

AP[®] Psychology: Syllabus 3

Syllabus 1058826v1



Scoring Components	Page(s)
SC1 The course provides instruction in history and approaches.	2
SC2 The course provides instruction in research methods used in psychological science, practice and ethics.	13
SC3 The course provides instruction in biological bases of behavior.	3
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SC14 The course provides instruction in abnormal psychology.	14
SC15 The course provides instruction in treatment of psychological disorders and ethics used in psychological practice.	16
SC16 The course provides instruction in social psychology.	2
SC17 As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.	2

Text

Myers, David G. *Psychology*, 10th ed. New York: Worth Publishers, 2011.

Course Plan—Section I

Week 1

History and Approaches [SC1]	
Day 1	Introduction to Psychology—History; The Breadth of Psychology [SC17] <i>Activity: What is and isn't psychology?—Identifying specialties in psychology</i>
Day 2	Psychological Perspectives <i>Activity: What do you believe?—Perspective points of view</i>
Day 3	Practice with Perspectives <i>Activity: Personal Habit—Why do I do that?—Influence or perspectives of explaining behavior</i>
Day 4	History of Psychology <i>Contributors: Wundt, Darwin, Hall, James, Freud, Watson</i>
Day 5	Assessment

SC1—The course provides instruction in history and approaches.

SC17—As relevant to each content area, the course provides instruction in empirically supported psychological facts, research findings, terminology, and associated phenomena, perspectives, and major figures.

Week 2

Social Psychology [SC16]	
Day 1	Attitudes: Formation and Change <i>From where did your attitudes come?—Discussion on advertising</i>
Day 2	Attributions: Types and Errors <i>Factors affecting attributions</i> <i>Identifying attributions—situations</i> <i>Errors and their affect on our behavior</i>
Day 3	Conformity: Asch and Influential Factors <i>Demo: Conformity to upperclassmen</i> <i>Observation: Break conformity and record reactions</i>
Day 4	Obedience: Milgram and Related Research <i>Video: Milgram experiment</i> <i>Class discussion—What would you do differently? What if the learner were female?</i>
Day 5	Group Influence <i>Short story: Shirley Jackson's The Lottery</i> • <i>Identifying presence of group influence</i>

SC16—The course provides instruction in social psychology.

Week 3

Day 1	Attraction and Love <i>Factors influencing love</i> <i>Cultural variation in attractiveness</i>
Day 2	Prosocial Behavior: Altruism and Peace <i>Research: Darley and Latane—"Kitty Genovese" and Bystander Effect</i> • <i>Methodology: purpose and limitations</i> <i>Perspectives on altruism</i> <i>Factors affecting altruism</i>

Day 3	Practice with Perspectives <i>Activity: Personal Habit—Why do I do that?—Influence or perspectives of explaining behavior</i>
Day 4	History of Psychology <i>Contributors: Wundt, Darwin, Hall, James, Freud, Watson</i>

Week 4

Day 1	Violence and Conflict <i>Video: The Brain Module #30</i> <i>Contact theory to reduce conflict and prejudice</i> • <i>Examples of contact theory at work</i>
Day 2	Culture and Behavior <i>Cultural differences and universals in social behavior</i>
Day 3	Assessment
Biological Bases of Behavior [SC3]	
Day 4	Hemisphere Specialization <i>Can we live with only half a brain?</i> <i>Left and right hemisphere asymmetry</i> • <i>Identifying left and right brain abilities</i> <i>Video: The Brain Module #4—Split Brain</i>
Day 5	The Cerebral Cortex: Lobes and Cortical Areas <i>Contributors: Broca, Wernicke, Fritsch and Hitzig, Penifield, Flourens, Gail</i> <i>Activity: the sensory homunculus—Are you sensitive?</i> • <i>Demonstrating different sensitivities on back vs. palm</i>

SC3—The course provides instruction in biological bases of behavior.

