

## **COURSE OUTLINE**

### **Unit I: History, Approaches and Research Methods (Meyers, Prologue & Chapter 1)**

- A. Logic, Philosophy, and History of Science
- B. Approaches/Perspectives **[CR1]**
- C. Experimental, Correlation, and Clinical Research
- D. Statistics **[CR2]**
- E. Research Methods and Ethics **[CR16]**

#### *Objectives:*

- Define psychology and trace its historical development.
- Compare and contrast the psychological perspectives.
- Identify basic and applied research subfields of psychology.
- Identify basic elements of an experiment (variables, groups, sampling, population, etc.)
- Compare and contrast research methods (case, survey, naturalistic observation).
- Explain correlational studies.
- Describe the three measures of central tendency and measures of variation.
- Discuss the ethics of animal and human research.

### **Unit II: Biological Basis of Behavior [CR3] (Meyers, Chapter 2)**

- A. Physiological Techniques (e.g., imagining, surgical)
- B. Neuroanatomy
- C. Functional Organization of Nervous System
- D. Neural Transmission
- E. Endocrine System
- F. Genetics

#### *Objectives:*

- Describe the structure of a neuron and explain neural impulses.
- Describe neuron communication and discuss the impact of neurotransmitters.
- Classify and explain major divisions of the nervous system.
- Describe the functions of the brain structures (thalamus, cerebellum, limbic system, etc.)
- Identify the four lobes of the cerebral cortex and their functions.
- Discuss the association areas.
- Explain the split-brain studies.
- Describe the nature of the endocrine system and its interaction with the nervous system.

### **Unit III: States of Consciousness [CR5] (Meyers, Chapter 3)**

- A. Sleep and Dreaming
- B. Hypnosis
- C. Psychoactive Drug Effects

#### *Objectives:*

- Describe the cyclical nature and possible functions of sleep.

- Identify the major sleep disorders.
- Discuss the content and possible functions of dreams.
- Discuss hypnosis, noting the behavior of hypnotized people and claims regarding its uses.
- Discuss the nature of drug dependence.
- Chart names and effects of depressants, stimulants, and hallucinogenic drugs.
- Compare differences between NREM and REM.
- Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens. **[CR15]**

**Unit IV: Developmental Psychology [CR9] (Meyers, Chapters 4 & 5)**

- A. Life-Span Approach
- B. Research Methods
- C. Heredity-Environment Issues
- D. Developmental Theories
- E. Dimensions of Development
- F. Sex Roles, Sex Differences

*Objectives:*

- Discuss the course of prenatal development.
- Illustrate development changes in physical, social, and cognitive areas.
- Discuss the effect of body contact, familiarity, and responsive parenting on attachments.
- Describe the benefits of a secure attachment and the impact of parental neglect and separation as well as day care on childhood development.
- Describe the theories of Piaget, Erikson, and Kohlberg.
- Describe the early development of a self-concept.
- Distinguish between longitudinal and cross-sectional studies. **[CR15]**

**Unit V: Sensation & Perception [CR4] (Meyers, Chapter 6)**

- A. Thresholds
- B. Sensory Mechanisms
- C. Sensory Adaptation
- D. Attention
- E. Perceptual Processes

*Objectives:*

- Contrast the processes of sensation and perception.
- Distinguish between absolute and difference thresholds.
- Label a diagram of the parts of the eye and ear.
- Describe the operation of the sensory systems (five senses).
- Explain the Young-Helmholtz and opponent-process theories of color vision.
- Explain the place and frequency theories of pitch perception.
- Discuss Gestalt psychology's contribution to our understanding of perception.
- Discuss research on depth perception and cues. **[CR15]**

## **Unit VI: Learning [CR6] (Meyers, Chapter 7)**

- A. Classical Conditioning
- B. Operant Conditioning
- C. Cognitive Processes in Learning
- D. Biological Factors
- E. Social Learning (Observational Learning)

### *Objectives:*

- Describe the process of classical conditioning (Pavlov's experiments).
- Explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination.
- Describe the process of operant conditioning, including the procedure of shaping, as demonstrated by Skinner's experiments.
- Identify the different types of reinforcers and describe the schedules of reinforcement.
- Discuss the importance of cognitive processes and biological predispositions in conditioning.
- Discuss the effects of punishment on behavior.
- Describe the process of observational learning (Bandura's experiments).

## **Unit VII: Memory (Meyers, Chapter 8)**

- A. Memory

### *Objectives:*

- Describe memory in terms of information processing, and distinguish among sensory memory, short-term memory, and long-term memory.
- Distinguish between automatic and effortful processing.
- Explain the encoding process (including imagery, organization, etc.)
- Describe the capacity and duration of long-term memory.
- Distinguish between implicit and explicit memory.
- Describe the importance of retrieval cues.
- Discuss the effects of interference and motivated forgetting on retrieval.
- Describe the evidence for the constructive nature of memory.

