMES:

1. Define learning.
2. Define: unconditioned stimulus, unconditioned response, conditioned stimulus, and conditioned response.
3. Describe the experiment with little Albert. Describe desensitization therapy.
4. Explain these processes: extinction, spontaneous recovery, inhibition, stimulus generalization, discrimination, and higher-order conditioning.
5. Distinguish between classical and operant conditioning.
6. Explain the principle of reinforcement. Define primary reinforcer and secondary reinforcer, and give examples of each.
7. Explain the effects of delay of reinforcement.
8. Identify four schedules of reinforcement and the pattern of response associated with each.
9. Define positive reinforcement, negative reinforcement, punishment, and avoidance training.
10. Distinguish between cognitive learning and traditional theories of conditioning. Explain contingency theory.

RESOURCES:

- Conditioning Activities
- "Bobo Doll Experiment" Reading
- Human Development and Learning Theory
- "Social Learning" Video (Dateline)

UNIT OF STUDY: INTELLIGENCE

ESSENTIAL GUIDING QUESTIONS:

- What does intelligence mean?
- What is the history of the study of intelligence? How does this shape the field of testing?
- What is IQ? What impact has IQ tests and other standardized tests had on society? Why?
- How has the traditional concept of intelligence been challenged by Howard Gardner and others in the last 20 years?

STUDENT LEARNING OUTCOMES:

1. Summarize the views of Spearman, Thurstone, Gardner, and Cattell, with respect to what constitutes intelligence.
2. Trace the development of intelligence tests from Binet through Terman, noting the contributions of each. Describe the standard procedure for the Stanford-Binet Scale.
3. Distinguish the Wechsler Adult Intelligence Scale-III from the Stanford-Binet. Identify the two parts of the WAIS-III.
4. Distinguish between individual and group tests. Give examples of group tests. List the advantages and disadvantages of group tests.
5. Define creativity, and explain methods that have been used to measure it.

STUDENT LEARNING OUTCOMES (Continued):

6. Define reliability in mental tests. Identify three techniques for measuring reliability. Explain how psychologists express reliability. How reliable are intelligence tests?
7. Define validity. What are two measures of validity? Explain the high correlation between IQ scores and academic performance. How well do high IQs correlate with later occupational success?
8. List two criteria used to identify mental retardation. List and describe four causes of mental retardation. Be able to identify other forms of exceptional intelligence.
9. Understand both sides of the nature vs. nurture argument and be prepared to defend both sides with specific examples.

RESOURCES:

- Multiple Intelligences Self-Surveys
- Ann Berman- Psychologist and Intelligence Testing Evaluator
- Debates on Intelligence Exams

UNIT OF STUDY: PERSONALITY**ESSENTIAL GUIDING QUESTIONS:**

- What is personality? Why is it significant?
- Who were the influential personality theorists in the field of psychology? What did they say?
- How is the development of personality important in our lives?
- How do personality disorders develop?

STUDENT LEARNING OUTCOMES:

1. Define personality.
2. Summarize the interaction of elements of personality according to Freud's theory: id, ego, and superego. Identify Freud's five stages of psychosexual development.
3. Differentiate between the theories of Jung, Adler, and Horney. Identify what these theories have in common.
4. Identify Erik Erikson's eight stages of personality development.
5. Contrast Carl Rogers' humanistic theory with Freudian theory.
6. Explain trait theory.
7. Compare cognitive social-learning theories to early views of personality.
8. Describe the four basic tools psychologists use to measure personality. List two objective tests, two projective tests, and their uses.

RESOURCES:

- Freud Activities
- Readings on Jung and Personality Masks
- 16 PF (personality test) materials
- Activities on Personality Assessments- Rorschach Ink Blots, Observation Assignment

UNIT OF STUDY: MOTIVATION

ESSENTIAL GUIDING QUESTIONS:

- What motivates human behavior? Why?
- What are the primary drives?
- How does the primary drive of hunger relate to the development of eating disorders?
- How do our emotions, our environment, and our bodies motivate our behavior?
- What is an emotion and what are emotional theories?

STUDENT LEARNING OUTCOMES:

1. Define motive and emotion and explain the roles of stimulus, behavior, and goals in motivation.
2. Identify the primary drives and their physiological bases.
3. Describe how hunger and thirst are controlled in the brain. Explain how external cues and experience influence hunger.
4. List the biological factors involved in the sex drive. Discuss psychological influences on sexual motivation.
5. List the characteristics of the following stimulus motives: activity, exploration, curiosity, manipulation, and contact.
6. Define aggression. Discuss three theories of aggressive behavior.
7. Define sexual coercion and explain its effects.
8. Distinguish between the motives for power, achievement, and affiliation.
9. Identify the five categories in Maslow's hierarchy of motives.

RESOURCES:

- "What's Eating Gilbert Grape?" movie and essay
- Video on "Dying To Be Thin"
- Aggression Activities
- Readings on Homosexuality and Timeline

UNIT OF STUDY: ABNORMAL PSYCHOLOGY

ESSENTIAL GUIDING QUESTIONS:

- What is normal?
- How do psychologists identify, evaluate and treat abnormal" behavior?
- What are the characteristics, evaluations and treatments of some common psychological disorders?

STUDENT LEARNING OUTCOMES:

1. Distinguish among the standards for defining abnormal behavior from the view of society, the individual, and the mental health professional.
2. Summarize historical attitudes toward abnormal behavior.
3. State the four current models of abnormal behavior and explain the diathesis-stress model. Explain how the DSM-IV classifies mental disorders.
4. Distinguish between the two basic kinds of affective disorders and how they may interact with each other.
5. Describe the anxiety disorders.
6. Describe the characteristics of the psychophysiological disorders and the somatoform disorders.
7. Characterize three different types of dissociative disorders.
8. Define and give examples of the sexual disorders.

STUDENT LEARNING OUTCOMES (Continued):

9. Define gender-identity disorders.
10. Define personality disorders. Describe four kinds of personality disorders.
11. Describe four types of schizophrenic disorders and identify possible causes of the disorder

RESOURCES:

- “You Are The Psychology” Teacher