Week 5

Day 1	The Cerebral Cortex <i>Video: The Brain Module #3—Phineas Gage</i>
Day 2	Brain Structures and Functions <i>Label structures and function</i> <i>Application assignment—Where in the brain . . . ?</i>
Day 3	Brain Structures
Day 4	Understanding Brain Structure and Function <i>Imaging techniques: uses and limitations</i> <i>Sample scans and identification</i> • <i>Whole Brain Atlas</i>
Day 5	Assessment

Week 6

Day 1	The Nervous System <i>Contributors: Galvani, Muller, Cajal</i>
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Day 2	Basic Neuroanatomy <i>Label structures and functions</i> <i>Activity: “The Neuron Dance”</i> <ul style="list-style-type: none"> • <i>Demonstration of neural activity between types of neurons</i> • <i>Demonstration of threshold stimulation and action potential</i>
Day 3	Neurotransmitters and Their Influence <i>Neurotransmitter activity and effects on behavior</i> <ul style="list-style-type: none"> • <i>Agnostic vs. antagonistic neurochemicals</i> • <i>Involvement with illness/disorders</i>
Day 4	The Endocrine System and Influence on Behavior <i>Label structures and functions</i> <i>Hormone activity and effects on behavior</i>
Day 5	Assessment

Course Plan—Section II

Week 7

Day 1	The Issue of Nature and Nurture: Genes & Evolution <i>Focus on evolutionary psychology</i> <i>Contributors: Mendel, Darwin</i>
Day 2	Nature and Nurture: Behavior Genetics <i>How genetics work—dominant and recessive genes</i> <i>Genetic predispositions</i>
Day 3	The Importance of Twin Studies <i>What can we learn from twins?</i> <i>Research: Bouchard “Minnesota Twin Study”</i> <ul style="list-style-type: none"> • <i>Methodology: purpose and limitations—the roles of nature and nurture</i>
Day 4	Nature and Nurture: Environment <i>Effects of culture, family, society on behavior</i>
Day 5	Assessment

Week 8

Sensation and Perception [SC4 & SC5]	
Day 1	Sensation vs. Perception: Differences <i>Activity: optical illusions: Why don’t you see what I see?</i> <i>Differences in the processes</i>
Day 2	Sensory Thresholds and Adaptation <i>Different thresholds for each sensory modality</i> <i>Webster’s Law and the just noticeable difference</i> <i>Activity: subliminal messages—back masking</i> <ul style="list-style-type: none"> • <i>The role of top-down processing in perception</i>
Day 3	The Sense of Vision <i>Anatomy of the eye</i> <i>Activity: blind-spot location</i> <i>Activity: location of rods and cones</i>

SC4—The course provides instruction in sensation.

SC5—The course provides instruction in perception.

Day 4	Color Vision <i>Visible spectrum—additive and subtractive color</i> <i>Types of cones</i> <i>Colorblindness</i>
Day 5	Visual Perception Monocular and binocular cues <i>Activity: magazine pictures demonstrating monocular cues</i>

Week 9

Day 1	Visual Perception <i>Perceptual constancy</i> <i>Afterimage effect</i>
Day 2	Perceptual Interpretation
Day 3	The Sense of Hearing <i>Anatomy of the ear</i> <i>Noise and deafness</i>
Day 4	Attention <i>Activity: characteristics of a penny</i> <i>Selective attention</i> <i>Divided attention</i> <i>Video: Black t-shirts vs. white t-shirts basketball</i>
Day 5	The Sense of Touch and Pain <i>Video: The Mind—Girl with no pain receptors</i> <ul style="list-style-type: none"> • <i>What would life be like without pain?</i> <ul style="list-style-type: none"> • <i>The benefits of touch</i> • <i>Phantom limb sensations</i> • <i>The biological explanation</i>

