



WHITE MOUNTAINS COMMUNITY COLLEGE
2020 Riverside Drive, Berlin, New Hampshire 03570

COURSE OUTLINE

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<u>PSY111</u>	<u>PSYCHOLOGY</u>
Course Number	Title
<u>Spring</u>	<u>Profile School, Bethlehem,</u>
Semester	Location

Prepared by

Jennifer Opalinski M.A.

Instructor

2013-2014

Date

COURSE OUTLINE

COURSE NUMBER AND TITLE: PSY111 Psychology

CATALOG DESCRIPTION: An introductory course which surveys the behavioral science of psychology. Personal and social behaviors are explored through such topics as: neuroscience, cognition, emotion, sensation, memory, technology, learning, perception, abnormal behavior and developmental processes. Students will participate in and design psychology experiments and explore new and cutting edge research in psychology that connects with each student's individual interests and aptitudes.

(Prerequisite: BENG120 strongly recommended).

INSTRUCTOR: Jennifer Opalinski

Phone 603-823-7411 x234

Office Hours: Monday 2:30 - 4pm or by appointment

E-mail: jopal@profile.k12.nh.us

**COMPUTER with Internet Access REQUIRED
Knowledge and use of Google Web Tools a plus**

REQUIRED SUPPLEMENTARY READING/LISTENING:
Supplied Articles and Podcasts

GENERAL OBJECTIVES OF COURSE:

- Define psychology as a course of study including the primary schools of thought: behavioral psychology, humanistic, socio-cultural, biological, cognitive and psychoanalytic.
- Read, comprehend, discuss and apply course content, including vocabulary during formal and informal debate, assigned projects and classroom activities.
- Design and implement an experiment, analyze, summarize and present results using descriptive statistics among an audience of peers.
- Discover the essence of how the brain works and gain a basic understanding of how the central and peripheral nervous systems function allowing us to think and act.
- Consider mental illness from the point of view of the patient as well as the public. Examine case studies through readings, documentaries and dramatizations. Discuss and discover.
- Differentiate course content in part II of the course to meet individual and group needs.

LEARNING ACTIVITIES:

1. Interactive class activities related to each topic of study
2. Conduct a naturalistic observation and prepare a write-up
3. Experimental design, implementation and analysis using the scientific method
4. Presentation of results to peers and faculty
5. Listen and discuss current podcasts, read and respond to current events
6. Create an animation of neurons and neurotransmitters
7. Notes on class content and vocabulary
8. Write a research paper on a mental illness
9. Debate nature vs. nurture and the insanity defense plea
10. Analyze and discuss the portrayal of psychology and mental illness in film
11. Complete unit tests, a midterm and final exam

GRADING RUBRICS & POLICY:

Instructions and grading rubrics will be supplied with all projects and noteworthy assignments. Examples of excellent work will be shown as often as possible. Adequate time will be given for assignments to be completed. Assignments turned in after the deadline will be graded and assigned partial credit. Class participation will be assessed periodically and will be scored on a scale of 1-10. Tests will be given at the end of each unit a midterm and final exam will be given in January and June respectively.

INSTRUCTOR'S POLICIES:

All work must be turned in no later than one week before the end of the quarter for full or partial credit (teacher's discretion). Reading, Google notes, competent research and writing, and class participation are key to success.

ATTENDANCE:

Attendance is required unless a student has an excused absence. For each day the student has an excused absence they have that number of days upon their return to make up their work for full credit. Beyond that time partial credit will be granted.

REQUIRED TOOLS OR EQUIPMENT:

Computer Access

SPECIFIC DIRECTIONS OR RECOMMENDATIONS:

Students are expected to complete their weekly assignments and be prepared each week for classroom discussion and participation. If a student should fall behind, it is the student's responsibility to contact the Instructor to create a plan to successfully complete back assignments.

