

# CP PSYCHOLOGY GUIDELINES AND SYLLABUS

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## PURPOSE:

The CP Psychology course is designed 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.

## COURSE OBJECTIVES:

- 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.
- Students will apply their skills of research. They will create psychological research projects, be able to interpret and generalize from results and evaluate the validity of research reports.
- Students will be able to apply psychological concepts to their own lives. They will be able to recognize principles when they are encountered in everyday situations.
- Students will continue to develop critical thinking skills. They will become aware of the danger of blindly accepting or rejecting any psychological theory without careful, objective evaluation.
- Students will build their reading, writing and discussion skills.

## Grading Policy:

Journal entries:	10%
Homework/Classwork/Quizzes:	20%
Projects:	30%
Chapter Tests:	40%

- **Journals:** Students will respond to a statement, topic or recent event that is written on the board daily. Students will be required to tell what they think about the topic and explain why. All entries are confidential except when the response includes statements about illegal activity, or that the student intends to injure themselves or others. The daily journals are to be kept separately from your class notes.
- **Quizzes:** Students should expect regular quizzes. The material for each chapter test is extensive. Quizzes will help students monitor progress as new material is introduced.

- **Chapter tests:** A major test will conclude each chapter; occasionally, two small or complimentary chapters will be combined.
- **Projects:** Students will have a project to complete during each nine week grading period. Each project will require students to apply the knowledge that has been covered in class as well as conduct additional research for the topic.

## QUESTIONS TO THINK ABOUT BEFORE WE BEGIN:

1. Why are you taking this class? Do you want to learn psychology?
2. What are your priorities and how much time will you need to devote to this class? This will depend on your strengths and weaknesses? A good "rule of thumb" is that you need to review and study all material we cover in class each day at home and read ahead to be prepared for the topics that we will cover in class the next day. Are you willing to make that kind of commitment?
3. Are you a strong reader? In terms of course assignments, nothing will occupy more of your time than reading and studying the text and your notes.

## WHAT CAN YOU DO TO HELP YOURSELF?

1. Don't miss class.
2. Don't be afraid to ask for help if you don't understand something.
3. Keep up!!!! Don't fall behind. Set a schedule and be disciplined enough to stick to it.
4. Take down complete, dated class notes and review them everyday.
5. LEARN the information. Don't just memorize. You will apply the information in psychology so you must understand what the terminology means.

## POLICIES AND PET PEEVES:

- Unless otherwise indicated, all written work must be written in bold pencil, blue or black ink or typed.
- I do not accept late assignments. They are due at the beginning of class. It is not fair to other students who are waiting for timely feedback on their work.
- Any assignment or test that is missed due to an absence must be made up no later than 2 weeks from the day of the absence.

## **COURSE OUTLINE:**

### **Methodology: (1 week)**

- Research Methods: Case study, survey, observation, experimentation
- Statistical Reasoning: measures of central tendency, measures of variation, correlation
- Ethics in Research: Human and animal subjects

### **Neuroscience and Behavior: (2 weeks)**

- Neural Communication: Neural and synaptic transmission, the influence of neurotransmitters

- Nervous System: Structure and functions
- The Brain: How the brain is studied, structure and functions, hemispheric specialization
- Endocrine System: structure and functions

#### **Developmental Psychology: (3 weeks)**

- Prenatal Development
- Infancy and Childhood: Physical, cognitive and social development
- Adolescence: Physical, cognitive and social development
- Adulthood: Physical, cognitive and social development
- Research Methods: Longitudinal and cross-sectional studies
- Heredity vs. Environment Issues
- Influential Theories: Piaget's cognitive stages of development, Erikson's social stages of development, Kohlberg's moral stages of development
- Dimensions of Development: self-concept

#### **Sensation and Perception: (1 ½ week)**

- Sensory Systems Structures and Functions: 5 senses and vestibular and kinesthetic
- Perception: attention, processing (Gestalt psychology, and depth perception cues), visual illusions

#### **States of Consciousness: (1 week)**

- Waking: Biological rhythms, daydreaming, circadian rhythm
- Sleep and Dreams: Stages of sleep (NREM and REM), content and function of dreams, dream theories, sleep disorders
- Hypnosis: behavior during hypnosis and the uses of hypnosis
- Psychoactive Drugs: Drug categories (depressants, stimulants and hallucinogens), the effects of drugs (physiological and psychological)

#### **Cognitive processes: (2 weeks)**

- Classical Conditioning, Operant Conditioning and Observational learning.
- Memory, Thinking and the components of language.
- Intelligence: Defining intelligence, history of intelligence testing (Binet, Terman, intelligence quotient, Spearman, Sternberg, Gardner's multiple intelligences, emotional intelligence)
- Extremes of Intelligence: Mental retardation and superior intelligence

#### **Personality: (1 week)**

- Psychodynamic Perspective: Freud, Jung, Adler and Horney
- Trait Perspective: Allport, Cattell, Eysenck, the five-factor model
- Humanistic Perspective: Rogers and Maslow
- Social-Cognitive Perspective: Bandura
- Personality tests: projective tests, MMPI and the Myers-Briggs)

#### **Psychological Disorders: (2 ½ weeks)**

- Criteria for behavior to be defined as abnormal
- Models: Medical and bio-psycho-social perspective
- Classifications: DSM-IV
- Anxiety Disorders: Generalized anxiety disorder, panic disorder, phobias, obsessive-compulsive disorder and post-traumatic stress disorder

- Dissociative Disorders: Dissociative amnesia, dissociative fugue and dissociative identity disorder
- Mood Disorders: Major depressive disorder, dysthymic disorder, seasonal affective disorder and bipolar
- Schizophrenia: Paranoid schizophrenia, disorganized schizophrenia, catatonic schizophrenia and undifferentiated schizophrenia
- Personality Disorders: Histrionic personality, narcissistic personality, borderline personality, antisocial personality
- Somatoform Disorders: Hypochondrias and conversion hysteria
- Possible Causes of Psychological Disorders: Biological and environmental

**Treatment of Psychological Disorders: (1 week)**

- Psychoanalysis: Goals and methods
- Humanistic Therapies: Goals and methods
- Behavior Therapies: Goals and methods
- Cognitive Therapies: Goals and methods
- Group and Family Therapy: Goals and methods
- Biomedical Therapies: Drug therapies (antipsychotic, antianxiety and antidepressant), ECT, psychosurgery

**Social Psychology: (1 ½ weeks)**

- Attitudes and Behavior: Fundamental attribution error, foot-in-the-door phenomenon, attitudes and actions, roles, cognitive dissonance
- Social Influence: Asch and conformity, Milgram and obedience, social facilitation social loafing, deindividuation, group polarization and groupthink
- Social Relations: prejudice, stereotypes, scapegoating, aggression, conflict, social traps, attraction, altruism, peacemaking

**SIGN THIS SECTION OF THE FORM INDICATING THAT YOU AND YOUR STUDENT HAVE BOTH READ AND UNDERSTAND THE GUIDELINES.**

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Parent signature

Date

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Student signature

Date