Course Title: AP Psychology

Course #: 1647-1648

Course Description: AP Psychology is a survey course of the field of psychology. Psychology is the scientific study of behavior and mental events in humans and non-human animals. Some of the units covered in this course include: biological psychology (the brain and how it influences our behaviors and thoughts); behavioral psychology; cognitive psychology (mental experiences such as thinking and memory); developmental psychology; social psychology (how other people influence us); the psychology of sleep, dreams, and psychoactive drugs; and abnormal psychology or the study of mental illness. Students will have multiple opportunities throughout the year to perform psychological studies on other students on campus.

_Students are strongly encouraged to take the AP Exam in May._

UC/CSU Approval: “g” approved

Grade Level: 11-12

Estimated Homework Per Week:
Reading 3-5 textbook pages per homework assignment plus notes on the reading. Homework can range from 6 to 15 pages a week of reading and note taking. Homework is not collected every class. Homework is usually collected every 2 to 3 class days.

Prerequisite: Completion of most recent English course with a grade of C or higher

Recommended Prerequisite Skills:
- Strong at keeping up with homework assignments and readings.
- Applies effective study techniques (distributive practice, testing knowledge through practice test questions, etc.).
- Help seeking when needed.
- Organization and time management.

Course Grade Scale:
- Chapter Study Guide: 25%
- Practice FRQs, Assignments, & Projects: 15%
- Chapter tests: 45%
- Final Exam: 15%
Semester I
1. Scientific Foundations of Psychology (6 days), \{methods covered in this unit will be addressed across all units\}
2. Social Psychology (8 days),
3. Biological Psychology (8 days),
4. Cognitive Psychology (14 days),

FINAL EXAM: Psychological Analysis of a Specific Mental Disorder

Semester II
1. Sensation and Perception (7 days)
2. Learning (6 days),
3. Developmental (6 days)
4. Motivation, Emotion, and Personality (10),
5. Clinical Psychology (10)

Semester II
Final Exam: Clinical Psychology Case Reports
Post-AP Exam Project: Group research on any psychological topic of interest and presentation

Chapter Study Guide Projects
Any project that has the student use textbook and class notes on relevant terminology replaces any need to turn in any other notes from the textbook.
Study Guide Projects:
Extra Credit

Extra credit assignments are available for every unit. Students can earn up to a 5% increase on their unit exams. The deadline for any unit’s extra credit is the unit’s exam date. Extra credit work on previous units will be applied to the study guide category. Below are the extra credit options per unit. Students are always encouraged to propose alternative ideas for teacher consideration. All extra credit assignments must be pre-approved by the instructor. Do NOT embark on an idea without first meeting with me to discuss the project.

Rotating Extra Credit Options per Unit

- Psychology YouTube Channel Submissions: make informational videos of applications or demonstrations of concepts from psychology. This cannot be your voiceover a presentation only. It is recommended that any ideas be brought to me first for refining (if needed) and approval.
- Information and visually rich posters or class installations that can used for demonstrations or learning aid.
- Semester long extra credit project: AP Psychology Exam Preparation Study Guide. The aim of this guide is to be used and shared by AP Psychology students in their preparation for the May exam. Prior to starting, review published review books. Although long summaries are not needed for this assignment, the guide must be detail rich, comprehensive, visually rich (use color coding/schemes, and visual aids), and highly organized. Practice questions and keys should also be a part of the guide. This extra credit project would be turned into an iBook or some other easily shared and used format. Credit assigned is significant for those who do this project and do it as instructed.

Course Outline

Semester I

1. Scientific Foundations of Psychology (7 days), methods covered in this unit will be addressed across all units
2. Social Psychology (8 days),
3. Biological Psychology (8 days),
4. Cognitive Psychology (14 days),

Final Exam: Psychological Analysis of a Specific Mental Disorder

Unit I: Introduction to Psychology

Day 1: Welcome to AP Psychology & What is Psychology

Welcome to AP Psychology

- Student Roll: declare your major or future!
- Syllabus — the approaches to psychology
Survey: questions per unit: When you are stressed, how do you cope or not cope with it? In one sentence; describe the worst high school class you have had and include what made it so bad; describe the best high school class you have had and include what made it so good; what do you hope to learn about in this class?

Psychology & Its Major Approaches

- Why study psychology?
- Defining psychology
- Core Philosophical Question of Psychology: Nature vs. Nurture
  - Activity: move the students across the room -- per debate question?

