

AP Psychology Syllabus 2010-2011

Instructor:

Required Materials:

Book: *Psychology 9th edition, Myers*
 Binder, notebook
 Summer Reading & Packet = *Memory's Ghost, Hilts*
Barron's AP Psychology Guide (recommended)
40 Studies That Changed Psychology (recommended)

This course will follow the curriculum recommended by the National College Board of Education. Students will learn about the field of psychology through in-depth study, discussion, and hands-on activities. They will also learn the methods used by psychologists to study the ways humans act and think. This course is taught at a significantly higher level than most Social Science courses and students electing to take it should be strong readers, self motivated, and expect academic rigor. Additionally, students will be prepared for the Advanced Placement exam and should expect to take it in May.

Grading:

- 70% - tests, essays, projects
- 20% - quizzes, daily assignments
- 10% - participation/class discussion, attendance

Projects:

- Naturalistic Observation
- Review of Literature
- Controlled Experiment
- Book Review

The course content is guided by the College Board's Course Outline for AP Psychology (apcentral.collegeboard.com).

Course Outline:

CR1 – Evidence of Curricular Requirement: The course provides instruction in psychology's history and approaches	<p><u>Prologue</u></p> <ol style="list-style-type: none"> I. Introduction II. What is Psychology? III. Contemporary Psychology IV. (Close-up) Tips for Studying Psychology <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Describe the evolution of scientific psychology from its early pioneers to contemporary concerns. • Describe the evolution of psychology as defined from the 1920s to today. • Summarize the nature-nurture debate in psychology, and describe the principle of natural selection. • Identify the three main levels of analysis in the biopsychosocial approach, and explain why psychology's varied perspectives are complimentary. • Identify some psychological subfield, and explain the difference between clinical psychology and psychiatry. • Describe several effective study techniques.
CR2 – Evidence of Curricular Requirement: The course provides instruction in psychological	<p><u>Chapter 1: Thinking Critically with Psychological Science</u></p> <ol style="list-style-type: none"> I. Introduction II. The Need for Psychological Science III. How Do Psychologists Ask and Answer Questions? IV. Statistical Reasoning in Everyday Life V. Frequently Asked Questions about Psychology

<p>research methods.</p> <p>CR16— Evidence of Curricular Requirement: The course provides instruction in ethics and research methods used in psychological science and practice.</p>	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Define hindsight bias and explain how overconfidence contaminates our everyday judgments. • Explain how the scientific attitude encourages critical thinking. • Describe how psychological theories guide scientific research. • Compare and contrast case studies, surveys, and naturalistic observation, and explain the importance of random sampling. • Describe positive and negative correlations, and explain how correlations measures can aid the process of prediction but not provide evidence of cause-effect relationships. • Describe how people form illusory correlations and explain the human tendency to perceive order in random sequences. • Explain how experiments help researchers isolate cause and effect, focusing on the characteristics of experimentation that make this possible. • Explain the importance of statistical principles and give an example of their use in everyday life. • Describe the three measures of central tendency and tell which is most affected by extreme scores. • Describe two measures of variation. • Identify three principles for making generalizations from samples. • Explain how psychologists describe whether differences are meaningful. • Explain the value of simplified laboratory conditions in discovering general principles of behavior. • Discuss whether psychological research can be generalized across cultures and genders. • Explain why psychologists study animals, and discuss the ethics of experimentation with both animals and humans. • Describe how personal values can influence psychological research and its application, and discuss psychology’s potential to manipulate people.
<p>CR3 – Evidence of Curricular Requirement: The course provides instruction in biological bases of behavior.</p>	<p><u>Chapter 2: The Biology of Mind</u></p> <ol style="list-style-type: none"> I. Introducing The Biology of Mind II. Neural Communication III. The Nervous System IV. The Endocrine System V. The Brain <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Explain why psychologists are concerned with human biology and describe the ill-fated phrenology theory. • Describe the parts of a neuron and explain how its impulses are generated. • Describe how nerve cells communicate. • Describe how neurotransmitters influence behavior and explain how drugs and other chemicals affect neurotransmission. • Identify the two major divisions of the nervous system and describe their basic functions. • Describe the nature and functions of the endocrine system and its interaction with the nervous system. • Describe several techniques for studying the brain. • Describe the components of the brainstem and summarize the functions of the brainstem, thalamus, and cerebellum. • Describe the structures and functions of the limbic system and explain how one of these structures controls the pituitary glands. • Describe the structure of the cerebral cortex and explain the various functions of the four lobes. • Summarize some of the findings on the functions of the motor cortex and the sensory