Week 10

Day 1	Taste and Smell <i>Anatomy of the connection</i> <i>Activity: Are you a supertaster or a nontaster?</i> <ul style="list-style-type: none"> • <i>Characteristics of each type</i> • <i>Looking at our taste bud concentrations</i>
Day 2	The Other Senses: Kinesthetic and Vestibular <i>Reading: The Man Who Mistook His Wife for a Hat: The Disembodied Woman</i> <ul style="list-style-type: none"> • <i>Loss of proprioception</i> <i>Relationship between the senses</i> <i>Sensory synaesthesia</i>
Day 3	Assessment
States of Consciousness [SC6]	
Day 4	Circadian Rhythms <i>Questionnaire: Are you an owl or a lark?</i> <i>Biological Circadian Rhythms</i> <i>Video: The Brain—Sleep and Circadian Rhythms</i> <ul style="list-style-type: none"> • <i>Cave dweller effects of lack of time cues</i>

SC6—The course provides instruction in states of consciousness.

Day 5	<p>Stages of Sleep</p> <p><i>Variety of brain waves</i></p> <p><i>Time spent at each stage</i></p> <p><i>Biological difference between REM and NREM sleep</i></p>
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Week 11

Day 1	<p>Need for Sleep and Sleep Disorders</p> <p><i>Survey: sleep hygiene</i></p> <p><i>National Sleep Foundation statistics on sleep</i></p> <p><i>Disorders: symptoms, frequency, and treatment</i></p>
Day 2	<p>Dream Theory</p> <p><i>Psychoanalytic vs. Biological vs. Cognitive</i></p>
Day 3	<p>Hypnosis</p> <p><i>Activity: Barber Suggestibility Scale</i></p> <ul style="list-style-type: none"> • <i>How suggestible are you?</i> <p><i>How does hypnosis work?</i></p> <ul style="list-style-type: none"> • <i>Role theory, state theory, hidden observer</i> <p><i>Video: Discovering Psychology—hypnosis demo</i></p>
Day 4	<p>Drugs and Consciousness</p> <p><i>Research: Olds and the “pleasure centers”</i></p> <ul style="list-style-type: none"> • <i>Methodology: purpose and limitations</i> <p><i>Video segment: The Mind—addiction</i></p> <p><i>Drug categories and effects</i></p> <p><i>Other behaviors that are addictive</i></p> <ul style="list-style-type: none"> • <i>Gambling, shopping, eating</i>
Day 5	<p>Assessment</p>

Week 12

Developmental Psychology [SC11]	
Day 1	<p>Prenatal Development</p> <p><i>Patterns of development</i></p> <p><i>Teratogens</i></p> <ul style="list-style-type: none"> • <i>Role of the mother</i> • <i>Role of the father</i>
Day 2	<p>Infancy/Childhood: Physical Development Activity: Order of Skill Development in Infants</p> <p><i>Maturation and learning</i></p>
Day 3	<p>Infancy/Childhood: Cognitive Development, Piaget’s Sensorimotor Stage</p> <ul style="list-style-type: none"> • <i>Assimilation and accommodation</i> • <i>Object permanence</i> <p><i>Video: Discovering Psychology—infant object permanence</i></p> <p><i>Piaget’s preoperational stage</i></p> <ul style="list-style-type: none"> • <i>Egocentrism</i> <p><i>Piaget’s concrete-operational stage</i></p> <ul style="list-style-type: none"> • <i>Activity: field trip to elementary school</i> <p><i>Conservation tasks observation</i></p>

SC11—The course provides instruction in developmental psychology.

