

Introduction to Psychology



Industry Sector: Education, Child Development and Family Services

Pathway: Education

Introduction to the facts and theories which seek to explain and understand human thought and behavior including such topics as personality, psychotherapy, learning, memory, interpersonal relationships, adjustment and biological influences. AA/AS GE, CSU, CSU GE, IGETC, UC

Last Revised: August 11, 2017

Program Information	CTE Certification Elements
<p>Industries / Pathways: Education, Child Development, and Family Services Industry: Education Pathway</p> <p>Grade Levels: 11, 12</p> <p>CSU/UC Approval: No</p> <p>Community College Course: Yes</p> <p>Pathway Sequence(s) That Include This Course:</p> <p>Education Pathway Course Sequence: Introduction to Health and Human Services Careers or Health Professions and Organizations First Aid, Emergency Response and CPR Career Explorations Education & Technology I Education & Technology II Education Internship (10th, 11th, 12th) <i>PSYC 120 Intro to Psychology</i> or COMM 103 Public Speaking</p>	<p>Course Level: Concentrator</p> <p>CALPADS Pathway: EDU - 132</p> <p>CALPADS Course Title: Intro to Psychology</p> <p>State Course ID: 7530</p> <p>Total Hours: 45</p> <p>Course Length: 1 Semester</p> <p>Local Course Number: PSYCH120</p> <p>Board Approval: Pending Board Action on 12/7/17</p> <p>Labor Market Demand: High</p> <p>Course Type: Career-Technical Preparation</p>

Student Learning Outcomes

By the end of this session students are expected to demonstrate knowledge in:

- The concepts and terms used in Introductory Psychology
- How information is obtained through research
- The different approaches to psychology
- The many different areas of study
- The relationship between brain and behavior

Standards

California's 2013 CTE Standards

1. CTE.ECDFS.KPAS.4.1 [Use electronic reference materials to gather information and produce products and services](#)
2. CTE.ECDFS.KPAS.4.2 [Employ Web-based communications responsibly and effectively to explore complex systems and issues.](#)
3. CTE.ECDFS.KPAS.4.3 [Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.](#)
4. CTE.ECDFS.KPAS.5.1 [Identify and ask significant questions that clarify various points of view to solve problems.](#)
5. CTE.ECDFS.KPAS.5.4 [Interpret information and draw conclusions, based on the best analysis, to make informed decisions](#)

Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects Reading

1. RST.9-10.3 (9th and 10th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.](#)
2. RST.11-12.3 (11th and 12th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.](#)
3. RST.9-10.9 (9th-10th) [Compare and contrast findings presented in a text to those from other sources \(including their own experiments\), noting when the findings support or contradict previous explanations or accounts.](#)

4. RST.11-12.9 (11th and 12th) [Synthesize information from a range of sources \(e.g., texts, experiments, simulations\) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.](#)

Writing

1. WHST.9-10.4, WHST.11-12.4 (9-10 & 11-12) [Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.](#)

Next Generation Science Standards

1. SEP.AID.AK.A [Apply concepts of statistics and probability \(including determining function fits to data, slope, intercept, and correlation coefficient for linear fits\) to scientific and engineering questions and problems, using digital tools when feasible.](#)
2. SEP.AID.AK.A [Analyze data using computational models in order to make valid and reliable scientific claims.](#)
3. SEP.SIUVM.S [Science investigations use diverse methods and do not always use the same set of procedures to obtain data.](#)

Units

Unit 1: Definition of Psychology

Description

Psychology is the study of the human mind and human behavior. This introductory course introduces students to using multi-step procedures when carrying out experiments. They will become more aware of vast and complex human behavior as well as the scientists and theories that supports it.

Key Topics/Activities

- History, Schools of Psychology, Approaches and Areas of Study
- Psychological Research, Methodology and Ethics
- Reflexes and Classical Conditioning
- Motivation (Eating, Sexuality and Achievement)
- Instrumental/ Operant Conditioning
- Punishment, Anxiety disorders and Phobias (CER and Two Factor Theory)

Key concepts will be assessed through written examination (multiple choice, short answer, and short constructed response (short essay.)

Unit 2: The Function of Memory

Description

Students will understand how a human remembers. They will understand the basic three steps of memory and how a human encodes, stores, and then retrieves a memory.

Key Topics/Activities

- Retention, Storage and Retrieval
- Content, Types of Memory
- Cognition and Language

Key concepts will be assessed through written examination (multiple choice, short answer, and short constructed response (short essay.) The essay will focus on a short case study of a patient with a memory disorder.