UNIT
LEARNING OBJECTIVES
ESSENTIAL QUESTIONS
CONCEPTS TAUGHT WITHIN THE UNIT

READINGS

ACTIVITIES
ASSIGN.
PROJECTS

<p>Unit 1 "Approaches to Psychology"</p> <p>The learning activities for this unit are designed to teach the following objectives:</p> <ul style="list-style-type: none"> • What is psychology? • What is the purpose of studying psychology • What is the difference between basic and applied science? • What are the primary divisions within psychology? • Why are all approaches to psychology important? • What is the scientific method and how is it used? • Who is Wilhelm Wundt? • What famous psychologists are linked to each division of psychology? • Who is William James? • What is Gestalt Psychology? • Who is Mary Calkins? • Who is Ivan Pavlov? • Who is Jean Piaget? • Who is Sigmund Freud? • Factors, what are they? • Psychologist/Psychiatrist • Overview of conditioning / Watson / Skinner 	<p>Read Chapter 1</p> <p>Define vocabulary</p> <p>Watch an introductory film</p> <p>Participate in class discussion and intro activities.</p> <p>Blind man and elephant activity</p> <p>Research and present info. on one division of psychology.</p> <p>Informally debate the strengths and pitfalls of various approaches.</p> <p>Chart and label the steps in the scientific method.</p> <p>Conditioning within Behavior Psychology</p>
<p>Unit 2 "What is Research?"</p> <ul style="list-style-type: none"> • What is a sample and how is it used in research? • How do I collect a random sample? • What does it mean to have a representative sample? • What is a naturalistic observation? • How do I conduct and write-up a natural. observ? • What is a case study and why is it used? • What are the pros and cons of a survey? • What is a cross sectional study and why is it used? • What is a longitudinal study and why is it used? • What is a correlation + - 0? • Is a correlation an indication of cause and effect? • Chart and Identify correlations on a scatter plot • Give an example of different types of relationships • How do I design an experiment using the s.method? • Use the scientific method to design experiment. • Control group vs. experimental group? 	<p>Learning Activities</p> <p>Conduct a naturalistic observation first in the classroom and next in "field" (grocery store, playground at home etc.)</p> <p>Examine and participate in a few Classic psychology experiments.</p> <p>Review ethical rules and discuss.</p> <p>Develop a research question and hypothesis.</p> <p>Collect a random sample</p>

<ul style="list-style-type: none"> • Basic rules of ethics • Single vs. double blind ex. What's the difference? • How does a self-fulfilling prophecy work? • Milgram Experiment • Placebo effect • Confounding variables / factors • Replication, validity and reliability • Descriptive vs. Inferential Statistics • Reading graphs and charts • Calculating measures of central tendency • Intro to measures of variance • What does it mean to be statistically significant? • Probability of chance (95% vs. 99% confident) • 	<p>Design and conduct an experiment.</p> <p>Analyze and summarize the data.</p> <p>Use descriptive statistics to graph data.</p> <p>Write a report following the scientific method.</p> <p>Present results to peers and faculty</p> <p>Consider confounding variables</p> <p>Consider changes in design for the future</p>
<p>Unit 3 "The Central Nervous System"</p>	<p>Learning Activities</p>
<ul style="list-style-type: none"> • CNS and PNS • How do messages travel to and from the brain? • What are neurons and how do they work? • Define the parts of a neuron: dendrite, axon, soma, etc. • What is a neurotransmitter? Synaptic cleft? • How do neurotransmitters work? • What is the purpose of the myelin sheath? • How does dopamine work? Acetylcholine? • Norepinephrine, adrenalin, endorphins work? • Caffeine how does that work? Other drugs. • SNS and ANS • Action potential • Pre and post synapse • Reuptake and inhibitors • Brain structure, location and function • Hemispheres and Lobes, location and functions • Forebrain, mid and hindbrain and functions • Brocas area, motor cortex, sensory cortex • What happened to Phineas Gage? • How does brain damage affect behavior etc. • The brain and drugs/ mental illness briefly • Brain scans (briefly) • Research and developments in neuroscience • Senses (overview) Chapter 8 • Storing Memories/ Recalling/ Impact on memory 	<p>Reading Watch interactive presentation introducing the brain and spinal cord.</p> <p>Draw and label hemispheres, the four lobes, fore, mid and hind brain and label and define brain structures and functions.</p> <p>Watch interactive presentation on Neurons and how they work.</p> <p>Act out the roles of neurotransmitter axon terminal buttons, dendrites and Receptors, lock and key concept.</p> <p>Create clay model of two neurons with a close up view of the synaptic cleft and Exchange of neurotransmitters.</p> <p>Use animation software or flip camera etc. To illustrate the firing of a neuron and the transmission of the electrical/chemical message that travels neuron to neuron.</p> <p>Choose a neurotransmitter to discuss in the animation.</p> <p>Watch discovery channel for neuroscience developments. DVD options too.</p> <p>Neuroscience Podcast</p> <p>Research other developments and share in an Inside outside circle</p> <p>Netflix documentary: the human machine - senses</p>