Day 4	<p>Infancy/Childhood: Social Development</p> <p><i>Research: Ainsworth “strange situation”</i></p> <ul style="list-style-type: none"> • <i>Methodology: purpose and limitations</i> <p><i>Attachment styles and parenting styles</i></p> <p><i>Research: Harlowe “contact comfort”</i></p> <ul style="list-style-type: none"> • <i>Methodology: purpose and limitations</i> <p><i>Stranger Anxiety and Separation Anxiety</i></p> <p><i>Erikson’s eight stages of man</i></p> <p><i>Kohlberg’s preconventional reasoning</i></p>
Day 5	<p>Infancy: Social Development</p> <p><i>Activity: show and tell</i></p> <ul style="list-style-type: none"> • <i>Bring in child’s toy or book. How does it help the child develop socially?</i> • <i>Student presentations</i>

Course Plan—Section III

Week 13

Day 1	Assessment
Day 2	<p>Gender</p> <p><i>Activity: John and Jane</i></p> <ul style="list-style-type: none"> • <i>Baby picture with gender attributes</i> • <i>Influences on gender and development</i>
Day 3	<p>Adolescence: Physical Development</p> <p><i>Puberty—early and late developers</i></p> <p><i>Eating disorders</i></p>
Day 4	<p>Adolescence: Cognitive Development</p> <p><i>Piaget’s formal operational stage</i></p> <p><i>Metacognition—Do you know how you think?</i></p>
Day 5	<p>Adolescence: Social Development</p> <p><i>Erikson’s identity formation</i></p> <p><i>Conformity: peers vs. parents</i></p>

Week 14

Day 1	Assessment
Day 2	<p>Gender</p> <p><i>Activity: John and Jane</i></p> <ul style="list-style-type: none"> • <i>Baby picture with gender attributes</i> • <i>Influences on gender and development</i>

Week 15

Day 1	<p>Adulthood: Cognitive Development</p> <p><i>Crystallized vs. fluid intelligence</i></p> <p><i>Maintaining a healthy brain</i></p> <p><i>Alzheimer’s disease</i></p>
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Day 2	Adulthood: Social Development <i>Video: A&E Biography: Sigmund Freud</i> • <i>Highlights major developments in Freud’s Psychoanalytic Theory</i>
Day 3	Assessment
Personality [SC12]	
Day 4	Psychoanalytic Perspective <i>Video: A&E Biography: Sigmund Freud</i> • <i>Highlights major developments in Freud’s Psychoanalytic Theory</i>
Day 5	Psychoanalytic Perspective • <i>Levels of unconsciousness</i> • <i>Psychosexual stages</i> • <i>Defense mechanisms</i>

SC12—The course provides instruction in personality.

Week 16

Day 1	Trait Perspective <i>Big 5 Theory of Personality</i> • <i>Is a personality stable or changeable?</i>
Day 2	Trait Perspective
Day 3	Humanistic Perspective • <i>Hierarchy of needs</i> • <i>Self-actualization</i>
Day 4	Humanistic Perspective <i>Contributor: Rogers</i> • <i>Unconditional positive regard</i> • <i>Ideal self</i> • <i>Client-centered therapy</i>
Day 5	Social-Cognitive Perspective <i>Bandura: reciprocal determinism</i> <i>Locus of control</i> <i>Seligman: learned helplessness</i>

Week 17

Day 1	Social-Cognitive Perspective
Day 2	Positive Psychology Issues <i>Focus of positive psychology</i> • <i>Positive subjective experiences</i> • <i>Optimism</i> • <i>Hope</i>
Day 3	Positive Psychology Issues
Day 4	Assessment
Day 5	Final Exam Review

Week 18

Week 1	Final Exams—Fall Semester
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Course Plan—Section IV

Week 1

Learning [SC7]	
Day 1	Classical Conditioning: Process <i>Contributors: Pavlov and Watson</i> <i>Components of classical conditioning</i> <i>Practice: identifying components</i> <i>Video: Discovering Psychology—Pavlov and classical conditioning</i>
Day 2	Classical Conditioning: Phenomena <i>Acquisition, discrimination, generalization, extinction, spontaneous recovery</i> <i>Practice: identifying components</i> <i>Video: Discovering Psychology—Watson and Little Albert</i> Discussion—food aversions and phenomena
Day 3	Evaluating Classical Conditioning <i>Limitations of the perspective</i>
Day 4	Operant Conditioning: Process <i>Shaping and the Skinner Box</i> <i>Activity: “Hot and Cold”—shaping student behavior</i> <i>Reinforcement and punishment</i> <i>Practice: identifying consequences</i> <i>Video: Discovering Psychology—Skinner on operant conditioning</i>

SC7—The course provides instruction in learning.

