

# PSYCHOLOGY

**0.5 Credit**

**Semester**

**10, 11, 12**

**Course Description:** Psychology is the study of human behavior and the influences of the conscious and unconscious process on the shaping of personality, thought, learning, and behavior. Emphasis will be placed on developing an understanding of the basic principles of personality development, personality theories, and various measurement techniques. The course will also focus on the assessment of psychological disorders, learning, memory, intelligence, sensation and perception, and social psychology.

## UNIT 1: INTRODUCTION TO PSYCHOLOGY

**Time Line:** 4 days

**Wisconsin Standards:** E.12.1, E.12.14, E.12.16

### Unit Sub-Topics:

- A. Psychology: A Definition and Focus
- B. Psychology: Contemporary Perspectives
  1. Biological Approach
  2. Behavioral Approach
  3. Humanistic Approach
  4. Cognitive Approach
- C. Psychology as a Profession
  1. Careers in Psychology
  2. The APA
- D. Establishing Foundations for Scientific Research
  1. Survey
  2. Interviews
  3. Case Studies
  4. Longitudinal and Cross-Cultural Studies
  5. Interpretation of Psychological Testing Data

### Learner Outcomes:

- Develop a rationale for the study of psychology.
- Master the fundamentals of sound research techniques, including both researching and compiling data on topics of interest.
- Become aware of the professional and occupational possibilities in the field of psychology.

### Instructional Strategies:

Lecture  
Group activity  
Video  
Outside readings

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Personal assessment  
Current research  
Web of causation

**Suggested Activities/Resources:**

Discovering Psychology Video Series  
Scientific American Video Series  
Group activity – gather data and assess (observation)  
Discovery Channel Video Series  
Textbook, chapters 1 and 2  
APA resources  
NOVA videos

**Suggested Assessment:**

Individual topic quizzes  
Observation activity  
Final chapter test  
Written essay  
Evaluation and response  
Critical thinking  
Chapter study guide

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## **UNIT 2: BIOLOGICAL ROOTS OF HUMAN BEHAVIOR**

**Time Line:** 8 days

**Wisconsin Standards:** E.12.1, E.12.7, E.12.9 E.12.14

### **Unit Sub-Topics:**

- A. Central and Peripheral Nervous Systems
  - 1. Makeup of Neurons
  - 2. Synapses
  - 3. Neurotransmitters
- B. The Brain
  - 1. Parts of the Brain
  - 2. Brain Experiments
  - 3. Studying the Brain
- C. The Endocrine System
- D. Heredity
  - 1. Genes and Chromosomes
  - 2. Genetics and Behavior
  - 3. Identical and Fraternal Twins
  - 4. Selective Breeding

### **Learner Outcomes:**

- Summarize the research that helps explain how the brain's structure and function influence learning and behavior.
- Understand the link between heredity and the environment in the shaping of human behavior.

### **Instructional Strategies:**

Lecture  
Group activity  
Internet activity  
Current research  
Individual assessment/activities (right vs. left brain)  
Nature vs. nurture  
Outside readings

### **Suggested Activities/Resources:**

Textbook, chapter 6  
Newspaper/magazine articles on brain  
Brain Stormers Video  
Discovering Psychology Video Series  
Scientific American Video Series  
Discovery Channel Video Series  
APA resources  
NOVA  
Frontline Brain Video Series

### **Suggested Assessment:**

Classroom quizzes (book & other materials)

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Tests

Paper on nature vs. nurture

Written essay (evaluation & response)

Critical thinking skills

Video study guides

Chapter study guide

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## **UNIT 3: SENSATION AND PERCEPTION**

**Time Line:** 7 days

**Wisconsin Standards:** E.12.1, E.12.7, E.12.14

### **Unit Sub-Topics:**

- A. Sensory Process
- B. The Senses
  - 1. Vision
    - a. Light
    - b. Structure of the Eye
    - c. Color Blindness
    - e. Binocular Fusion
  - 2. Hearing
    - a. Structure of the Ear
    - b. Pitch and Intensity
  - 3. Touch
  - 4. Smell
  - 5. Taste
    - a. Receptors
    - b. Detectors
  - 6. Vestibular System
  - 7. Kinesthesia and Body Movement
- C. Perception
  - 1. Gestalt and Principles of Perceptual Organization
  - 2. Figure Ground Perception
  - 3. Perceptual Inferences
  - 4. Depth Perception
  - 5. Constancy
  - 6. Illusions
  - 7. Subliminal Perception
- D. ESP
  - 1. Clairvoyance
  - 2. Telepathy
  - 3. Precognition

### **Learner Outcomes:**

- Have a working knowledge of the sense organs and their basic functions.
- Outline and master the principles involved in perception.