Nature vs. Nurture

- **What is the difference?**
- **What’s your opinion about which plays more of A role in development?**
- **What does research tell us?**

Learning Activities

Research and Debate
“The Wild Child/ Genie” movie
Rousseau and Locke
Related podcast
Twins studies
Determining primary cause etc.

Unit 4
“Psychological Disorders and Treatment”

- What is normal behavior? Abnormal?
- How does society, culture, upbringing play a role?
- What does it mean to be mentally healthy?
- Self-actualization/Jung/Maslow (briefly)
- How are mental illnesses classified? Diagnosed?
- DSM IV – what is it, how is it used?
- Major psychological disorders in general
- Axis I, II, III, IV, V and how they are used?
- Anxiety Disorders
- Somatoform and Dissociative Disorders
- Schizophrenia and Mood Disorders
- Personality Disorders
- Addiction
- Mental Illness is common, how common?
- Understanding and compassion
- The truth vs. drama as depicted in film
- Insanity cases, laws by state, proving insanity
- War and mental illness: post traumatic stress
- How can we help?
- What can psychologists/psychiatrists do?
- What about medication? Options? Pros/Cons
- How effective is psychotherapy?
- Survey of a treatment methods/philosophy/
- The importance of trust and sensitivity in success rates

Learning Activities

Reading/Vocabulary

Power point show introduction – Interactive, discussion oriented

Brainstorm on mental health

Statistics on illnesses (depress etc.)

Carousel of articles, case stud etc.

Examining the DSM guide

Research and writing on one psychological disorder. Present to class. Become and expert, learn fr others

Analyze 1-2 film portrayals: “Brilliant Madness” / Beautiful Mi “Sybil” “Awakenings”
Other options as well are availabl

How does therapy work? Role pla Client / therapist.

Insanity Defense Cases: And Yates etc.

Unit 5
“Individual and Group Behavior”

- What is social psychology/ cognition?
- What is personality?
- What are the benefits to having friends?
- Gender differences in social behavior
- How do we choose friends?
- What are groups and how do they operate?
- Types of groups:
- How do we operate within and outside of a group?
- How is decision making affected by the group?
- What is group think?

Learning Activities

Read and define vocabulary
Advertise for a friend activity

Defend or Refute common sayings: “Birds of a feather flock together” etc. p. 543

Evaluate websites giving advice to parents and teens.