Week 2

Day 1	Schedules of Reinforcement <i>Schedules—fixed and variable</i> <i>Practice: identifying schedules</i>
Day 2	Evaluating Operant Conditioning <i>Article: Drawbacks of Reinforcement</i>
Day 3	Social/Observational Learning <i>Research: Bandura and modeling aggression</i> <ul style="list-style-type: none"> • <i>Methodology: purpose and limitations</i> <i>Process of social learning</i>
Day 4	Cognition and Learning Theory <i>Classical, operant, and social learning—How does thinking fit in?</i>
Day 5	Assessment

Week 3

Cognition [SC8]	
Day 1	<p>Memory Systems</p> <p><i>Atkinson and Schiffrin’s model of memory</i></p> <ul style="list-style-type: none"> • Sensory, short, long-term memory • Capacity and duration of information • Transfer of information among the system
Day 2	<p>Encoding Information</p> <p><i>The need for attention</i></p> <p><i>Modes of encoding: visual, auditory, semantic</i></p>
Day 3	<p>Encoding: Mnemonics</p> <p><i>What is a mnemonic?</i></p> <ul style="list-style-type: none"> • Examples of mnemonics <p><i>Video: Learning Tree—Improving Your Memory</i></p> <p><i>Practice: creating your own mnemonics</i></p>
Day 4	<p>Storage of Memories</p> <p><i>Deep vs. shallow processing</i></p> <p><i>Influence of context, mood, state of mind</i></p>
Day 5	<p>Biology of Memory</p> <p><i>Brain areas devoted to memory</i></p> <p><i>Neurochemicals and memory</i></p> <p><i>Video segment: The Mind “Search for Mind”—Clive Wearing</i></p> <ul style="list-style-type: none"> • Damage to brain leads to memory deficits

SC8—The course provides instruction in cognition.

Week 4

Day 1	<p>Retrieval Cues</p> <p><i>Recall and recognition memory</i></p> <p><i>Tip-of-the-tongue phenomenon</i></p> <p><i>Déjà vu</i></p>
Day 2	<p>Theories of Forgetting</p> <p><i>Interference, decay, retrieval failure</i></p>
Day 3	<p>Memory Error</p> <p><i>Activity: Telephone game</i></p> <ul style="list-style-type: none"> • What changes in the information? <p><i>The problem with reconstructive memory</i></p> <p><i>Research: Loftus and eyewitness testimony</i></p> <ul style="list-style-type: none"> • Wording effects and memory
Day 4	<p>Assessment</p>
Day 5	<p>Thinking: Concept Formation and Problem Solving</p> <p><i>Schemas</i></p> <p><i>Algorithms and heuristics</i></p> <p><i>Activity: Talk aloud while solving a problem</i></p> <ul style="list-style-type: none"> • Analyze your strategy

Week 5

Day 1	Decision Making <i>Belief perseverance and belief bias</i> <i>Mental set and functional fixedness</i> <i>Activity: create a phonograph</i>
Day 2	Language Structure and Acquisition <i>Components of language</i> <i>Early exposure vs. late exposure</i> <ul style="list-style-type: none"> • <i>Detecting language subtleties as infants</i> <i>Video: Nova: Secrets of the Wild Child—Genie</i>
Day 3	Theories of Language Development <i>Chomsky, Skinner, and Cognition</i> <ul style="list-style-type: none"> • <i>Nativist, behaviorist, cognitive theories</i>
Day 4	Animals and Cognition <i>Kohler: Insight learning</i> <ul style="list-style-type: none"> • <i>Sultan</i> <i>Communication with animals</i> <i>Do animals have language?</i> <ul style="list-style-type: none"> • <i>Koko</i>
Day 5	Assessment