	<p>cortex, and discuss the importance of the association areas.</p> <ul style="list-style-type: none"> • Discuss the brain’s plasticity following injury or illness. • Describe split-brain research and explain how it helps us understand the functions of our left and right hemispheres.
<p>CR5 – Evidence of Curricular Requirement: The course provides instruction in states of consciousness.</p>	<p><u>Chapter 3: Consciousness and the Two-Track Mind</u></p> <ol style="list-style-type: none"> I. Introducing Consciousness and the Two-Track Mind II. The Brain and Consciousness III. Sleep and Dreams IV. Hypnosis V. Drugs and Consciousness <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Describe the significance of consciousness in the history of psychology. • Discuss the contributions of cognitive neuroscience and explain what is meant by the two-track mind. • Discuss how our perceptions are directed and limited by selective attention, noting how we may or may not be affected by unattended stimuli. • Describe the cycle of our circadian rhythm and identify some events that can disrupt this biological clock. • List the stages of the sleep cycle and explain how they differ. • Describe individual differences in sleep duration and the effects of sleep loss, noting five reasons that we need sleep. • Identify the major sleep disorders. • Describe the most common content of dreams, and compare the five major perspectives on why we dream. • Discuss the characteristics of people who are susceptible to hypnosis, and evaluate claims that hypnosis can influence people’s memory, will, health, and perception of pain. • Give arguments for and against hypnosis as an altered state of consciousness. • Discuss the nature of drug dependence and addiction. • Explain how depressants affect nervous system activity and behavior. • Identify the major stimulants and explain how they affect neural activity and behavior. • Discuss the biological, psychological, and social-cultural factors that contribute to drug use.
<p>CR9— Evidence of Curricular Requirement: The course provides instruction in developmental psychology.</p>	<p><u>Chapter 4: Nature, Nurture, and Human Diversity</u></p> <ol style="list-style-type: none"> I. Introducing Nature, Nurture, and Human Diversity II. Behavior Genetics: Predicting Individual Differences III. Evolutionary Psychology: Understanding Human Nature IV. Parents and Peers V. Cultural influences VI. Gender Development VII. Reflections on Nature and Nurture <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Give examples of differences and of similarities within the human family, noting how they are shaped by our genes and our environment. • Identify the types of questions that interest behavior geneticists, and describe the elements of heredity: <i>chromosome</i>, <i>DNA</i>, <i>gene</i>, and <i>genome</i>. • Describe how twin and adoption studies help us differentiate hereditary and environmental influences on human behavior. • Discuss how the relative stability of our temperament illustrates the influence of heredity on development. • Explain what is meant by heritability, and give examples of the interaction of genes and environment on specific traits. • Identify the potential uses of molecular genetics research.