How Psychologists Make Claims About Human Nature

Day 2: Research Methods of Psychology -- An Introduction

The Dark History of Psychological Research

- Share HW studies: which are worst studies?
- Ethics in research: Ethics in Research: why we study animals and the ethical principles to psychological research: informed consent, debriefing, protection from harm (physical and emotional) and discomfort, confidentiality, and participants are to be sufficiently informed.
- Longitudinal Studies
- VIDEO: Three Identical Strangers & video guide
  - Evidence: Nature drives personality vs. Nurture Drives Personality
  - Ethical Considerations: violations and possible harm caused
  - Consequences of this study?
  - New directions: What about genetic engineering?

Homework: writing the Study Guides by chapter

- Concept Understanding: define, explain, and apply concepts, behavior, theories, and perspectives.
- Create a Research Methods Study Guide -- this unit is especially critical -- it will be a central focus of one of the FRQs PLUS on the multiple choice exam (10-14% of the total)

Days 3-4: Three Identical Strangers, Why We Need A Method, And Methods of Research

Finish video and worksheet

- Discussion and complete worksheet (including questions about human nature)

Why We Need A Method?

- Lecture: the scientific approach to psychology and a reminder as to WHY we need it! Including the biases of thinking.
  - Hindsight bias
  - Overconfidence
  - Critical thinking

Extended Review concepts and methods from homework: theory, hypothesis, operational definitions, replication, case study, naturalistic observation, survey, wording effect, sampling bias, population, and random sample.

- Activity: small group work: share and develop examples of the methods and its strengths and limitations.
Days 5-6: Correlation and Experimentation
Review concepts and methods from homework; strengths and limitations of correlational and experimental designs

Lecture: The experimental method
- Activity: small group experimental ideas: hypothesis, independent variable, dependent variable, operational definition, conditions: experimental and control, and random assignment.
  - Social facilitation experiments
- **EMAIL TEACHERS about next class for 5-10 minute experiment**
- Activity: Correlation or experimentation? -- Considering different claims and what they scientifically suggest.

Day 7: Review of Scientific Foundations of Psychology
Activity: Social Facilitation Study -- run studies
Review concepts from homework & apply to social facilitation studies
Collect Study Guide for Scientific Foundations of Psychology

Unit II: Social Psychology

Day 8 (S.P. 1): Introduction to Social Psychology
1. Introductory Activity: You and your spheres of influence
2. Question: recall one example of when you witnessed someone doing something bad, mean, immoral, unethical. Why did he or she do it?

Attribution Theory And Explaining Motives
- Fundamental Attribution Error
  - Question: recall one example of when you did something bad, mean, immoral, unethical. Why did you do it?
  - Self-serving bias
- False Consensus Effect
- Confirmation Bias
- Just-World Hypothesis
- Halo Effect

The Nature of Conformity
- Solomon Asch
- Why and when we conform

Day 9 (S.P. 2): The Nature of Conformity & Obedience

The Nature of Conformity: why and when we tend to conform
- Normative and informational social influence

Obedience
- Milgram’s Studies

Deindividuation & The Power of The Social Situation
- Zimbardo
Day 10 (S.P. 3): Group Influences on Behavior and Mental Processes & The Bystander Effect
Video Clip: The Fog of War and the Cuban Missile Crisis -- When Groupthink Failed
Activity: the psychology of cults and small group share and analysis of cults.
Activity: Plato’s Gyges Ring
When we help others and when we don’t help
- Bystander Effect
- Empathy-Altruism Hypothesis

Day 11 (S.P. 4): The Nature of Prejudice
Review concepts from homework (Topic 9.4): altruism, bystander effect, social exchange theory, reciprocity norm, social-responsibility norm, conflict, social trap, mirror-image perceptions, self-fulfilling prophecy, superordinate goals, and GRIT.
Activity: Labels and Interactions
The Nature of Prejudice
- What is prejudice, stereotypes, discrimination, and ethnocentrism
  - Famous studies: Clark, Allport,
- Social, Emotional, and Cognitive Roots of Prejudice
  - Scapegoat theory
  - Ingroup and outgroup dynamics and Outgroup homogeneity bias
  - Other-race effect
  - Implicit Racial Associations
- How to Combat Prejudice
  - Empathy-altruism hypothesis
    - Elliot & Accidental Courtesy
  - Superordinate Goals