Week 6

Testing and Individual Differences [SC13]	
Day 1	History of Intelligence Testing <i>Binet—Paris school children</i> <i>Terman and IQ</i> <i>Post–World War II testing</i> <i>Article: “Bias of IQ testing with immigrants”</i>
Day 2	Definitions of Intelligence <i>Activity: Sample Mensa questions</i> <ul style="list-style-type: none"> • <i>What are these questions measuring?</i> <i>General intelligence vs. multiple intelligence</i> <ul style="list-style-type: none"> • <i>Spearman, Gardner, Sternberg</i> <i>Emotional intelligence</i>
Day 3	The Biology of Intelligence <i>Brain size and brain function</i> <ul style="list-style-type: none"> • <i>Correlational research</i>
Day 4	Genetics, Environment, and Intelligence Influence of genes and schooling on intelligence—How much can we affect intelligence?
Day 5	Testing Intelligence <i>Achievement and aptitude tests</i> <i>Modern intelligence tests</i> <i>Reliability and validity issues</i> <i>The Flynn Effect</i> <i>Activity: creating an intelligence test for your pet</i>

SC13—The course provides instruction in testing and individual differences.

Course Plan—Section V

Week 7

Day 1	<p>Is Intelligence Stable?</p> <p><i>The range of intelligence</i></p> <p><i>Intelligence over time</i></p> <ul style="list-style-type: none"> • <i>Fluid and crystallized revisited</i> <p><i>Beliefs about intelligence and attributions</i></p>
Day 2	<p>Intelligence and Creativity</p> <p><i>Activity: Completing ambiguous figures</i></p> <ul style="list-style-type: none"> • <i>Which are more creative?</i> <p><i>Components of creativity</i></p> <p><i>Relationship between intelligence and creativity</i></p>
Day 3	<p>Ethnicity, Gender, and Intelligence</p> <p><i>Group differences in intelligence</i></p> <p><i>Group similarities in intelligence</i></p> <p><i>Sociocultural factors affecting intelligence</i></p> <ul style="list-style-type: none"> • <i>Influence on girls</i> • <i>Aronson’s stereotype threat</i>
Day 4	<p>Culture, Bias, and Intelligence</p> <p><i>Cultural differences in definition of intelligence</i></p> <p><i>The bias of intelligence tests</i></p>
Day 5	Assessment

Week 8

Motivation and Emotion [SC9 & SC10]	
Day 1	<p>Introducing Motivation</p> <p><i>What motivates you?—discussion</i></p> <p><i>Basic introduction to motivation theory</i></p>
Day 2	<p>Hunger as a Motive</p> <p><i>The biology of hunger</i></p> <p><i>Outside influences and hunger</i></p> <ul style="list-style-type: none"> • <i>Incentives, culture, social pressure</i> <p><i>Obesity</i></p>
Day 3	<p>Sexuality as a Motive</p> <p><i>Arousal as a motive</i></p> <ul style="list-style-type: none"> • <i>Factors affecting arousal</i> <p><i>Adolescent sexuality</i></p>
Day 4	<p>Belonging as a Motive</p> <p><i>Why do you belong to groups?—discussion</i></p> <p><i>Benefits of “others”</i></p> <ul style="list-style-type: none"> • <i>Influence on health and life span</i>
Day 5	<p>Achieving as a Motive</p> <p><i>What is one major goal in your life?</i></p> <p><i>Intrinsic and extrinsic motivation</i></p> <p><i>Leadership and motivation</i></p>

SC9—The course provides instruction in motivation.

SC10—The course provides instruction in emotion.