### **Instructional Strategies:**

Lecture  
Group activity  
Videos  
Outside readings  
Current research  
Learning styles

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**Suggested Activities/Resources:**

Textbook, chapter 8

Outside readings

Discovering Psychology Video Series

Scientific American Video Series

APA resources

NOVA videos

**Suggested Assessment:**

Individual topic quizzes

Final chapter test

Written essay

Evaluation and response

Chapter study guide

Video guides

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## **UNIT 4: STATES OF CONSCIOUSNESS**

**Time Line:** 12 days

**Wisconsin Standards:** E.12.1, E.12.7, E.12.14, E.12.16

### **Unit Sub-Topics:**

#### A. States of Consciousness

1. Defining Consciousness and Unconsciousness
2. Chronobiology and Biological Clocks
3. Sleep and Dreams
  - a. Stages of Sleep
    - 1) REM Sleep
    - 2) NREM Sleep
    - 3) Delta Stage
  - b. Sleep Disorders
4. Psychology of Dreams
  - a. Dream Content
  - b. Nightmares and Night Terrors
  - c. Dream Symbols
  - d. Dream Theory
    - 1) Freud
    - 2) Adler
    - 3) Hall
    - 4) Cartwright
5. Hypnosis
6. Biofeedback
7. Meditation

#### B. Drugs

1. Psychoactive Drugs and Effects on Behavior
  - a. Hallucinogens
  - b. Opiates
  - c. Alcohol
2. Drug Treatment

### **Learner Outcomes:**

- Understand how the interpretation of dream content gives us a stronger insight into behavior and personality development.
- Describe various categories of drugs and their effects on human perception and behavior.

### **Instructional Strategies:**

Lecture

Group activity

Videos

Sleep & dream journals

Outside readings

Current research

Learning styles

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**Suggested Activities/Resources:**

Textbook, chapter 7

Outside readings

Discovering Psychology Video Series

Scientific American Video Series

Discovery Channel Dreams Video Series

Public service announcement/anti-drug activity

APA resources

NOVA videos

**Suggested Assessment:**

Individual topic quizzes

Final chapter test

Written essay

Evaluation and response

Chapter study guide

Video guides

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## **UNIT 5: LEARNING AND COGNITIVE PROCESS**

**Time Line:** 10 days

**Wisconsin Standards:** E.12.1, E.12.7, E.12.14

### **Unit Sub-Topics:**

- A. Types of Learning
  - 1. Classical Conditioning
    - a. Stimulus-Response
    - b. Conditioned Stimulus-Response
    - c. Unconditioned Stimulus-Response
    - d. Importance of Association
    - e. Application: Watson and Emotional Conditioning
  - 2. Operant Conditioning
    - a. Primary and Secondary Reinforcers
    - b. Positive and Negative Reinforcement
    - c. Generalization and Discrimination
    - d. Shaping and Chaining
    - e. Schedules of Reinforcement
      - 1) Variable and Fixed Ratios
      - 2) Variables and Fixed Intervals
  - 3. Social Learning
    - a. Observational Learning
- B. Memory and Retention
  - 1. Processing Information
    - a. Selective Attention
    - b. Feature Extraction
  - 2. Strong Information
    - a. Sensory Processes
    - b. Short-Term Memory
      - 1) Rehearsal
      - 2) Chunking
    - c. Long Term Memory
  - 3. Retrieving Information
    - a. Recognition
    - b. Recall
    - c. Forgetting
    - d. Improving Memory
      - 1) Elaboration
      - 2) Mnemonics
  - 4. Directing Memory and Retention
    - a. Images, Symbols, and Concepts
    - b. Strategies and sets
    - c. Utilizing Creativity
      - 1) Flexibility
      - 2) Recombination
      - 3) Insight
    - d. Application

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- 1) Photographic Memory
- 2) Eyewitness Testimony

**Learner Outcomes:**

- Describe the principles, techniques and applications of classical, operant and social learning theories.
- Understand and process information in order to improve memory and retention.
- Develop a working knowledge of the different types and theories relating to memory enhancement.
- Apply the principal learning theories and techniques to practical life experiences.