Days 12-14 (S.P. 5-7): The Science of Attraction
Review concepts from homework (Topic 9.6): aggression, frustration-aggression principle, social script, the biopsychosocial understanding of aggression,
Small group and class discussion: Do violent video games teach social scripts of violence?
Survey analysis?
The Science of Attraction
- Proximity and the mere exposure effect
- Physical Attractiveness
  - Evolutionary Psychology and cues to health (physical features), fertility, and resources
  - Activity: Average faces win
- Similarity
- Romantic Love: passionate love, companionate love, equity, and self-disclosure
UNIT PROJECT: design and execute an experiment studying one variable of attraction. Follow project directions. Study Topic: The Psychology of Attraction: Focus on one aspect of attraction (such as the mere exposure effect, facial symmetry, scent, two-factor theory of emotions and how it relates to attraction, skin exposure, physical vs. personal attributes, judgments of strangers based on attraction, etc. The below link will take you to the Discovery Channel’s website that has many quick videos that summarize studies on attraction.
Day 15 (S.P. 8) Unit Exam
Multiple Choice (25 questions) & FRQ (5 terms)

Unit III: Biological Psychology

Days 16-17 (B.1-2): Introduction to Biological Psychology: The Neuron

Project Assignment: The Brain Map (needs checkpoints)

The biological approach to psychology: the brain and materialism

Evolutionary Approach to Psychology

The Neuron:
- Structures and their functions
- Neuroplasticity -- Rosenzweig, Jody, etc.
- Mirror Neurons -- Ramachandran video

Neurotransmission
- The role of 6 key neurotransmitters
- Activity: let’s feel some dopamine!
- Dopamine and behavior -- Sapolsky video
  - Human connections? Anticipation and the power of maybe! Evolutionary value?

Day 18 (B.3): The Endocrine System and The Brain

The Endocrine System
- Activity: Feeling hormones: stress (think of a stressor) and attachment (Up clip)
- The main structures of the endocrine system: hormones, hypothalamus, pituitary gland, adrenal glands, testes, and ovaries.
- Hormones of focus: oxytocin (Kosfeld, 2005), adrenal glands: epinephrine (adrenaline), norepinephrine (noradrenaline), and cortisol.

Mapping The Brain
- Activity: RESEARCH and ANALYZE: what is good for your brain?
  - The Brain Stem
  - Thalamus
  - Cerebellum
  - The Limbic System: Regions and Studies:
    - Amygdala (Kluver, 1939)
    - Hypothalamus and Nucleus Accumbens -- James Olds and Pleasure

Day 19 (B.4): The Brain...Continued

The Lobes of the Brain: frontal, parietal, occipital, and temporal
- Activity: catching a ruler!
  - Tracking data and finding means and graphing results.
  - Brain Map Test Option: Test on video gamer players versus non-video gamers
- When the brain is damaged
  - Gage
  - Split Brain Studies
  - Activity options: all students pick ONE of the below activities
    - Excuse ticket
    - Excuse memes or gifs
Day 20 (B.5): The Brain and Psychoactive Drugs
The Major Psychoactive Drug Categories
- Depressants
- Stimulants
- Hallucinogens
Activity: small group investigations into popularly used drugs: alcohol, LSD, Nicotine, Cocaine, Amphetamines -- each member researches ONE psychoactive drug and creates a detailed infographic on the neurological and behavioral effects of the drug.

Day 21 (B.6): Consciousness and The Science of Sleep
What is Consciousness?
- William James and Freud and TODAY’s research on consciousness
The Stages of Sleep and Why the Brain Needs It
Sleep Disorders
Dream Theory Part I: dreams and the brain
- Activation-Synthesis Hypothesis
- REM vs. NREM dreams

Day 22 (B.7): Dream Theory
Dream Theory
- Freud
- Cognitive Theories (video)
- Activity: Music video analysis using the dream theories
- Activity: an Analysis of a dream or nightmare -- did they serve a purpose?