	<ul style="list-style-type: none"> • Describe the area of psychology that interests evolutionary psychologists, and point out some possible effects of natural selection in the development of human characteristics. • Identify some gender differences in sexuality and mating preferences, and describe evolutionary explanations for those differences. • Summarize the criticisms of evolutionary explanations of human behaviors, and describe the evolutionary psychologists' responses to these criticisms. • Describe how experiences can modify the brain. • Explain why we should be careful in attributing children's successes and failures to their parents' influence, and evaluate the importance of peer influence on development. • Describe how behavior is influenced by cultural norms. • Identify some ways a primarily individualist culture differs from a primarily collectivist culture, and compare their effects on personal identity and childrearing. • Discuss gender similarities and differences in psychological traits such as aggression, social power, and social connectedness. • Explain how biological sex is determined, and describe the role of sex hormones in biological development and gender differences. • Discuss the importance of gender roles in development, and describe current views regarding gender typing. • Describe the bio-psychosocial approach to development.
<p>CR9—Evidence of Curricular Requirement: The course provides instruction in developmental psychology.</p> <p>CR7— Evidence of Curricular Requirement: The course provides instruction in cognition</p>	<p><u>Chapter 5: Developing Through the Life Span</u></p> <ol style="list-style-type: none"> I. Introducing Developing Through the Life Span II. Prenatal Development and the Newborn III. Infancy and Childhood IV. Adolescence V. Adulthood VI. Reflections on Two Major Developmental Issues <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • State three areas of change that developmental psychologists study, and identify the three major issues in developmental psychology. • Discuss the course of prenatal development and the destructive impact of teratogens, and describe some abilities of the newborn. • Describe some developmental changes in brain and motor abilities during infancy and childhood, and explain why our earliest memories rarely predate our third birthday. • State Piaget's understanding of how the mind develops, and outline Piaget's four stages of cognitive development, noting current thinking regarding cognitive stages. • Discuss the effects of nourishment, body contact, and familiarity on infant social attachment. • Contrast secure and insecure attachment, and discuss the roles of parents and infants in the development of attachment and an infant's feelings of basic trust. • Assess the impact of parental neglect, family disruption, and day care on attachment patterns and development. • Trace the onset and development of children's self-concept. • Describe three parenting styles, and explain why authoritative parenting is considered most effective. • Define <i>adolescence</i>, and identify the major physical changes during this period. • Describe adolescents' reasoning abilities and moral development, according to Piaget and Kohlberg, and note the impact of emotional intuitions on our moral judgments. • Identify Erikson's eight stages of psychosocial development and their accompanying issues, and discuss how forming an identity prepares us for intimacy. • Contrast parental and peer influences during adolescence, and discuss the characteristics of emerging adulthood. • Identify the major changes in physical and sensory abilities that occur in middle adulthood and later life.

	<ul style="list-style-type: none"> • Assess the impact of aging on memory and intelligence. • Explain why the path of adult development need not be tightly linked to chronological age, and discuss the importance of love, marriage, children, and work in adulthood. • Describe trends in people’s life satisfaction across the life span, and describe the range of reactions to the death of a loved one. • Summarize current views on continuity versus stages and stability versus change in lifelong development.
<p>CR4—Evidence of Curricular Requirement: The course provides instruction in sensation and perception.</p>	<p><u>Chapter 6: Sensation and Perception</u></p> <ol style="list-style-type: none"> I. Introducing Sensation and Perception II. Sensing the World III. Vision IV. Hearing V. Other Important Senses VI. Perceptual Organization VII. Perceptual Interpretation VIII. Is there Extrasensory Perception? <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Contrast sensation and perception, and explain the difference between bottom up and top down processing. • Distinguish between absolute and difference thresholds, and discuss whether we can sense and be affected by subliminal or unchanging stimuli. • Describe the characteristics of visible light, and explain the process by which the eye converts light energy into neural messages. • Discuss the different levels of processing that occur as information travels from the retina to the brain’s cortex. • Define <i>parallel processing</i>, and discuss its role in visual information processing. • Explain how the Young Helmholtz and opponent process theories help us understand color vision. • Describe the auditory process, including the stimulus input and the structure and function of the ear. • Contrast place and frequency theories, and explain how they help us to understand pitch perception. • Describe how we pinpoint sounds, and contrast the two types of hearing loss. • Describe how cochlear implants function, and explain why Deaf culture advocates object to these devices. • Describe the sense of touch, and distinguish between kinesthesia and the vestibular sense. • State the purpose of pain, and describe the biopsychosocial approach to pain. • Describe the senses of taste and smell, and comment on the nature of sensory interaction. • Describe Gestalt psychology’s contribution to our understanding of perception, and identify principles of perceptual grouping in form perception. • Explain the binocular and monocular cues we use to perceive depth. • State the basic assumption we make in our perceptions of motion, and explain how those perceptions can be deceiving. • Explain how perceptual constancies help us to organize our sensations into meaningful perceptions. • Describe the contributions of restored vision, sensory deprivation, and perceptual adaptation research to our understanding of the nature nurture interplay in our perception. • Define <i>perceptual set</i>, and explain why the same stimulus can evoke different perceptions in different contexts. • Describe the role human factors psychologists play in creating user-friendly machines

