



Board/Authority Authorised Course Framework Template

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| School District/Independent School Authority Name | Kootenay Columbia |
| School District/Independent School Authority Number | SD #20 |
| Developed by | Kirsten Apel |
| Date Developed | February 2012 |
| School Name | Stanley Humphries S. S. |
| Principal's Name | Nathan Robinson |
| Superintendent Approval Date (for School Districts only) | *date required here* |
| Superintendent Signature (for School Districts only) | Greg Luterbach |
| Board/Authority Approval Date | |
| Board/Authority Chair Signature | Darrel Ganzert |
| Course Name | Psychology 12 |
| Grade Level of Course | 12 |
| Number of Course Credits | 4 |
| Number of Hours of Instruction | 105 |
| Prerequisite(s) | none |
| Special Training, Facilities or Equipment Required | |
| Course Synopsis | The scientific study of behaviour and mental processes. An overview of the norms, the abnormal and current therapies. |



Adapt the following categories according to the structure of the course. For example, the course may be organized into topics rather than units, or the learning outcomes may be grouped under suborganizers, with suborganizers grouped under curriculum organizers. This section of the template serves as a guide to ensure the course contains all required components.

Rationale

Organizational Structure: (units, topics, modules):

| Unit/Topic | Title | Time |
|------------|---------------------------------------|------|
| Unit 1 | Memory | 20 |
| Unit 2 | Intelligence, cognition, and language | 20 |
| Unit 3 | Development | 10 |
| Unit 4 | Motivation and emotion | 13 |
| Unit 5 | Social psychology | 18 |
| Unit 6 | Personality theory and assessment | 19 |
| Unit 7 | Psychological disorders | 18 |
| Unit 8 | Therapies | 7 |
| | Total Hours | 125 |

Unit/Topic/Module Descriptions

Unit 1: Memory

- Remembering:**
- Identify and define the three memory processes.
 - Define and explain the functioning of the Atkinson-Shiffrin model of memory.
 - Define and understand the types of long-term memory.
 - Explain how the levels-of-processing model accounts for memory.
 - Compare and contrast the three methods of measuring memory.

**The Nature of Remembering:**

Explain what is meant when memory is described as a reconstructive process.
Define and explain what schemas are and do.
Describe factors that can limit or enhance accuracy of eyewitness testimony.
Understand the strengths and weaknesses associated with hypnosis.

Factors influencing Retrieval:

Define and describe the serial position effect, including primacy and recency effects.
Explain how the environmental context impacts on retrieval.
Define state-dependent memory.

Biology and Memory:

Understand how exceptional cases of memory loss help us to understand memory processes and functioning.
Understand the role of the hippocampus, prefrontal lobe, and hormones for memory.
Define anterograde amnesia and long-term potentiation and explain their role in memory.

Forgetting:

Define and explain the seven causes of forgetting.

Improving Memory:

Identify and define four study habits that aid memory.
Compare the learning outcomes of overlearning, spaced versus massed practice, and active learning versus rereading.

Unit 2: Intelligence, Cognition, and Language**The Nature of Intelligence:**

Identify the factors underlying intelligence as defined by Spearman, Thurstone, and Guilford.
Contrast the differences among factors underlying intelligence.
Identify Gardner's and Sternberg's types of intelligences.

Measuring Intelligence:

List the different kinds of IQ tests.
Describe how intelligence is assessed by each test.
Explain what is required for a test to be a good measure of intelligence.

**The Range of Intelligence:**

Define and describe what is meant by norms and deviation scores.
Describe the outcomes of Terman's longitudinal study of Intelligence.
Define giftedness.
Define retardation and explain the implications for individuals at each level of developmental delays.

The IQ Controversy:

Understand the relative contributions of nature and nurture for IQ.
Describe and explain the Flynn effect on IQ.
Define heritability.

Emotional Intelligence:

Define and explain emotional intelligence.

Cognition:

Define cognition, imagery, concept, prototype, exemplars, and heuristics.
Compare trial and error versus algorithm methods for problem solving.
Explain means-end analysis and working backward.
Describe two barriers to problem solving.

Creativity:

Define creativity.
Explain the role of divergent thinking in creativity.

Language:

Define language and psycholinguistics.
Identify the elements of language.
Identify the progression of the development of language.
Explain how learning theory and the nativist position account for the acquisition of language.
Understand the similarities and differences between human and primate language.

Unit 3: Development**Developmental Psychology:**

Identify three key controversial issues in development psychology.
Understand how each of the two opposing views in each of the controversial issues explain development.
Compare and contrast the strengths and weaknesses of longitudinal and cross-sectional research designs.

**Heredity and Prenatal Development:**

- Explain how hereditary traits are transmitted.
- Define dominant and recessive genes and describe how they function.
- List the three stages of prenatal development and identify critical developments at each stage.
- Identify teratogens and explain their impact on development.

Physical Development and Learning:

- Map out the key physical changes in development from infancy to middle age.
- Describe the sensory perceptual abilities of infants.
- Explain how neonates learn.