Person of Authority Classroom Exerc- Ise. P. 558

<ul style="list-style-type: none"> • Are leaders born or made, or both?\ • Why do we conform? • Zimbardo Experiment • Asch Experiment • What does order have to do with it? • War: Military Training/Gangs/ Cults • Are some people more cooperative than others? • Are some people more aggressive? • What is deindividuation? <p>Unit 6 "Perception, Sensation and Experience"</p>	<p>Slide show of group behavior demonstrating the process of deindividuation</p> <p>Group Building Activity p. 546 On-line communities "Face Book"</p> <p>Read "The Wave" p. 574 Investigate gangs and cults – report out Netflix: Gangs</p> <p>Learning Activities</p>
<ul style="list-style-type: none"> • What does it mean to perceive, to feel? • Remember Gestalt Theory, how does that work? • How do optical illusions work? Let's try some. • Is the brain being tricked by illusions? If so, how? • How does depth perception work? • Do we compensate when we are deaf, blind etc.? • How are our experiences shaped by how we think, feel, and perceive? • How is our behavior shaped by what we perceive? • Can we be fooled? • Google/ Technology/Social Media/Video Gaming/ Education 	<p>Overview of reading/vocabulary</p> <p>Interactive introduction using optical illusions.</p> <p>Figures on Smart Notebook illustrating Gestalt Theory</p> <p>Illustrations of depth perception/ Balance study</p> <p>Senses and how they work: examples and discussion</p>
<p>Chapter 9 "Learning"</p>	<p>Learning Activities</p>
<ul style="list-style-type: none"> • What is classical conditioning? • CS, CR, US, UR • What did Pavlov discover and why does it matter? • Generalization and Discrimination • Extinction and Spontaneous Recovery • Behaviorism • The story of Little Albert, what does this teach us? • What is operant conditioning? • How does operant conditioning work in our lives? • Rewards and punishments, reinforcement schedules. • Fixed Ratio Schedule • Variable Ratio Schedule • Fixed Interval Schedule • Variable Interval Schedule • What is shaping and how can it be used? • Positive, negative reinforcement • Punishment: advantages and disadvantages • Avoidance conditioning • Social learning – what is it? • The Bobo Doll Study • Behavior Modification what is it, how is it used? • How does modeling work? • What are token economies and how are they used. • What do we know about self control? • How can we use information about how we learn to • Improve performance, control behavior etc. • Consumer behavior • Video game design and play 	<p>Read and define vocabulary</p> <p>Purple and Green pen experiment p. 24</p> <p>What influences performance? Brainstorm</p> <p>Pavlov's Dog – role play</p> <p>Discuss animal training in light of the topic</p> <p>Story of Little Albert – Watson</p> <p>Movies and music: signaling memories</p> <p>Taste aversions and overcoming them</p> <p>Dentists Drill – visceral reactions</p> <p>Fresh lemon</p> <p>Classical vs. Operant – charting and brainstorming</p> <p>Small group: how do schedules of reinforcement work? P. 251</p> <p>Walden II/ Twin Oak Community in Virginia</p> <p>Dictatorships and operant conditioning Stalin. P. 253</p>

<ul style="list-style-type: none"> • Education • Personal Devices/Computer Design • Google 	<p>Ruler and knuckle activity p. 254</p> <p>Clicker training with dogs – shaping. Overcoming phobias</p> <p>Watch: OCD episode look at recovery efforts.</p> <p>Learning a new skill – describe</p> <p>Impacts on learning brainstorm</p> <p>Hostile environment/memory activity TV and violence: does it matter?</p> <p>Analyze the theory of learned helplessness how does it apply to us? P. 262</p> <p>Design a token economy apply it to improving classroom behavior.</p>
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Understanding By Design

- All students will consider over-arching questions about psychology, essential questions.
- All students will be exposed in various forms to the concepts listed above.
- All students will participate in learning activities to explore these concepts and gain understanding
- All students will be given formative and summative assessments to determine what they've learned
- All students will have the opportunity for differentiation of content based on ability and interest
- We value depth over breadth and the content will be explored as it relates to each individual in the classroom and in a way that integrates the content and makes it applicable to real life.

Course #PSY111

Prepared by: Jennifer Opalinski
07/26/2013

Date:

Approved by:
Department Chairperson/Program Coordinator

Date:

Approved by:
Vice President of Academic Affairs

Date:

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