	<p>and physical environments.</p> <ul style="list-style-type: none"> Identify the three most testable forms of ESP, and explain why most research psychologists remain skeptical of ESP claims.
<p>CR15—Evidence of Curricular Requirement: As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.</p> <p>CR6—Evidence of Curricular Requirement: The course provides instruction in learning.</p>	<p><u>Chapter 7: Learning</u></p> <ol style="list-style-type: none"> I. Introducing Learning II. How Do We Learn? III. Classical Conditioning IV. Operant Conditioning V. Learning by Observation <p><u>Objectives:</u></p> <ul style="list-style-type: none"> Define <i>learning</i>, and identify two forms of learning. Define <i>classical conditioning</i> and <i>behaviorism</i>, and describe the basic components of classical conditioning. Summarize the processes and adaptive value of acquisition, extinction, spontaneous recovery, generalization, and discrimination. Discuss the importance of cognitive processes and biological predispositions in classical conditioning. Summarize Pavlov’s contribution to our understanding of learning and to improvements in human health and well-being. Identify the two major characteristics that distinguish classical conditioning from operant conditioning. Describe the process of operant conditioning, including the shaping procedure. Identify the different types of reinforcers, and describe the major schedules of partial reinforcement. Discuss how punishment and negative reinforcement differ, and list some drawbacks of punishment as a behavior control technique. Explain the importance of cognitive processes and biological predispositions in operant conditioning. Describe the controversy over Skinner’s views of human behavior, and identify some ways to apply operant conditioning principles at school, at work, and at home. Identify the major similarities and differences between classical and operant conditioning. Describe the process of observational learning and Bandura’s findings on what determines whether we will imitate a model. Discuss the impact of prosocial modeling and the relationship between watching violent TV and antisocial behavior.
<p>CR7—Evidence of Curricular Requirement: The course provides instruction in cognition</p>	<p><u>Chapter 8: Memory</u></p> <ol style="list-style-type: none"> I. Introducing Memory II. The Phenomenon of Memory III. Studying Memory: Information-Processing Models IV. Encoding: Getting Information In V. Storage: Retaining Information VI. Retrieval: Getting Information Out VII. Forgetting VIII. Memory Construction IX. Improving Memory <p><u>Objectives:</u></p> <ul style="list-style-type: none"> Describe Atkinson Shiffrin’s classic three stage processing model of memory, and explain how the concept of working memory clarifies the processing that occurs in short term memory. Describe the types of information we encode automatically, and contrast effortful processing with automatic processing, giving examples of each. Compare the benefits of visual, acoustic, and semantic encoding in remembering verbal