The Cognitive Stages Development:

- Identify each of Piaget's stages.
- Explain the key cognitive achievements for each of Piaget's stages.
- Identify key changes in intellectual performance over the adult years.

Socialization and Social Relationships:

- Identify and describe each of Erikson's psychosocial stages.
- Explain what Harlow's studies revealed about maternal deprivation and attachment in infant monkeys.
- Describe the four types of attachment.
- Understand how each of the three styles of parenting impacts on child development.
- Define and describe adolescent egocentrism.
- Identify and explain each of Kohlberg's three levels of moral reasoning.

Special Concerns in Later Adulthood:

- Identify and describe the five stages Kübler-Ross proposed to explain the process of coming to terms with death and dying.
- Understand the process of bereavement.

Unit 4: Motivation and Emotion**Theories of Motivation:**

- Compare and contrast internal and external motivation.
- Identify and contrast the four main theories of motivation.
- Explain how stimulus motives and arousal affect behaviour and performance.
- Describe the effects of sensory deprivation.
- Describe Maslow's hierarchy of needs and explain how it connects to motivation.

The Primary Drives: Describe and compare the two kinds of thirst.



Explain the role of the lateral and ventromedial hypothalamus in moderating hunger.

Describe the biologically driven internal hunger cues.

Describe the various types of external cues that influence hunger and explain how they function.

Describe how social and genetic factors contribute to weight.

Describe and contrast the fat-cell and set-point theories and contrast their main arguments.

Social Motives: Describe social motives and explain how they relate to motivation.

Explain how the need for achievement influences expectations and performance.

Describe the various characteristics of achievers.

The What and Why of Emotions:

Explain the connection between motivation and emotion.

Describe and contrast the physical, cognitive, and behavioural components of emotions and contrast how these components affect emotions.

Compare and contrast the four theories of emotion.

The Expression of Emotions:

Identify the basic emotions.

Describe the developmental process associated with emotional expression.

Describe display rules and explain how context and culture affect them.

Explain how emotions can serve as a form of communication.

Experiencing Emotions:

Explain the facial-feedback hypothesis.

Describe how facial expressions can affect emotions.

Compare and contrast passionate and companionate love.

Describe the six styles of love identified by John Allan Lee.

Describe Sternberg's triarchic theory of love and explain the various kinds of love that can emerge as a result of these components.

Unit 5: Social psychology

Social Perception: Describe the primacy effect.

Explain how our expectations of people can become self-fulfilling prophecies.



Describe and contrast situational and dispositional attributions.
Identify three attribution biases when we explain our own vs. other people's behaviour.

Attraction:

Describe the influence of proximity, reciprocal liking, and similarity on attraction.
Explain the halo effect.
Explain the matching hypothesis.
Identify four qualities both men and women across cultures look for in a mate.

Conformity, Obedience, and Compliance:

Describe and compare conformity and compliance.
Explain the findings of Asch's experiment on conformity.
Explain the findings of Milgram's experiment on obedience.
Describe three techniques used to gain compliance.

Group Influence:

Describe social facilitation
Explain the influence of audience effects and co-action effects on individual performance.
Identify factors that can lessen social loafing.
Explain group polarization and why it does not affect all group decisions.
Describe social roles.

Attitudes and Attitude Change:

Identify the three components of an attitude.
Describe ways that individuals try to reduce cognitive dissonance.
Identify four elements of persuasion.
Describe the influence of credibility, attractiveness, and likeability on persuasion.
Describe when fear-based appeals are most effective in persuading an audience.

Prejudice and Discrimination:

Describe the difference between prejudice and discrimination.
Describe the effects of in-group and out-group categorizations and their role in discrimination.
Explain prejudice according to social learning theory.
Identify reverse discrimination and describe its negative effects.
Explain when the contact hypothesis will work to reduce prejudice.

Prosocial Behaviour: Describe when the bystander effect is most likely to occur.
Provide two possible explanations for the bystander effect.



- Aggression:**
- Describe altruism.
 - Identify people who are more likely to receive help in an emergency.
 - Identify biological and social factors that can contribute to aggression.
 - Explain the frustration-aggression hypothesis.
 - Describe the practice of scapegoating.
 - Identify aversive events that have been related aggression.
 - Explain aggression according to social learning theory.

Unit 6: Personality Theory and Assessment

Sigmund Freud and Psychoanalysis:

- Describe the three levels of awareness in Freud's theory of consciousness.
- Explain the roles of the id, ego, and superego.
- Describe the role of defence mechanisms.
- Explain fixation.

The Neo-Freudians:

- Describe the three components of personality according to Jung.
- Explain archetypes in relation to the collective unconscious.
- Compare and contrast Adler's theory of personality with Freud's.
- Describe an inferiority complex.
- Identify factors that Horney believed help us to be psychologically healthy.

Trait Theories:

- Describe traits and trait theories of personality.
- Identify the three types of individual traits according to Allport.
- Describe surface and source traits, according to Catteli.
- Identify the two most important dimensions of personality according to Eysenck.
- Identify the "Big Five" of the five factor theory of personality.

