Unit 1: History and Approaches and Research Methods

1.1: Describe, compare, and contrast how different approaches to psychology explain behavior:
   a. psychoanalytic/psychodynamic, Gestalt, humanism and behaviorism as early approaches
   b. cognitive, biological, evolutionary, and social as more contemporary approaches

1.2: Distinguish the different careers in psychology (clinical, counseling, developmental, educational, experimental, human factors, industrial-organizational, personality, and psychometric)

1.3: Trace the growth of psychology with specific attention to structuralism and functionalism in the early years.

1.4: Identify major historical figures in psychology

2.1: Differentiate types of research with regard to purpose, strengths, and weaknesses
   - Descriptive Research: Case Studies, Naturalistic Observation and Surveys
   - Correlational Research
   - Experimental Research

2.2: Describe descriptive research studies taking into account random sampling, wording-effect and applicable biases.

2.3: Describe a correlational research study taking into account operational definitions, random sampling, correlational coefficient, and scatter-plots.

2.4: Describe experimental research design taking into account operational definitions, independent/dependent variables, confounding variables, control/experimental groups, random assignment of participants, single/double blind procedures, demand characteristics, and applicable biases.

2.5: Apply basic statistical concepts to explain research findings
   - Descriptive Statistics: Central Tendency (mean, median, mode, skewed distributions) Variance (range, standard deviation, and normal distributions)

2.6: Identify the APA ethical guidelines and identify how they inform and constrain research practices.
**Unit 3: Biological Bases of Behavior**

3.1: Identify the basic parts of the neuron (dendrites, cell body, axon, terminal buttons, synaptic vesicles, and receptor sites.)

3.2: Describe the electric process of neural firing (ions, resting potential, action potential, threshold of excitation, all-or- none law, sub-threshold excitations, absolute refractory period, relative refractory period.)

3.3: Describe the chemical process of transmitting a signal between neurons with specific reference to the synapse (synaptic vesicles and receptor sites), neurotransmitters (excitatory and inhibitory), drugs (agonists and antagonists) and reuptake.

3.4: Describe the function and disorders related to key neurotransmitters (serotonin, dopamine, endorphins, acetylcholine, GABA, and norepinephrine.)

3.5: Describe the subdivisions and functions of the nervous system

3.6: Detail historic and contemporary research strategies and technologies that support research (case studies like Phineas Gage, split-brain research, sleep research (EEGs), structural imaging (CAT Scans and MRIs), and functional imaging (PET scans and fMRIs).

3.7: Identify key glands of the endocrine system and describe their effects on behavior

3.8: Explain how heredity and environment work together to shape behavior with specific attention to hereditability and gene-environment interaction.

3.9: Explain key behaviors that evolutionary psychologists believe exist because of their adaptive value.
Unit 4: Sensation and Perception

4.1: Discuss basic principles of sensation/bottom up processing with specific attention to sensory transduction, absolute threshold, difference threshold (Weber's Law), signal detection, and sensory adaptation.

4.2: Describe the sensory process of vision including the specific nature of energy transduction (rods and cones and the trichromatic theory of color vision), relevant anatomical structures (cornea, pupil, iris, lens, retina, optic nerve, blind spot and fovea) and specialized pathways in the brain (opponent process theory of color vision and the occipital lobe).

4.3: Describe the other sensory processes (e.g., hearing, touch, taste, smell, vestibular, kinesthesis, pain), including the specific nature of energy transduction (Frequency Theory, Place Theory, Volley Principle, Gate Control Theory) relevant anatomical structures, and specialized pathways in the brain for each of the senses.

4.4: Explain common sensory disorders (e.g., visual and hearing impairments).

4.5: Describe general principles of perception/ top down processing (organizing and integrating sensation) that promote stable awareness of the external world with specific attention to the Gestalt principles of figure/ground, closure, proximity, connectedness, similarity and the mono and binocular cues for depth perception)

4.6: Discuss how experience, context and culture can influence perceptual processes with specific attention to perceptual set, illusions, change blindness, and selective attention.
Unit 5: States of Consciousness

5.1: Describe various states of consciousness and their impact on behavior.

5.2: Discuss aspects of sleep and dreaming:
— stages, characteristics of the sleep cycle and circadian rhythms.
— theories of sleep and dreaming (activation synthesis, information processing, cognitive theory, and psychodynamic)
— symptoms and treatments of sleep disorders (sleep apnea and narcolepsy)

5.3: Explain hypnotic phenomena (suggestibility, dissociation, actor-observer effect) and describe historic and contemporary uses of hypnosis (pain control, addiction and psychotherapy)

5.4: Identify the major psychoactive drug categories (depressants, stimulants and hallucinogens) and classify specific drugs, including their psychological and physiological effects.

5.5: Discuss drug dependence, addiction, tolerance, and withdrawal.
Unit 6: Learning

6.1: Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.

6.2: Describe basic classical conditioning phenomena with specific attention to unconditioned stimulus, unconditioned response, neutral stimulus, pairing, acquisition, conditioned stimulus, conditioned response, extinction, spontaneous recovery, generalization, discrimination, contingency, and higher-order learning.