Behavioral Genetics: Review concepts from homework
- The power of nature interacting with nurture

Evolutionary Psychology

Day 24 (B.9): Review: Extended FRQ Work
Activity: Music video FRQ: Thriller OR

Day 25 (B.10): Biological Psychology: UNIT EXAM
Unit IV: Cognitive Psychology

Day 26 (C.1): Cognitive Psychology: Memory & Information Processing
Cognitive Psychology
The Nature of Memory
Activity: memory when there is a lack of meaning and when there is meaning
Models of Memory
1. Atkinson & Shiffrin (1968): three stage model of memory of explicit memory
2. Neural Network Model (connectionism)
Encoding Memory
- Effortful processing
- Automatic processing (producing implicit memories)
Activity:
1. Students in small groups will DEA each of the following and share their learning with those in their group: effortful Processing Strategies: Chunking, Mnemonics, Hierarchies, Distributed Practice: spacing effect and testing effect, shallow processing, deep processing.
2. All group members are to review the section on “Making Material Personally Meaningful” including the self-reference effect, and Wayne Wickelgren’s claim about how to best learn information. Explain how these recommendations can help you learn more effectively.

Day 27 (C.2): The Brain and Memory: Memory Storage and Retrieval
Activity: Write down a “core” memory -- emotionally important memories from your past. Then brainstorm in what ways that memory influences your: emotions, decision making/choices, wants, fears, etc.
Review Module 32
The Limbic System: Emotions and Memory
- Hippocampus
- Amygdala
- Flashbulb Memories -- share personal, cohort, and generational level memories
Implicit-Memory System: The Cerebellum and Basal Ganglia
Synaptic Changes: A return to connectionism and the neural network model of memory
- Long-term potentiation
- Sleep and memory
- Quick Discussion: should students take drugs that assist in memory formation?
Retrieval: Recollecting Information
- Activity: Smell and memory -- the Olfactory Bulb
- Recall
- Recognition
- Relearning
- Priming
- Context-dependent memory
- Mood and memory: State-dependant memory -- mood congruent memory
Day 28 (C.3): Forgetting, Memory Construction, and Memory Improvement
Activity: Short-term memory test -- Roediger and McDermott
Why Do We Forget? / Review HW
The Constructive Nature of Memory
● Constructivist Theory of Memory
  ○ Misinformation Effect
  ○ Loftus and Palmer
  ○ Video: 60 minutes on eyewitness testimony.
● Discuss the complex and difficult questions on childhood or older memories of abuse; the recollections of other types of abuse such as sexual assault.
  ○ Video: Brett Kavanaugh and Christine Blasey Ford testimony
  ○ Making Of A Murderer: Brenden Davey Interrogation

Day 29 (C.4): Thinking, Concepts, and Creativity
Activity: Survival Game
Thinking and Creativity
● Cognition, concept, and prototypes,
● Creativity and the five components of creativity;
● Convergent and divergent thinking.
Activity: DEA above concepts and those from the homework on solving problems and making decisions using the survival game

Day 30 (C.5): Planning/Designing Experiment 1
Go over the experiment 1 expectations and directions.
How to write the Introduction
Get teacher approval
Class time to Write Introduction and outline/plan Methods (and email a teacher ASAP)

Day 31: Developing and piloting design and procedures
Review HW
How to write the Methods
Work time and results collection

Day 32: DATA Collection Day

Day 33: Analysis and Report Write Up

Day 34: Presentations of Studies

Day 35: Unit Exam

Final Exam Semester 1: Clinical Psychology Part I
Students will select and investigate ONE psychological disorder from a provided list of disorders.
List of Psychological Disorders to Research
Select ONE bullet-pointed item to investigate such as Generalized Anxiety Disorder. If you would like to investigate a disorder that is not on the list below, consult with me first for discussion and approval or an alternative.

**Mood Disorders**
- Major Depression Disorder
- Persistent Depressive Disorder
- Bipolar I and II
- Postpartum Disorder
- Special Topic: a psychological analysis and understanding of suicide

**Anxiety Disorders**
- Generalized Anxiety Disorder
- Obsessive-Compulsive Disorder
- Post-Traumatic Stress Disorder

**Chemical Addictions**
- Alcohol
- Marijuana
- Cocaine
- Opioids

**Schizophrenia**

**Eating Disorders**
- Anorexia
- Bulimia

**Dissociative and Somatic Disorders**
- Dissociative Identity Disorder
- Somatic Symptom Disorder
- Conversion Disorder
- Illness Anxiety Disorder

**Personality Disorders**
- Borderline Personality Disorder, Narcissistic Personality Disorder, and Antisocial Personality Disorder

**Final Exam Day: Presentations of Disorders**

The day of the final exam will be an informal set of presentations on the disorders. Students will be encouraged to be creative and interactive with whatever they choose to do. Groups can present if their disorders relate to one another.
Semester II