	<p>information, and describe some memory enhancing encoding strategies.</p> <ul style="list-style-type: none"> • Contrast two types of sensory memory, and describe the duration and capacity of working/short-term memory. • Describe the capacity and duration of long-term memory, and discuss the biological changes that may underlie memory formation and storage. • Distinguish between implicit and explicit memory, and identify the main brain structure associated with each. • Contrast the recall, recognition, and relearning measures of memory, and explain how retrieval cues can help us access stored memories. • Describe the impact of environmental contexts and internal emotional states on retrieval. • Explain why we should value our ability to forget, and discuss the roles of encoding failure and storage decay in the process of forgetting. • Explain what is meant by retrieval failure, and discuss the effects of interference and motivated forgetting on retrieval. • Explain how misinformation, imagination, and source amnesia can distort our memory of an event, and discuss why it is difficult to distinguish between true and false memories. • Discuss whether young children’s eyewitness reports are reliable and the controversy over reports of repressed and recovered memories. • Explain how an understanding of memory can contribute to effective study techniques.
<p>CR7—Evidence of Curricular Requirement: The course provides instruction in cognition</p>	<p><u>Chapter 9: Thinking and Language</u></p> <ol style="list-style-type: none"> I. Introducing Thinking and Language II. Thinking III. Language IV. Thinking and Language V. Animal Thinking and Language <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Define <i>cognition</i>, and describe the roles of categories, hierarchies, definitions, and prototypes in concept formation. • Compare algorithms, heuristics, and insight as problem solving strategies, and explain how confirmation bias and fixation can interfere with effective problem solving. • Explain how the representativeness and availability heuristics can cause us to underestimate or ignore important information, and describe the drawbacks and advantages of overconfidence in decision making. • Describe the effects that belief perseverance, intuition, and framing can have on our judgments and decision making. • Describe the basic structural units of a language, including the rules that enable us to communicate meaning. • Trace the course of language acquisition from the babbling stage through the two word stage. • Discuss Skinner’s and Chomsky’s contributions to the nature nurture debate over how children acquire language, and explain why statistical learning and critical periods are important concepts in children’s language learning. • Identify the brain areas involved in language processing and speech. • Discuss Whorf’s linguistic determinism hypothesis in relation to current views regarding thinking and language, and describe the value of thinking in images. • Identify some of the cognitive skills shared by the great apes and humans, and outline the arguments for and against the idea that animals and humans share the capacity for language.
<p>CR11 – Evidence of Curricular Requirement: The</p>	<p><u>Chapter 10: Intelligence</u></p> <ol style="list-style-type: none"> I. Introducing Intelligence II. What is Intelligence

<p>course provides instruction in testing and individual differences.</p>	<p>III. Assessing Intelligence IV. The Dynamics of Intelligence V. Genetic and Environmental Influences in Intelligence</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Discuss the difficulty of defining <i>intelligence</i>. • Present arguments for and against considering intelligence as one general ability. • Compare Gardner’s and Sternberg’s theories of intelligence. • Identify the factors associated with creativity, and describe the relationship between creativity and intelligence. • Describe the three aspects of emotional intelligence, and discuss criticisms of this concept. • Describe the relationship between intelligence and brain anatomy. • Discuss findings on the correlations among perceptual speed, neural processing speed, and intelligence. • Define intelligence test, and discuss the history of intelligence testing. • Distinguish between aptitude and achievement tests, and describe modern tests of mental abilities such as the WAIS. • Discuss the importance of standardizing psychological tests, and describe the distribution of scores in a normal curve. • Explain the meanings of reliability and validity in terms of test constructions, and describe two types of validity. • Describe the stability of intelligence scores over the life span. • Describe the two extremes of the normal distribution of intelligence. • Discuss the evidence for the genetic contribution to individual intelligence, and explain what psychologists mean by the heritability of intelligence. • Discuss the evidence for environmental influences on individual intelligence. • Describe gender differences in abilities. • Describe ethnic similarities and differences in intelligence test scores, and discuss some genetic and environmental factors that might explain them. • Discuss whether intelligence tests are biased, and describe the stereotype threat phenomenon.
<p>CR8—Evidence of Curricular Requirement: The course provides instruction in motivation and emotion.</p>	<p><u>Chapter 11: Motivation and Work</u></p> <p>I. Introducing Motivation and Work II. Motivational Concepts III. Hunger IV. Sexual motivation V. The Need to Belong VI. Motivation at Work</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Define <i>motivation</i> as psychologists use the term today, and identify four perspectives useful for studying motivated behavior. • Describe Maslow’s hierarchy of needs. • Describe the physiological determinants of hunger. • Discuss psychological, cultural, and situational influences on hunger and eating. • Explain how the eating disorders demonstrate the influence of psychological forces on physiologically motivated behavior. • Describe research findings on obesity and weight control. • Describe the human sexual response cycle, and discuss some causes of sexual disorders. • Discuss the impact of hormones, external stimuli, and fantasies on sexual motivation and behavior. • Discuss some of the factors that influence adolescent sexual behavior, and describe trends in the spread of sexually transmitted infections.