6.3: Predict the effects of operant conditioning with specific attention to (primary, secondary, immediate, or delayed) positive/negative reinforcement and punishment.

6.4: Predict how practice, shaping through successive approximations, schedules of reinforcement (continuous, fixed ratio, variable ration, fixed interval, variable interval), motivation (intrinsic and extrinsic), contingency, and time influence the quality of learning.

6.5: Describe the essential characteristics of insight learning, latent learning, and observational learning (vicarious learning, live model, and virtual model)

6.6: Apply learning principles to explain phobias, taste aversion, superstitious behavior, learned helplessness, and biofeedback.
Unit 7 Part I: Memory

7.1: Describe the information processing model of memory with specific attention to the following steps:
- Encoding: external stimuli, sensory registers, selective attention, reticular formation, short-term memory
- Storage: long-term memory, explicit memory (semantic and episodic memories) and implicit memories (emotional and procedural memories)
- Retrieval

7.2: Outline principles that help improve memory functioning at each stage:
encoding - attention, chunking, serial positioning effect, deep versus shallow processing, and rote rehearsal
storage - decay theory, elaborative rehearsal, spacing effect, method of loci, and link method
retrieval - retroactive interference, proactive interference

7.3: Describe the physiological systems of memory with specific attention to long-term potentiation and the brain regions where memories are stored.

7.4: Describe special topics in memory with specific attention to eidetic memories, and eye-witness testimony.

Unit 7 Part II: Cognition

7.1: Define cognition and identify how the following interact to form our cognitive life: schemata/concepts, prototypes, assimilation, accommodation, effortful processing, and unconscious processing.

7.2: Identify problem-solving techniques (algorithms and heuristics) as well as factors that influence their effectiveness (problem representation, mental set and functional fixedness).

7.3: Identify decision making techniques (compensatory models, representativeness heuristics, and availability heuristics) as well as factors that influence decision making (overconfidence, confirmation bias, belief bias, belief perseverance, and hindsight bias)

7.4: List the characteristics, stages, and ways to foster creative thought.

7.5: Synthesize how biological, cognitive, and cultural (linguistic determinism) factors converge to facilitate the acquisition (critical periods, Universal Inborn Grammar, and Victor/Genie) development (One-word stage, telegraphic speech) and use of language (phonemes, morphemes, syntax and semantics).
Unit 8: Motivation and Emotion

8.1: Identify and apply basic motivational concepts to understand behavior with specific attention to instincts for animals, biological factors like needs, drives, and homeostasis, and operant conditioning factors like incentives, and intrinsic versus extrinsic motivators.

8.2: Compare and contrast the motivational theories of drive reduction theory, arousal theory, and Maslow’s hierarchy of needs detailing the strengths and weaknesses of each.

8.3: Describe classic research findings in specific motivation systems (e.g., eating, sex, social).

8.4: Apply the motivational theories to describe human drives for contact, aggression, achievement, and affiliation.

8.5: Discuss sources of stress (conflicts, frustration, etc.), measures of stress, and theories of stress (general adaptation theory).

8.6: Identify the effects of stress on psychological/physical well-being and how to cope with stress.


8.8: Describe how emotions are expressed and how cultural influences shape emotional expression.
Unit 9: Developmental Psychology

9.1: Detail how psychologists study development including longitudinal studies, cross-sectional studies, and autobiographical studies.

9.2: Explain the process of conception, gestation (zygote, embryo, and fetus), factors that influence fetal development (teratogens and Fetal Alcohol Syndrome), and the maturation of motor skills.

9.3: Explain the maturation of cognitive abilities according to Piaget with specific attention to object permanence in the sensorimotor stage, magical thinking, theory of mind, and the lack of conservation and reversible thinking in the preoperational stage, overcoming the limitations of the preoperational stage in the concrete operational stage, and the development of abstract reasoning in the formal operational stage.

9.4: Explain the maturation of cognitive abilities according to Vygotsky with specific attention to zones of proximal development and compare this viewpoint to Piaget.

9.5: Explain Erikson’s social development paying specific attention to the crisis in each stage and the virtue gained from each stage.

9.6: Describe the influence of temperament, attachment, and parenting styles (permissive indulgence, permissive indifferent, authoritarian, authoritative).

9.7: Compare and contrast Kohlberg and Gilligan’s models of moral development.

9.8: Describe how sex and gender influence socialization and other aspects of development.

9.9: Discuss maturational challenges in adolescence and the formation of identity (foreclosure, diffusion and moratorium).

9.10: Predict the physical and cognitive changes that emerge as people age.
Unit 10: Personality

10.1: Describe Freud’s Triarchic Theory of personality (id, ego and superego) with specific attention to the role of the unconscious, wish-fulfillment, ego ideal, and defense mechanisms and identify how personality develops through the psychosexual stages (oral, anal, phallic, latency and genital).

10.2: Compare and contrast Freud’s psychodynamic theories to the theories of the other NeoFreudians (Jung and the collective unconscious, Adler and the inferiority complex, Horney and anxiety).