1. Sensation and Perception (8 days)
2. Learning (6 days),
3. Developmental (6 days)
4. Motivation, Emotion, and Personality (10),

Final Exam: Clinical Psychology Case Reports
Post-AP Exam Project: Group research on any psychological topic of interest and presentation

Unit V: Sensation & Perception

Day 1 (S.P.1): Basic Principles of Sensation and Perception

Activity: the icecube experience
- Pre-Activity: finding mentally peaceful place
- Icecube experiences
- Definition and application of sensation and perception to the experience

Bottom-up and Top-down Processing
- The struggle to selective attend: studying, driving, etc.
- Selective Inattention -- video
- Change blindness -- video

Transduction
- Apply it to the icecube experience

Signal Detection Theory
- Small group examples

Day 2 (S.P.2): Influences on Perception

Review HW: cocktail party effect, psychophysics, absolute threshold, signal detection theory, subliminal, priming, difference threshold, Weber’s Law, sensory adaptation.

Perceptual Set

Emotion and Motivation and Perception

VISION
The eye -- an overview
- Activity: Blindspot
- Activity: rods and cones -- color paper
- Activity: changing faces

Vision and the Brain
- Visual Process: Retina -- optic nerve -- thalamus -- visual cortex -- feature detectors
- Activity: erasing faces from the visual field
Day 3 (S.P.3): Visual Organization and Interpretation
Perceiving vision: we see the world not the way it is, but they way it is important to us based on our experience. -- TED Talk video
Perception and Development
- Neuroplasticity and the Critical Period Hypothesis
- Blakemore & Cooper
- Depth Perception and the Visual Cliff

Day 4 (S.P.4): The Other Senses
The other senses: taste, hearing, touch, taste, kinesthesia (body position and movement)
Sensory Interaction
Activity: Graph and Switch: the jellybean tests
The Importance of smell: Olfactory bulb
Embodied Cognition
Activity: Student experimental tests
- Touch tests
- Sensory interaction tests
- Embodied cognition tests
- Special investigation: pain management

Days 5-6 (S.P.5-6): Sensation and Perception Experiments OR Brain Games Videos

Day 7: Unit Exam

Unit VI: Learning Psychology
Day 8 (L.1): Behaviorism: Classical Conditioning
Behaviorism: Pavlov to Watson
Classical Conditioning
- Explanation
- Activity: the C.C. schemta: Taste aversions, fears, music, commercial
- Watson and Baby Albert

Day 9 (L.2): Operant Conditioning
Activity: Skittles and reinforcement
Thorndike to Skinner
- Law of effect
- Skinner
- Operant conditioning
- Shaping and chaining
- Activity: Kinds of reinforcement and punishment
Day 10 (L.3): Biological and Cognitive Factors of Learning
Activity: Review kinds of reinforcements and punishments; secondary and primary reinforcers; and problems with punishment. School, home, sports, work, relationships, etc.
- Share HW in small groups

The Biology of Learning
- Biological preparedness and evolutionary forces
  - Classical Conditioning
    - John Garcia and taste aversions
    - Learning fears
    - Other associations: red and attraction?
  - Operant Conditioning
    - Dopamine system

Cognitive Factors on Conditioning and Personal Control
- Tolman’s research: latent learning and cognitive maps
- Intrinsic and extrinsic motivation and the overjustification effect

Day 11 (L.4): Cognitive and Social Factors of Learning
Social Learning: Observational Learning
- Bandura
- Mirror Neurons
- Application of observational learning: prosocial learning and antisocial effects

Day 12 (L.5): Socratic Seminar & Exam Review
Socratic Seminar
Exam review

Day 13 (L.6): Unit Exam

Unit VII: Developmental Psychology
Day 14-15 (D.1-2): Human Nature And The First Years of Life
Activity: Class Discussion:
- Is who we are (define personality) primarily because of our nature or our nurture?
- Are humans born good?
- Are we selfish or giving?
- What makes people truly happy?
- Is your current self a continuation from your earlier self or have you gone through a metamorphosis?