	<ul style="list-style-type: none"> Summarize current views on the number of people whose sexual orientation is homosexual, and discuss the research on environmental and biological influences on sexual orientation. Discuss the place of values in sex research. Describe the adaptive value of social attachments, and discuss the healthy and unhealthy consequences of our need to belong. Explain the concept of flow, and identify three subfields of industrial organizational psychology. Describe how personnel psychologists help organizations with employee selection, work placement, and performance appraisal. Define <i>achievement motivation</i>, and explain why organizations would employ an I/O psychologist to help motivate employees and foster employee satisfaction. Describe some effective management techniques.
<p>CR8—Evidence of Curricular Requirement: The course provides instruction in motivation and emotion.</p>	<p><u>Chapter 12: Emotions, Stress, and Health</u></p> <ol style="list-style-type: none"> I. Introducing Emotions, Stress, and Health II. Theories of Emotion III. Embodied Emotion IV. Expressed Emotion Experienced Emotion V. Stress and Health VI. Promoting Health <p><u>Objectives:</u></p> <ul style="list-style-type: none"> Identify the three components of emotion, and contrast the James Lange, Cannon Bard, and two factor theories of emotion. Describe the physiological changes that occur during emotional arousal, and discuss the relationship between arousal and performance. Describe the relationship between physiological states and specific emotions, and discuss the effectiveness of the polygraph in detecting lies. Explain the role of cognition in emotion, and discuss how neurological processes may enable us to experience some emotions prior to conscious thought. Describe our ability to perceive and communicate emotions nonverbally, and discuss gender differences in this capacity. Discuss the culture specific and culturally universal aspects of emotional expression, and describe the effects of facial expressions on emotional experience. Name several basic emotions, and describe two dimensions psychologists use to differentiate emotions. State two ways we learn our fears, and discuss some of the biological components of fear. Identify some common causes and consequences of anger, and assess the catharsis hypothesis. Identify some potential causes and consequences of happiness, and describe two psychological phenomena that help explain the relatively short duration of emotions. Describe the pervasiveness of stress in daily life, and identify health psychology's contribution to the field of behavioral medicine. Discuss the role of appraisal in the way we respond to stressful events, and describe the biology of the "fight or flight" response as well as the physical characteristics and phases of the general adaptation syndrome. Discuss the health consequences of catastrophes, significant life changes, and daily hassles. Discuss the role of stress in causing coronary heart disease, and contrast Type A and Type B personalities. Define <i>psycho physiological illness</i>, and describe the effect of stress on immune system functioning, including its role in the progression of AIDS and cancer. Identify two ways people cope with stress, and describe how a perceived lack of control