Week 9

Day 1	Assessment
Day 2	Basic Emotions <i>Ekman’s emotion faces</i> <ul style="list-style-type: none"> • Identify the emotion displayed • Cultural universals <i>When did you learn to display these emotions?</i>
Day 3	Psychology Fair <i>Field trip: Explaining psychological concepts to elementary school students</i> <ul style="list-style-type: none"> • 20 interactive booths, demonstrations, high school student presenters
Day 4	Emotion Theories <i>James-Lange, Canon-Bard, Schachter-Singer</i> <i>Practice: identify theory used in situations</i>
Day 5	Emotion as a Physiological Response <i>Activity: “Lie Detector” in mock “crime”</i> <ul style="list-style-type: none"> • Use of biofeedback monitor to determine arousal, lying

WEEK 10

Day 1	Stress and Illness <i>Effects on the immune system</i> <ul style="list-style-type: none"> • From colds to cancer <i>Type A and heart disease</i>
Day 2	Emotional Expression <i>Culture and expression—display rules</i> <i>Gender differences in emotional display</i>
Day 3	Assessment
Methods [SC2]	
Day 4	Psychological Research <i>Methodology: uses</i> <i>Practice: matching methodology to specific behavioral questions</i>
Day 5	Nonexperimental Methods <i>Observation, case study, surveys</i> <ul style="list-style-type: none"> • Strengths and limitations

SC2—The course provides instruction in research methods used in psychological science, practice and ethics.

Week 11

Day 1	Correlational Studies <i>What is a correlation?—uses and limitations</i> <ul style="list-style-type: none"> • Types of correlations • Strength of correlation <i>Scatterplots and relationships</i>
Day 2	Experimental Method <i>Uses and limitations</i> <i>Variables, controls, groupings</i>

Day 3	Control of Sources of Bias <i>Reducing participant bias</i> <i>Reducing researcher bias</i> <i>Reducing confounding variables</i> <i>Practice: identifying confounding variables</i>
Day 4	Research Design and Sampling <i>Activity: mazes and mirrors experiment</i> <ul style="list-style-type: none"> • <i>Identify components of an experiment</i> • <i>Identify design weaknesses</i> <i>Population and samples</i> <i>Generalization and replication</i>
Day 5	Group Work—Research Design <i>Planning the research project</i> <ul style="list-style-type: none"> • <i>Fill out project proposal sheet</i>

Week 12

Day 1	Statistics <i>Types of data</i> <i>Descriptive</i> <ul style="list-style-type: none"> • <i>Measures of central tendency, standard deviation</i> • <i>Frequency graphs</i>
Day 2	Statistics <i>Inferential</i> <ul style="list-style-type: none"> • <i>Statistical significance</i> <i>Generalizability of results</i>
Day 3	Ethics in Research <i>Guidelines for use of animals</i> <i>Guidelines for use of humans</i> <i>The Internal Review Board (IRB)</i>
Day 4	Assessment
Day 5	Group Work—Consent Form Creation of consent form following stipulated ethical guidelines

Week 13

Abnormal Psychology [SC14]	
Day 1	What Is Abnormal Behavior? <i>Criteria of abnormal behavior</i> <i>Culture-bound syndromes</i> <i>The Diagnostic and Statistical Manual</i> <ul style="list-style-type: none"> • <i>Categories of disorders</i>
Day 2	Anxiety Disorders <i>Panic disorder, generalized anxiety disorder, phobias</i> <ul style="list-style-type: none"> • <i>Symptoms, causes</i> How do you know you have a phobia?

SC14—The course provides instruction in abnormal psychology.

