Psychology Objectives

Unit One
Students will demonstrate an understanding of the evolution of psychology and the importance of the scientific method.

Students will demonstrate an understanding of the origins of psychology and the key individuals who were instrumental in shaping modern psychology.
  • Define psychology and trace its historical development.
  • Explain the role Wilhelm Wundt played in the development of psychology.
  • Understand the lack of ethnic and gender diversity in early psychology.
  • Identify major subfields and career opportunities related to psychology.

Students will demonstrate an understanding of research strategies used by psychologists to explore behaviors and mental processes.
  • Explain the steps in the scientific method.
  • Understand the significance of sampling and random assignment.
  • Express an understanding of the primary psychological research methods used to collect data.
  • Describe the elements of an experiment.
  • Calculate the mean, median and mode for a set of data.

Students will demonstrate an understanding that ethical issues in research with humans and other animals are important to psychologists.
  • Acknowledge the importance of adhering to APA and government ethical standards and procedures for working with humans and animals.
  • Express and understanding of the four ethical principles the guide all research on humans.
  • Explain the use and value of humans and other animals in behavioral research, including their ethical treatment.

Unit Two
Students will demonstrate an understanding of the parts of the brain, their functions, and the relationship between biology and psychology.

Students will demonstrate an understanding of a structure of a neuron with an emphasis on how neurons communicate with each other.
  • Identify parts and functions of the neuron.
  • Explain how neural information is transmitted.
  • Examine the role of neurotransmitters in neural communication.

Students will demonstrate an understanding of the brain structures and their functions.
  • Identify the structures of major brain regions and their functions by using diagrams.
  • Express an understanding of the functions of the frontal, parietal, occipital, and temporal lobes of the cerebral cortex
  • Explore how the left and right hemisphere influence brain functioning.

Students will demonstrate an understanding of how brain functioning is altered because of injury.
  • Describe the changes that can occur when there is damage to specific regions of the brain.
• Express an understanding on the split brain research and discuss what it reveals regarding normal brain functioning.
• Explain how plasticity is the brain’s capacity for modification following damage (especially in children).

**Students will demonstrate an understanding of how our body deals with stress.**
• Identify common sources of stress.
• Discuss the nature of stress and its relationship to illness.
• Identify effective stress management techniques.
• List the major stressors in the life of an adolescent.

**Unit Three**
Students will demonstrate an understanding of the cognitive processes and their role in defining ourselves.

**Students will demonstrate an understanding of the characteristics of learning.**
• Describe the principles and processes involved in both classical conditioning and operant conditioning.
• Discuss the significance of the study of Baby Albert.
• Explain the advantages and disadvantages of reinforcement and punishment on behavior.

**Students will be able to demonstrate an understanding of how observational learning functions.**
• Investigate the findings of Albert Bandura on observational learning involving an inflatable “bobo” doll.
• Discuss how antisocial and prosocial behaviors can result from observational learning.
• Investigate the connection between violence in violence in media and violence in real life.

**Students will demonstrate an understanding of the impact of memory on human behavior, including the role of imagery in encoding, the importance of retrieval cues, and difficulties created by reconstructive memory processes.**
• Discuss how we encode, store and retrieve information
• Describe how we construct our memories.
• Present some strategies for improving memory.

**Unit Four**
Students will demonstrate an understanding of the concept of personality and psychological disorders.

**Students will demonstrate an understanding of personality as a characteristic pattern of thinking, feeling and acting.**
• Describe the psychoanalytic perspective on personality as defined by Sigmund Freud.
• Identify important contributors and their theories of personality.
• Distinguish between objective and projective techniques in personality assessment.

**Students will demonstrate an understanding of the criteria for judging whether behavior is psychologically disordered.**
• Describe the most prevalent disorders and examine their possible causes.
• Evaluate the aims of DSM-IV-TR, the drawbacks and advantages of labeling psychological disorders.
• Explain why psychopathology is a social as well as a personal matter.
Students will demonstrate an understanding of the major psychotherapies to treat psychological disorders.

- Describe major treatment orientations in therapy.
- Explain the difference between a psychiatrist and psychologist.
- Examine the legal and ethical issues posed in the treatment of psychological disorders.