**Instructional Strategies:**

Lecture

Group activity

Videos

Outside readings

Individual activities (real life example)

Current research

**Suggested Activities/Resources:**

Textbook, chapters 9 and 10

Outside readings

Discovering Psychology Video Series

APA resources

NOVA videos

**Suggested Assessment:**

Individual topic quizzes

Final chapter test

Chapter study guide

Video guides

Observation activity

Internet activity

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## **UNIT 6: PERSONALITY THEORY AND TESTING**

**Time Line:** 8 days

**Wisconsin Standards:** E.12.1, E.12.7, E.12.14, E.12.15, E.12.16

### **Unit Sub-Topics:**

- A. Personality Theory
  - 1. Defining Personality
  - 2. Psychoanalytic Theories
    - a. Conscious and Unconscious Processes
    - b. The Id, Ego, and Superego
    - c. Defense Mechanisms
    - d. Freud's Impact on Personality Theory
    - e. Freud's Contemporaries: Jung and Adler
  - 3. Behavioral Theories
    - a. B.F. Skinner
    - b. Albert Bandura
  - 4. Humanist Theories
    - a. Albert Maslow
    - b. Carl Rogers
  - 5. Trait Theories
    - a. Gordon Allport
    - b. Raymond Cattell
    - c. Hans Eysenck
- B. Psychological Testing
  - 1. Components of Testing
    - a. Validity
    - b. Reliability
    - c. Climate
    - d. Norms
  - 2. Intelligence Testing
    - a. Developmental History
    - b. IQ Tests
  - 3. Measuring Abilities and Interests
    - a. Aptitude Tests
    - b. Achievement Tests
    - c. Interest Tests
  - 4. Personality Testing
    - a. Objective
      - 1) MMPI
      - 2) CPI
      - 3) Myers-Briggs test
    - b. Projective
      - 1) TAT
      - 2) Rorschach ink blot test

### **Learner Outcomes:**

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- Demonstrate mastery of the personality theories which give focus and clarification to personality development.
- Demonstrate knowledge of the testing mechanisms available to evaluate different personality types.
- Utilize the various testing mechanisms in compiling individual personality profiles.

**Instructional Strategies:**

Lecture

Group activity

Videos

Internet activities

Outside readings

Individual activities (real life example)

Current research

**Suggested Activities/Resources:**

Textbook, chapters 13 and 14

Outside readings

Written personality tests

Online personality tests

Discovering Psychology video series

APA resources

NOVA videos

**Suggested Assessment:**

Individual topic quizzes

Final chapter test

Chapter study guide

Video guides

Observation activity

Internet activity

Evaluation of personality tests

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## **UNIT 7: THE LIFE SPAN**

**Time Line:** 15 days

**Wisconsin Standards:** E.12.1, E.12.2, E.12.6, E.12.7, E.12.14, E.12.16

### **Unit Sub-Topics:**

#### A. Infancy and Childhood

1. Heredity and the Environment
2. Maturation Process
3. The Family and Child Development
  - a. Physical Development
  - b. Perceptual Development
  - c. Language Development
  - d. Factors that Affect Development
4. Developmental Theory
  - a. Piaget's Theory of Cognitive Development
  - b. Kohlberg's Theory of Moral Development
  - c. Freud's Theory of Psychosexual Development
  - d. Erikson's Theory of Psychosexual Development

#### B. Adolescence

1. Defining Adolescence
2. Physical Changes
  - a. Sexual Development
  - b. Rates of Maturation
3. Psychological Issues: Conformity and Identity
4. Cognitive and Moral Changes
5. Family Influence
6. Peer Pressure

#### C. Adulthood and Aging

1. Defining Adulthood
2. Late Adolescent/Early Adulthood
3. Midlife Transitions
4. Middle Adulthood
5. The Aging Process
  - a. Cellular Time Clocks
  - b. Mental Changes
  - c. Physical Changes
6. Concerns of the Elderly
  - a. Retirement
  - b. Isolation
  - c. Bereavement
  - d. Attitudinal stages
  - e. Death and Dying

#### D. Gender Differences

1. Male/Female Myths
2. Hormonal Impact on Behavior
3. Male-Female Differences
  - a. Childbearing and Rearing

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- b. Activity and Aggression
- 4. Intelligence
  - a. Spatial Skills
  - b. Mathematical Ability
  - c. Environmental Influences
- 5. Social Skills
  - a. Self-Confidence
  - b. Drive for Success
  - c. Maternal Instincts
  - d. Male Directed Positions

**Learner Outcomes:**

- Explain the development of personality in children, adolescents and adults.
- Explain and give examples of how the perception of gender differences is influenced by the environment, biological and genetic forces.
- Recognize the progressive development of the individual personality through life stages.