Day 3	<p>Anxiety Disorders <i>Obsessive-compulsive disorder, posttraumatic stress disorder</i></p> <ul style="list-style-type: none"> • <i>Symptoms, causes</i> <p><i>Relationship between anxiety and mood disorders</i></p>
Day 4	<p>Mood Disorders <i>Major depression, dysthymia</i></p> <ul style="list-style-type: none"> • <i>Symptoms, causes</i> <p><i>Video: 20/20 Special Report on Depression</i></p>

Course Plan—Section VI

Week 14

Day 1	<p>Mood Disorders <i>Bipolar disorder</i></p> <ul style="list-style-type: none"> • <i>Symptoms and causes</i> <p><i>Seasonal affective disorder</i> <i>Postpartum Depression</i></p>
Day 2	<p>Dissociative Disorders <i>Amnesia, fugue, dissociative identity disorder</i></p> <ul style="list-style-type: none"> • <i>Symptoms, causes</i> <p><i>Video: The Brain—“Multiple Personalities”</i></p>
Day 3	<p>Schizophrenia <i>Symptoms and types</i></p> <p><i>Video: The Brain—“Schizophrenia”</i></p>
Day 4	<p>Schizophrenia <i>Video: The Brain—“Etiology of Schizophrenia”</i></p> <ul style="list-style-type: none"> • <i>Biological and genetic factors</i> • <i>Social factors</i>
Day 5	<p>Personality Disorders <i>Types, symptoms, and causes</i></p> <p><i>Practice: identifying characteristics of antisocial personality disorder</i></p> <ul style="list-style-type: none"> • <i>“Erika”</i>

Week 15

Day 1	<p>Disorder Prevalence and Culture <i>Do these disorders occur with the same frequency around the world?</i> <i>Cultural effects on definition of disorders</i> <i>Cultural effects on diagnosis of disorders</i></p> <ul style="list-style-type: none"> • <i>Cultural competency in training</i>
Day 2	<p>Assessment</p>
Day 3	<p>Group Experiment Run <i>Student groups use class time to run their experiments with participants</i></p>
Day 4	<p>Group Experiment Run</p>

Week 16

Treatment of Psychological Disorders [SC15]	
Day 1	History of Therapies <i>Early treatments</i> <i>Pictures of contraptions</i> <ul style="list-style-type: none"> • <i>Early beliefs</i> • <i>Innovators: Pinel and Dix</i>
Day 2	Psychoanalysis <i>Uncovering the unconscious</i> <ul style="list-style-type: none"> • <i>Transference</i> • <i>Free association</i> • <i>Hypnosis</i>
Day 3	Client-Centered Therapy <i>Providing unconditional positive regard</i> <ul style="list-style-type: none"> • <i>Active listening/paraphrasing</i>
Day 4	Behavior Therapies <i>Changing behavior</i> <ul style="list-style-type: none"> • <i>Systematic desensitization</i> • <i>Aversion therapy</i> • <i>Token economies</i> • <i>Virtual reality and exposure therapy</i>
Day 5	Cognitive and Group Therapies <i>Changing thinking</i> <ul style="list-style-type: none"> • <i>Cognitive therapy</i> • <i>Cognitive-behavioral therapy</i> • <i>Rational emotive therapy</i> The value of group therapies

SC15—The course provides instruction in treatment of psychological disorders and ethics used in psychological practice.

Week 17

Day 1	Biomedical Therapies <i>Drug therapy—effects on neurotransmitters</i> <i>Light therapy</i> <i>Brain surgery</i> <i>Electroconvulsive therapy</i>
Day 2	Evaluation and Effectiveness of Therapies <i>Practice: matching therapy with disorder</i> <i>Which is the best therapy?</i> <ul style="list-style-type: none"> • <i>A comparison</i> <i>Activity: Group skit demonstrating specific therapy</i>
Day 3	AP Psychology Exam, 1:00 p.m., Staff Development Building
Day 4	Group Work—Finalizing the Research Report
Day 5	Research Paper, Completion, Report on Findings <ul style="list-style-type: none"> • <i>What did you learn through your experiment?</i> PowerPoint presentations

Week 18

School-Administered Final Exams