	<p>can affect health.</p> <ul style="list-style-type: none"> • Discuss the links among basic outlook on life, social support, stress, and health. • Discuss the advantages of aerobic exercise as a technique for managing stress and fostering wellbeing. • Compare the benefits of biofeedback and relaxation training as stress management techniques, and discuss meditation as a relaxation technique. • Discuss the controversy over complementary and alternative medicine, and explain how it is best resolved through scientific research. • Discuss the correlation between religiosity and longevity, and offer some possible explanations for this link.
<p>CR10—Evidence of Curricular Requirement: The course provides instruction in personality.</p>	<p><u>Chapter 13: Personality</u></p> <ol style="list-style-type: none"> I. Introducing Personality II. The Psychoanalytic Perspective III. The Humanistic Perspective IV. The Trait Perspective V. The Social-Cognitive Perspective VI. Exploring the Self <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Define <i>personality</i>, and explain how Freud’s treatment of psychological disorders led to his study of the unconscious mind. • Describe Freud’s view of personality structure in terms of the id, ego, and superego. • Identify Freud’s psychosexual stages of development, and describe the effects of fixation on behavior. • Discuss how defense mechanisms serve to protect the individual from anxiety. • Contrast the views of the Neo-Freudian and psychodynamic theorists with Freud’s original theory. • Describe two projective tests used to assess personality, and discuss some criticisms of them. • Summarize psychology’s current assessment of Freud’s theory of psychoanalysis, including its portrayal of the unconscious. • Describe the humanistic perspective on personality in terms of Maslow’s focus on self actualization and Rogers’ emphasis on people’s potential for growth. • Explain how humanistic psychologists assessed personality, and discuss the major criticisms of the humanistic perspective on personality. • Discuss psychologists’ interest in personality types, and describe research efforts to identify fundamental personality traits. • Discuss the value of using personality inventories to assess traits, and identify the Big Five trait dimensions. • Summarize the person situation controversy, and explain its importance as a commentary on the trait perspective. • Describe the social cognitive perspective, and discuss the important consequences of personal control, learned helplessness, and optimism. • Explain why social cognitive researchers assess behavior in realistic situations, and state the major criticism of the social cognitive perspective. • Explain why psychology has generated so much research on the self, and discuss the importance of self-esteem to human wellbeing. • Discuss some evidence for self-serving bias, and contrast defensive and secure self-esteem.
<p>CR12—Evidence of Curricular Requirement: The course provides instruction in</p>	<p><u>Chapter 14: Psychological Disorders</u></p> <ol style="list-style-type: none"> I. Introducing Psychological Disorders II. Perspectives on Psychological Disorders III. Anxiety Disorders IV. Somatoform Disorders

<p>abnormal psychology.</p>	<p>V. Dissociative Disorders VI. Mood Disorders VII. Schizophrenia VIII. Personality Disorders IX. Rates of Psychological Disorders</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Identify the criteria for judging whether behavior is psychologically disordered, and discuss the controversy over the diagnosis of attention deficit hyperactivity disorder. • Contrast the medical model of psychological disorders with the biopsychosocial approach to disordered behavior. • Describe the goals and content of the DSM-IV-TR, and discuss the potential dangers and benefits of using diagnostic labels. • Define <i>anxiety disorders</i>, and contrast the symptoms of generalized anxiety disorder and panic disorder. • Explain how a phobia differs from the fears we all experience. • Describe the symptoms of obsessive-compulsive disorder. • Describe the symptoms of post-traumatic stress disorder, and discuss survivor resiliency. • Discuss the contributions of the learning and biological perspectives to our understanding of the development of anxiety disorders. • Describe somatoform disorders, and explain how the symptoms differ from other physical symptoms. • Describe the symptoms of dissociative disorders. • Define <i>dissociative identity disorder</i>, and discuss the controversy regarding its diagnosis. • Define <i>mood disorders</i>, and contrast major depressive disorder and bipolar disorder. • Explain the development of mood disorders, paying special attention to the biological and social cognitive perspectives. • Describe the symptoms of schizophrenia, and differentiate delusions and hallucinations. • Distinguish the five subtypes of schizophrenia, and contrast chronic and acute schizophrenia. • Outline some abnormal brain chemistry, functions, and structures associated with schizophrenia, and discuss the possible link between prenatal viral infections and schizophrenia. • Discuss the evidence for a genetic contribution to the development of schizophrenia, and describe some psychological factors that may be early warning signs of schizophrenia in children. • Contrast the three clusters of personality disorders, and describe the behaviors and brain activity associated with antisocial personality disorder. • Discuss the prevalence of psychological disorders, and summarize the findings on the link between poverty and serious psychological disorders.
<p>CR13—Evidence of Curricular Requirement: The course provides instruction in treatment of psychological disorders.</p>	<p><u>Chapter 15: Therapy</u></p> <p>I. Introducing Therapy II. The Psychological Therapies III. Evaluating Psychotherapies IV. The Biomedical Therapies V. Preventing Psychological Disorders</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Discuss how psychotherapy, biomedical therapy, and an eclectic approach to therapy differ. • Define <i>psychoanalysis</i>, and discuss the aims, methods, and criticisms of this form of therapy. • Contrast psychodynamic therapy and interpersonal therapy with traditional