## **Unit VIII: Thinking and Language (Meyers, Chapter 9)**

- A. Language
- B. Thinking
- C. Problem Solving and Creativity [CR7]

### *Objectives:*

- Describe the nature of concepts and the role of prototypes in concept formation.
- Discuss how we use trial and error, algorithms, heuristics, and insight to solve problems.
- Explain how the representativeness and availability heuristics influence our judgments.
- Describe the structure of language (phonemes, morphemes, grammar).
- Identify language developmental stages (babbling, one word, etc.).
- Explain how the nature-nurture debate is illustrated in the theories of language development.

- Discuss Whorf's linguistic relativity hypothesis.
- Describe the research on animal cognition and communication.

**Unit IX: Testing and Individual Differences [CR11] (Meyers, Chapter 10)**

- A. Standardization and Norms
- B. Reliability and Validity
- C. Types of Tests
- D. Ethics and Standards in Testing
- E. Intelligence
- F. Heredity/Environment and Intelligence
- G. Human Diversity

*Objectives:*

- Trace the origins of intelligence testing.
- Describe the nature of intelligence.
- Identify the factors associated with creativity.
- Distinguish between aptitude and achievement tests.
- Describe test standardization.
- Distinguish between the reliability and validity of intelligence tests.
- Describe the two extremes of the normal distribution of intelligence.
- Discuss evidence for both genetic and environmental influences on intelligence.
- Discuss whether intelligence tests are culturally biased.

**Unit X: Motivation and Emotion [CR8] (Meyers, Chapters 11 & 12)**

- A. Biological Bases
- B. Theories of Motivation
- C. Hunger, Thirst, Sex, and Pain
- D. Social Motives
- E. Theories of Emotion
- F. Stress

*Objectives:*

- Define motivation and identify motivational theories.
- Describe the physiological determinants of hunger.
- Discuss psychological and cultural influences on hunger.
- Define achievement, motivation, including intrinsic and extrinsic motivation.
- Identify the three theories of emotion (James-Lange, Cannon-Bard, Schachter-Singer).
- Describe the physiological changes that occur during emotional arousal.
- Discuss the catharsis hypothesis.
- Describe the biological response to stress.

**Unit XI: Personality [CR10] (Meyers, Chapter 13)**

- A. Personality Theories and Approaches
- B. Assessment Techniques

- C. Self-concept/Self-esteem
- D. Growth and Adjustment

*Objectives:*

- Describe personality structure in terms of the interactions of the id, ego, and superego.
- Explain how defense mechanisms protect the individual from anxiety.
- Describe the contributions of the neo-Freudians.
- Explain how personality inventories are used to assess traits.
- Describe the humanistic perspective on personality in terms of Maslow's focus on self-actualization and Rogers' emphasis on people's potential for growth.
- Describe the impact of individualism and collectivism on self-identity.
- Describe the social-cognitive perspective on personality.
- Discuss the consequences of personal control, learned helplessness, and optimism.

**Unit XII: Abnormal Psychology [CR12] (Meyers, Chapter 14)**

- A. Definitions of Abnormality
- B. Theories of Psychopathology
- C. Diagnosis of Psychopathology
- D. Anxiety Disorders
- E. Somatoform Disorders
- F. Mood Disorders
- G. Schizophrenic Disorders
- H. Organic Disorders
- I. Personality Disorders
- J. Dissociative Disorders

*Objectives:*

- Identify the criteria for judging whether behavior is psychologically disordered.
- Describe the medical model of psychological disorders.
- Describe the aims of DSM-IV, and discuss the potential dangers of diagnostic labels.
- Describe the symptoms of generalized anxiety disorder, phobias, obsessive-compulsive disorder, and posttraumatic stress disorder.
- Describe and explain the development of somatoform and mood disorders.
- Describe the various symptoms and types of schizophrenia.
- Describe the nature of organic and personality disorders.
- Describe the characteristics and possible causes of dissociative disorders.

**Unit XIII: Treatment of Psychological Disorders [CR13] (Meyers, Chapter 15)**

- A. Treatment Approaches
- B. Modes of Therapy (e.g., individual, group)
- C. Community and Preventive Approaches

*Objectives:*

- Discuss the aims and methods of psychoanalysis.
- Identify the basic characteristics of the humanistic therapies.
- Identify the basic assumptions of behavior therapy.

- Describe the assumptions and goals of the cognitive therapies.
- Discuss the benefits of group therapy and family therapy.
- Discuss the findings regarding the effectiveness of the psychotherapies.
- Discuss the role of values and cultural differences in the therapeutic process.
- Identify the common forms of drug therapy and the use of electroconvulsive therapy.

**Unit XIV: Social Psychology [CR14] (Meyers, Chapter 16)**

- A. Group Dynamics
- B. Attribution Process
- C. Interpersonal Perception
- D. Conformity, Compliance, Obedience
- E. Attitudes and Attitude Change
- F. Organizational Behavior
- G. Aggression/Antisocial Behavior

*Objectives:*

- Describe the importance of attribution in social behavior.
- Explain the effect of role-playing on attitudes in terms of cognitive dissonance theory.
- Discuss the results of Asch's experiment on conformity.
- Describe Milgram's controversial experiments on obedience.
- Discuss how group interaction can facilitate group polarization and groupthink.
- Describe the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, and gender prejudice and discrimination.
- Discuss the issues related to aggression and attraction.
- Explain altruistic behavior in terms of social exchange theory and social norms.