Unit 3: Social Psychology

Description

This unit will explore Social Schema which are the scripts' or expectations an individual forms about how things operate within their environment. A schema is a cognitive system which helps us organize and make sense of information. Social schemas are developed by individuals for the people in their social environment. They are adaptive because it helps us have expectations about a situation when some of the information is unknown. Cognitive Dissonance explores the mental discomfort (psychological stress) experienced by a person who simultaneously holds two or more contradictory beliefs, ideas, or values. How individuals respond to social schema and cognitive dissonance will also be presented.

Key Topics/Activities

- Social Schema and Cognitive Dissonance
- Conformity, Obedience to Authority, and Bystander Intervention

Key concepts will be assessed through written examination (multiple choice, short answer, and short constructed response (short essay.) The essay will consist of response to a profile of the Kitty Genovese case in which bystanders did not intervene.

Unit 4: Theories of Intelligence

Description

Different researchers have proposed a variety of theories to explain the nature of intelligence and development. This unit will explore the major theories of intelligence that have emerged. Developmental psychology deals with the behavior of organisms from conception to death and examines the processes that contribute to behavioral change throughout the life span. The major areas of emphasis in the course are prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood.

Key Topics/Activities

Intelligence, including nature v. nurture, and key theorists (e.g., Galton, Binet, Spearman, and Sternberg).

- culture influences the definition of intelligence
- historic and contemporary theories of intelligence (e.g., Charles Spearman, Howard Gardner, Robert Sternberg)
- Test design, including standardization strategies and other techniques to establish reliability and validity
- Interpret the meaning of scores in terms of the normal curve
- Describe relevant labels related to intelligence testing (e.g., gifted, intellectually disabled)
- Debate the appropriate testing practices, particularly in relation to culture-fair test uses

Key concepts will be assessed through written examination (multiple choice, short answer, and short constructed response (short essay).)

Unit 5: Sensation and Perception

Description

Everything that organisms know about the world is first encountered when stimuli in the environment activate sensory organs, initiating awareness of the external world. Perception involves the interpretation of the sensory inputs as a cognitive process.

Key Topics/Activities

- basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation
- sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses
- common sensory disorders (e.g., visual and hearing impairments)
- general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception)

Key concepts will be assessed through written examination (multiple choice, short answer, and short constructed response (short essay).)

Unit 6: Personality Development

Description:

Personality development refers to how the organized patterns of behavior that make up each person's unique personality emerge over time. Many factors go into influencing personality, including genetics, environment, parenting, and societal variables. Perhaps most importantly, it is the ongoing interaction of all of these influences that continues to shape personality over time.

Key Topics/Activities:

- Understand complexity of development and consistency of personality.
- Schools of thought associated with Freud, Erikson, Jung, Rogers, Maslow and Cognitive-Behavioral theory
- Explore relevant research findings and critical assessment of the validity and usefulness of the different theories.
- Examine major theories and approaches to explaining personality, including the following: psychoanalytic, humanistic, cognitive, trait, social cognition, and behavioral theories.
- Review various research methods, case studies and surveys, that psychologists use to investigate personality disorders and conditions.

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, short essay and short constructed response.

Unit 7: Psychological Disorders

Description:

A psychological disorder, is a pattern of behavioral or psychological symptoms that impact multiple life areas and create distress for the person experiencing these symptoms. This unit will explore the definition and classification of psychological disorders and provide a general overview of psychological disorders.

Key Topics/Activities:

- Define and classify psychological disorders
- Review and discuss psychological disorders
- Analyze the American Psychological Association Diagnostic and Statistical Manual of Mental Disorders (DSM-5) test.
- Explore testing and evaluation options for common psychological disorders

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, short essay and short constructed response.

Unit 8: Anatomy and Physiology of Psychology

Description:

Anatomy and physiology play an integral role in psychology and psychological disorders. This unit will explore how neurons, neurotransmitters, the Peripheral Nervous System and Central Nervous System affect psychology and behavior.

Key Topics/Activities:

- Neurons and Neurotransmitters (role in Schizophrenia and mood disorders)
- Peripheral Nervous System (PNS)
- Central Nervous System (CNA)
- Cellular structures (neurons and neuroglial support cells), organizational structures that allow for communication (e.g., axons, dendrites, synapses) and their functions (e.g., resting and action potentials).

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, short essay and short constructed response.

Unit 9: Consciousness

Description:

Consciousness is the awareness of one's own existence, sensations, thoughts, surroundings, etc. This unit will explore the topics of consciousness, meditation, sleep and dreams and altered consciousness.

Key Topics/Activities:

- Consciousness
- Meditation
- Sleep and dreams
- Altered consciousness (hypnosis, drugs and addiction)

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, short essay and short constructed response.