**Instructional Strategies:**

Lecture  
Group activity  
Videos  
Internet activities  
Outside readings  
Individual activities (real life example)  
Current research (genetics & family medical history)  
Individual project

**Suggested Activities/Resources:**

Textbook, chapters 3, 4 and 5  
Outside readings  
“Who Am I?” paper  
Maturation project  
Interview project  
Discovering Psychology Video Series  
APA resources  
NOVA videos  
Frontline Brain Series (Baby, Teen and Adult Brain)

**Suggested Assessment:**

Individual topic quizzes  
Final chapter test  
Chapter study guide  
Video guides  
Observation activity  
Written essay

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## **UNIT 8: MOTIVATION AND EMOTION**

**Time Line:** 6 days

**Wisconsin Standards:** E.12.1, E.12.2, E.12.6, E.12.7, E.12.14, E.12.15, E.12.16

### **Unit Sub-Topics:**

A. Background: Motives, Needs, Drives and Incentives

B. Theoretical Perspectives on Motivation

1. Instinct Theory
2. Drive-Reduction Theory
3. Humanistic Theory

C. Physiological Factors

1. Hunger
2. Thirst

D. Stimulus Motives

1. Sensory Stimulation and Activity
2. Exploration and Manipulation

E. Social Motives

1. Need for Achievement
2. Need for Affiliation
3. Need for Power

F. Emotion

1. Emotional Development
2. Expression of Emotions
3. Facial Feedback Hypothesis

G. Theories of Emotion

1. James Lange Theory
2. Cannon-Bard Theory
3. Theory of Cognitive Appraisal

H. Love: The Most Significant Emotion

1. Types of Love
2. Romantic Love
3. Love and Sexual Arousal

### **Learner Outcomes:**

- Analyze how motives and emotions govern our basic drives and needs.
- Explain how different types of motivation have an impact on the development of personal goals or the resolution of needs.
- Describe some of the different theories of emotion that have an influence on our response to situations within the environment.

### **Instructional Strategies:**

Lecture

Group work

Videos

Outside readings

Individual assessment/activity

Current research

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**Suggested Activities/Resources:**

Textbook, chapter 12

Outside readings

Discovering Psychology Video Series

APA resources

NOVA videos

Psychology Today article, "Face It"

**Suggested Assessment:**

Individual topic quizzes

Final chapter test

Chapter study guide

Video guides

Observation activity

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## **UNIT 9: STRESS**

**Time Line:** 6 days

**Wisconsin Standards:** E.12.1, E.12.7, E.12.14, E.12.15, E.12.16

### **Unit Sub-Topics:**

- A. Components of Stress
  - 1. Conflict Situations
    - a. Approach-Approach
    - b. Approach-Avoidance
    - c. Avoidance-Avoidance
    - d. Double Approach-Avoidance
  - 2. Environmental Stressors
    - a. Life Changes
    - b. Everyday Stressors
- B. Reactions to Stress
  - 1. Fight or Flight
  - 2. General Adaptation Syndrome
  - 3. Emotional and Cognitive Responses
    - a. Short Term: Anxiety, Anger and Fear
    - b. Long Term: Mental Illness
  - 4. Behavioral Reactions
    - a. Short Term: Nervous Habits
    - b. Long Term: Alcoholism, Chronic Unemployment and Suicide
  - 5. Physical Reactions
    - a. Psychosomatic Symptoms
      - 1. Short Term: Muscular Aches, Bowel Complications, Insomnia
      - 2. Long Term: Cancer, Cardiovascular Complications, Migraines
- C. Factors Influencing Reactions to Stress
  - 1. Personality
  - 2. Control over Stressors
  - 3. Social Support
- D. Coping Strategies
  - 1. Psychological
    - a. Cognitive Appraisal
  - 2. Physical
    - a. Using Drugs to Relieve Stressors
    - b. Developing Relaxation Techniques
  - 3. Behavioral Coping Strategies
    - a. Problem Solving Techniques
    - b. Exercise
    - c. Support Groups and Professional Help
    - d. Improving Interpersonal Skills

### **Learner Outcomes:**

- Understand the impact of stress on our lives.
- Recognize the sources of stress.
- Determine the physical and psychological reactions to stress-related conditions.

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- Utilize coping strategies to improve personal health and minimize stress.