10.3: Compare and contrast the Humanistic personality theories to those of the psychoanalytic theorists with specific attention to Roger’s self-actualizing tendency and unconditional positive regard and Maslow’s self-actualization.

10.4: Compare and contrast the psychoanalytic, humanistic and Cognitive-Social Learning Theory with specific attention to Bandura’s expectancies, performance standards, self-efficacy, locus of control, and learned helplessness.

10.5: Describe the trait theory of personality with specific attention to the Big Five traits of openness, conscientiousness, extroversion, agreeableness, and neuroticism.

10.6: Identify frequently used assessment strategies such as objective tests like the Minnesota Multiphasic Personality Inventory [MMPI] and the Myers Briggs Type Indicator [MBTI] and projective tests like the Thematic Apperception Test [TAT]), and the Rorschach test and then evaluate their relative quality based on reliability and validity.
Unit 11: Testing and Individual Differences (Intelligence)

11.1: Define intelligence, list characteristics psychologists include in their definition, and discuss how culture influences the definition of intelligence.

11.2: Compare and contrast historic and contemporary theories of intelligence with specific attention to general intelligence, triarchic theory, crystallized/fluid intelligence, multiple intelligences, emotional intelligence.

11.3: Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity and interpret the meaning of scores in terms of the normal curve.

11.4: Describe relevant labels related to intelligence testing (e.g., gifted, cognitively disabled, savant).

11.5: Debate the appropriate testing practices, particularly in relation to the Stanford-Binet test, the WISC, the WAIS and culture-fair test uses.
Unit 12: Abnormal Behavior

12.1: Describe contemporary and historical conceptions of what constitutes psychological disorders, recognize the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM) as the primary reference for making diagnostic judgments with specific attention to five axis, and identify the positive and negative consequences of diagnostic labels (e.g., the Rosenhan study).

12.2: Discuss the major diagnostic category of mood disorders with specific attention to the diagnoses of major depressive disorder, dysthymia, Bipolar I and Bipolar II, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(es) of each.

12.3: Discuss the major diagnostic category of anxiety disorders with specific attention to the diagnoses of panic disorder, agoraphobia, social phobia, specific phobias, OCD, GAD and PTSD, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(es) of each.

12.4: Discuss the major diagnostic category of somatoform disorders with specific attention to the diagnoses of somatization, conversion, hypochondriasis, and BDD, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(es) of each.

12.5: Discuss the major diagnostic category of dissociative disorders with specific attention to the diagnoses of DID, Dissociative Amnesia, Dissociative Fugue, Depersonalization, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(es) of each.

12.6: Discuss the major diagnostic category of childhood disorders with specific attention to the diagnoses of Autism, Asperger’s, ADHD, and ODD, detail the defining symptoms of each and identify the best approach(es) for explaining the cause(es) of each.

12.7: Discuss the major diagnostic category of schizophrenia with specific attention to the diagnoses of paranoid schizophrenia, disorganized
schizophrenia, and undifferentiated schizophrenia detail the defining positive and negative symptoms of each and identify the best approach(es) for explaining the cause(es) of each.

12.8: Discuss the major diagnostic category of personality disorders with specific attention to the diagnoses of Paranoid Personality Disorder, Schizoid Personality Disorder, Antisocial Personality Disorder, Borderline Personality Disorder, Narcissistic Personality Disorder, Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder detail the defining symptoms of each and identify the best approach(es) for explaining the cause(es) of each.

Unit 13: Treatment of Abnormal Behavior

13.1: Describe the treatment techniques used in insight therapy (psychoanalysis, client-centered, and gestalt) and summarize the effectiveness of specific treatments for specific disorders.

13.2: Describe the treatment techniques used in behavior therapy (systematic desensitization, flooding, aversion therapy, and behavior contracting) and summarize the effectiveness of specific treatments for specific disorders.

13.3: Describe the treatment techniques used in cognitive therapy (stress inoculation, Becki's Cognitive Therapy, and Rational Emotive Therapy) and summarize the effectiveness of specific treatments for specific disorders.

13.4: Describe the treatment techniques used in biological therapy and summarize the effectiveness of specific drugs for specific disorders.
Unit 14: Social Psychology

14.1: Apply attribution theory to explain the behavior of others with specific attention to the fundamental attribution error, self-serving bias, just-world hypothesis and differences between collectivistic and individualistic cultures.

14.2: Discuss attitude formation and how attitudes change with specific attention to schema, primacy effect, cognitive dissonance and the central and peripheral routes to persuasion.

14.3: Predict the impact of others on individual behavior with specific attention to deindividuation, the self-fulfilling prophecy, the bystander effect and social facilitation.

14.4: Describe the structure and function of different kinds of group behavior with specific attention to group polarization and group think.

14.5: Describe processes that contribute to differential treatment of group members with specific attention to attraction, altruism, aggression, in-group/out-group dynamics, ethnocentrism, prejudice.

14.6: Explain how individuals respond to expectations of conformity. Explain how individuals respond to expectations of compliance.