	<p>psychoanalysis.</p> <ul style="list-style-type: none"> • Identify the basic characteristics of the humanistic therapies, and describe the specific goals and techniques of Carl Rogers’ client centered therapy. • Explain how the basic assumption of behavior therapy differs from those of traditional psychoanalytic and humanistic therapies, and describe the techniques used in exposure therapies and aversive conditioning. • State the main premise of therapy based on operant conditioning principles, and describe the views of proponents and critics of behavior modification. • Contrast cognitive therapy and cognitive behavior therapy, and give some examples of cognitive therapy for depression. • Discuss the rationale and benefits of group therapy, including family therapy. • Explain why clients and clinicians tend to overestimate the effectiveness of psychotherapy, and describe two phenomena that contribute to clients’ and clinicians’ misperceptions in this area. • Discuss some of the findings of outcome studies in judging the effectiveness of the psychotherapies, and describe which psychotherapies are most effective for specific disorders. • Evaluate the effectiveness of eye movement desensitization and reprocessing (EMDR) and light exposure therapies. • Describe the three benefits attributed to all psychotherapies. • Discuss the role of values and cultural differences in the therapeutic process, and identify some guidelines for selecting a therapist. • Define <i>psychopharmacology</i>, and explain how double-blind studies help researchers evaluate a drug’s effectiveness. • Describe the characteristics of antipsychotic, anti- anxiety, antidepressant, and mood stabilizing drugs, and discuss their use in treating psychological disorders. • Describe the use of brain stimulation techniques and psychosurgery in treating specific disorders. • Explain how therapeutic lifestyle change reflects the idea that humans are integrated biopsychosocial systems. • Explain the rationale of preventive mental health programs.
<p>CR14—Evidence of Curricular Requirement: The course provides instruction in social psychology.</p>	<p><u>Chapter 16: Social Psychology</u></p> <ol style="list-style-type: none"> I. Introducing Social Psychology II. Social Thinking III. Social Influence IV. Social Relations <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Describe the three main focuses of social psychology, and explain how the fundamental attribution error can affect our analysis of behavior. • Define <i>attitude</i>, and explain how attitudes and actions affect each other. • Describe the chameleon effect, and discuss Asch’s experiments on conformity, noting the difference between normative and informational social influence. • Describe Milgram’s experiments on obedience, and explain how the conformity and obedience studies can help us understand our susceptibility to social influence. • Describe conditions in which the presence of others is likely to result in social facilitation, social loafing, or deindividuation. • Discuss how group interaction can facilitate group polarization and groupthink, and identify the characteristic common to minority positions that successfully sway majorities. • Identify the three components of prejudice, and contrast overt and subtle forms of prejudice. • Discuss the social factors that contribute to prejudice, and explain how scapegoating illustrates the emotional component of prejudice.

	<ul style="list-style-type: none">• Cite four ways that cognitive processes help create and maintain prejudice.• Explain how psychology's definition of <i>aggression</i> differs from everyday usage, and describe various biological influences on aggression.• Outline psychological and social cultural triggers of aggression, noting the relationship between violent video games and aggressive behavior.• Describe the influence of proximity, physical attractiveness, and similarity on interpersonal attraction.• Describe the effect of physical arousal on passionate love, and identify two predictors of enduring companionate love.• Define <i>altruism</i>, and describe the steps in the decision-making process involved in bystander intervention.• Explain altruism from the perspectives of social exchange theory and social norms.• Explain how social traps and mirror image perceptions fuel social conflict, and discuss effective ways of encouraging peaceful cooperation and reducing conflict.
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