**Instructional Strategies:**

Lecture

Group work

Videos

Outside readings

Individual assessment/activity

Current research

Web of causation

**Suggested Activities/Resources:**

Textbook, chapter 15

Outside readings

Discovering Psychology Video Series

APA resources

NOVA videos

Internet stress activity

Personal stress inventory

Traits of hardiness

**Suggested Assessment:**

Individual topic quizzes

Final chapter test

Chapter study guide

Video guides

Observation activity

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## **UNIT 10: PSYCHOLOGICAL DISORDERS**

**Time Line:** 10 days

**Wisconsin Standards:** E.12.1, E.12.2, E.12.4, E.12.6, E.12.7, E.12.14, E12.16

### **Unit Sub-Topics:**

- A. What is Abnormal Behavior?
- B. Classifying Abnormal Behavior (DMS Classification)
  - 1. Anxiety Disorders
    - a. Panic Disorders
    - b. Phobic Disorders
    - c. Generalized Anxiety Disorders
    - d. Obsessive Compulsive Disorders
    - e. Post Traumatic Stress Disorder
  - 2. Dissociative Disorders
    - a. Amnesia
    - b. Fugue
    - c. Dissociative Identity Disorder
    - d. Depersonalization/Existential
  - 3. Somatic Disorders
    - a. Conversion Disorder
    - b. Hypochondria
  - 4. Eating Disorders
    - a. Anorexia
    - b. Bulimia
  - 5. Mood Disorders
    - a. Depression
    - b. Bipolar Disorder
    - c. Suicide
  - 6. Schizophrenia
    - a. Factors
      - 1) Biochemical
      - 2) Neurological
      - 3) Genetic
      - 4) Environmental
    - b. Types
      - 1) Disorganized
      - 2) Catatonic
      - 3) Paranoid
    - c. Characteristics
  - 7. Autism
  - 8. The Anti-Social Personality
  - 9. Sexual Disorders
    - a. Transsexualism
    - b. Paraphilias
- C. Psychotherapy
  - 1. Background/History
  - 2. Psychodynamic Approach

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- a. Free Association
- b. Dream Analysis
- c. Transference
3. Humanistic Approach
  - a. Client Centered Therapy
  - b. TA Model
  - c. Gestalt
4. Cognitive Approach
  - a. Rational-Emotive
  - b. Cognitive
5. Behavioral Approach
  - a. Systemic Desensitization
  - b. Aversive Conditioning
  - c. Participant Modeling
  - d. Operant Conditioning
  - e. Assertiveness Training
  - f. Self Control Techniques
6. Group Therapies
  - a. Encounter
  - b. Family
7. Organic/Biological Approach
  - a. Drug Therapy
  - b. Electroconvulsive
  - c. Psychosurgery
  - d. Holistic

**Learner Outcomes:**

- Demonstrate a good working knowledge of abnormality.
- Classify and describe different types of psychological disorders.
- Evaluate the types of therapy available in the treatment of psychological disorders.
- Take a critical stance on the issues involved in the treatment of mental disorders.

**Instructional Strategies:**

Lecture

Group work

Videos

Outside readings

Current research

Medical diagnostic/treatment

**Suggested Activities/Resources:**

Textbook, chapter 16 and 17

Outside readings

Discovering Psychology Video Series

APA resources

NOVA videos

Abnormal Behavior Project

“David’s Journey” video (CBS News)

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**Suggested Assessment:**

Individual topic quizzes

Final chapter test

Chapter study guide

Video guides

Abnormal behavior project

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## **UNIT 11: SOCIAL BEHAVIOR**

**Time Line:** 4 days

**Wisconsin Standards:** E.12.2, E.12.4, E.12.5, E.12.7, E.12.9, E.12.12

### **Unit Sub-Topics:**

- A. Need to Develop Personal Identity
  - 1. What Attracts Us to Others?
  - 2. Attribution Theory
  - 3. Kinesics
- B. How Others Shape Our Attitudes
  - 1. Interpersonal Attraction
  - 2. Social Influences
    - a. Obedience to Authority
    - b. Need for Conformity
- C. Persuasive Techniques
  - 1. Communicator
  - 2. Medium
  - 3. Message
  - 4. Audience
  - 5. Subliminal Advertising
- D. How We View Others
  - 1. Stereotypes
  - 2. Prejudice and Discrimination
  - 3. Scapegoating
- E. Dealing with Prejudice and Discrimination

### **Learner Outcomes:**

- Identify how our attraction to others as well as our personal self-image influences our personal identity.
- Demonstrate and understand how persuasive techniques (propaganda) and processes influence the shaping of attitudes.
- Examine the roots of prejudice, discrimination and scapegoating and analyze how they influence our relationships with and our perception of others.
- Provide evidence of how better human relation techniques can eliminate the social, racial and ethnic differences that tend to alienate people as well as inhibit positive relationships.

### **Instructional Strategies:**

Lecture  
Group work  
Videos  
Outside readings  
Current research

### **Suggested Activities/Resources:**

Textbook, chapters 18, 19 and 20  
Outside readings  
Discovering Psychology Video Series

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APA resources

NOVA videos

**Suggested Assessment:**

Individual topic quizzes

Final chapter test

Chapter study guide

Video guides