Learning Theories and Personality:

- Explain the origins of abnormal behaviour from Skinner's behaviourist perspective.
- Compare and contrast the behaviourist and social-cognitive perspectives.
- Identify the components of reciprocal determinism and how they interact.
- Describe self-efficacy
- Describe and contrast internal locus of control and external locus of control.

Humanistic Personality Theories:

- Describe humanistic psychology.



- Identify the characteristics that self-actualizing people share.
Explain the emergence of the self-concept according to Rogers.
Describe conditions of worth and its role in our experience of stress and anxiety.
- Personality:** Describe behavioural genetics.
Describe the findings of twin studies related to the heritability of personality traits.
Describe and contrast the influence of the shared environment and the non-shared environment on personality traits.
- Personality Assessment:**
Identify the three major methods used in personality assessment.
Describe the use of observation, interviews, and rating scales in personality assessment.
- Unit 7: Psychological Disorders**
- What is Abnormal?:** Identify criteria for differentiating normal from abnormal behaviour.
Identify five current perspectives that attempt to explain the causes of psychological disorders.
Describe and contrast neurosis and psychosis.
- Anxiety Disorders:** Describe and contrast normal and abnormal anxiety.
Describe generalized anxiety disorder.
Identify the social and health consequences of panic disorder.
Identify and describe the characteristics of three categories of phobias.
Describe the obsessions and compulsions that characterize obsessive-compulsive disorder.
- Somatoform and Dissociative Disorders:**
Describe and contrast hypochondriasis and conversion disorder.
Describe dissociative disorders.
Compare and contrast dissociative amnesia and dissociative fugue.
Identify the symptoms and causes of dissociative identity disorder.
- Schizophrenia:** Describe the major positive symptoms of schizophrenia and contrast these with the negative symptoms.
Identify brain abnormalities that have been associated with schizophrenia.
Identify the four subtypes of schizophrenia.
Explain the cause of schizophrenia according to the diathesis-stress model.
- Mood Disorders:** Identify the symptoms that characterize major depressive disorder.
Contrast major depressive disorder and dysthymia.
Describe a major manic episode and its negative effects.



Explain the role of genetic inheritance and neurotransmitters in major depressive disorder.

Describe the distortions in thinking that characterize depression.

Other Psychological Disorders:

Describe personality disorders.

Identify the symptoms associated with borderline personality disorder.

Unit 8: Therapies

Insight Therapies:

Define psychotherapy and insight therapy.

Identify the four basic techniques of psychoanalysis and how they are used to help patients.

Explain similarities and differences among person-centred and Gestalt therapies.

Relationship Therapies:

Describe the characteristics that define relationship therapies.

Explain the differences between traditional and integrated behavioural couple therapies.

Understand the goals of family.

Identify the advantages of group therapy.

Behaviour Therapies:

Define behaviour modification.

Identify three operant-based behaviour modification techniques and explain how each changes behaviour.

Identify four therapies based on classical conditioning and explain how they are implemented.

Understand how modeling helps people overcome fears.

Cognitive Therapies: Define cognitive therapies.

Explain what is meant by the ABC's of rational-emotive therapy.

Describe how Beck's cognitive therapy can be used to assist people with depression and anxiety disorders.

Identify the key components of cognitive-behavioural therapy.

Eye Movement Desensitization and Reprocessing (EMDR):

Identify what the letters in EMDR represent.

Explain how EMDR works.



The Biological Therapies:

- Identify for which disorders certain drugs are used.
- Explain how certain drugs function.
- Explain how electroconvulsive therapy (ECT) is used as a therapy.
- Define psychosurgery and the disorders it is used to treat.

Therapies and Therapists:

- Compare the strengths and weaknesses for each therapy.
- Compare the training and skills that psychologists and psychiatrists offer for clients.
- Understand how culture and gender can impact on the effectiveness of therapy.

Instructional Components

- Research/inquiry projects
- Student presentation
- Pair and share
- Direct Instruction
- Small group discussions
- Video analysis
- Text resources

Assessment Components

- Formal test and quizzes
- Rubrics
- Self and peer assessments
- Project presentations

Learning Resources

- Textbook: *The World of Psychology* (sixth Canadian edition, 2011) by Samuel E. Wood et al.
- CD lectures: *The Neuroscience of Everyday Life* by Professor Sam Wang (2010)
 - Understanding the Brain* by Professor Jeanette Norden (2007)
- Supplementary books: *Biological Psychology* by James W. Kalat (2011)
 - Psychology First Canadian Editions* by David G. Myers (2011)
 - Think Smart* by Richard Restak (2009)
 - Moonwalking with Einstein* by Joshua Foer (2011)
 - The Brain that Changes itself* by Norman Doidge (2007)
 - See What I'm Saying* by Lawrence D. Rosenblum (2010)
 - Stroke of Insight* by Jill Bolte Taylor (2007)



Additional Information

Wherever possible up to date video clips and articles.