Prenatal Development
- Zygote, Embryo, and Fetus
- Teratogens
- Fetal Alcohol Syndrome

First Year of Life
- Brain development (review neuroplasticity)
- Motor development: sit, crawl, walk; leaning to kick (Xavier video, 3 months)
- Video: Internet and the baby brain
Notes on what environmental factors influence brain development?
Video: The Baby Lab (60 Minutes); notes on studies and what their findings suggest about human development. (Extra credit video option)
Activity: share in small groups your autobiographical timeline

Attachment
- Harlow and touch studies
- Review: critical periods
Temperaments
- Stranger situations & kinds of attachments

Day 16 (D.3): Gender and Moral Development
Parenting Styles
- Activity: skits/examples of these styles when applied to teenagers
Gender Development
- Gender, gender roles, gender identity; gender typing
- Activity: gender stereotypes, how does society shape gender roles?
Activity: Kohlberg’s stages of moral development: moral dilemmas

Day 17 (D.4): Social Development
Review HW/Erikson’s theory
Freud’s theory of psychosexual development
Activity: Erikson skits

Day 18 (D.5): Social Development
Review HW and discussion what research is revealing about sexual orientation
Activity: Socratic seminar topic selection and research
Topics:
1. The role of divorce on child development
2. How are gender roles changing?
3. Are schools properly designed for optimal human development?

Day 19 (D.6): Developmental Psychology Unit Exam
Unit VIII: Motivation, Emotions, Stress, and Personality

Day 20 (M.E.P.1): Motivational Psychology
Activity:
2. Under what kind of conditions do you perform at your best? Examples?

Motivation Psychology
- Drives
- Evolutionary theory
- Drive-reduction Theory
- Maslow’s Hierarchy of Needs
- Apply theories to the responses to the above questions

Yerkes-Dodson Law
- Activity: apply the law to exams, sports, presentations, going on a date, etc.

Other motivations: hunger, social, sex

Emotions
- Activity: a time when your adrenaline pumped, intense fear!
- Theories of emotion
- Apply theories to real-life examples

Day 21 (M.E.P.2): Stress & Health Project
Psychophysiological Illness
Psychoneuroimmunology
Group Project: Surviving High School: A Worst-Case-Scenario Crash Course
- Methods for coping with stress

Day 21 (M.E.P.3): Stress: Portrait Of A Killer
Share Projects
Video: Stress: Portrait Of A Killer -- incorporate factors of stress on health and recommendations on how to combat stress’ negative effects

Day 22 (M.E.P.4): Personality Theory
Personality
- Psychoanalytic Perspective (Freud)
  - Id, Ego, Superego
  - Defense Mechanisms
- Activity: examples/skits of Id vs. Superego and defense mechanisms

Day 22 (M.E.P.5): Personality Theory
Personality
- Psychodynamic theories
- Activity: The two spheres: 1st is who you think you ought to be; 2nd is who you are organically
- Humanistic Theories
Day 23 (M.E.P.6): Personality Theory
Personality
● Humanistic Theories
● Trait Theory: review hw and take personality tests and discussion
● Activity: Measuring personality: TAT and inkblot tests

Day 24 (M.E.P.7): Personality Theory
Personality
Review HW: Social-Cognitive Theories
Activity: Socratic Seminar: the strengths and limitations of personality theories

Day 25 (M.E.P.7): Personality Theory
Unit Exam

Unit IX: Clinical Psychology
Day 26 (C.P.1): Introduction to Clinical Psychology
Activity: what is psychological abnormality?
What is Psychological Disorder?
● DSM-5
● History of abuse (and legal complexity)
● The problems with defining: Rosenhan and Szas
Models of Psychological Abnormality
● The biopsychosocial approach
● Diathesis-Stress Model
How Psychological Abnormality is Studied and Explained
● Case studies, correlations, interviews, experiments, etc.
● The major approaches to psychological abnormality: biological, cognitive, behavioral, sociocultural, and the biopsychosocial
Schizophrenia
● Demonstration & video

Day 27 (C.P.2): Schizophrenia
Review HW/module 65
Schizophrenia
● Definition, explanation, examples
● Demonstration
● Video
● Approaches to understanding to understanding Schizophrenia
● Treating Schizophrenia (leave space here)
● Activity: Schizophrenia Case Book: case history, symptoms, explanation (leave space for treatments)
Day 28 (C.P.3): Anxiety Disorders
Review HW/module 66
Review/enhance note on GAD, Phobia, Panic, PTSD, and OCD -- video on PTSD veterans and OCD --
Scott and Helen.
Etiology of Anxiety Disorders:
- The Learning Perspective: Classical and operant conditioning; observational learning
- The Cognitive Perspective
- The Biological Perspective
- Risk factors for anxiety disorders
Activity: develop brief case examples for each kind of anxiety disorder

Day 29 (C.P.4): Mood Disorders
Review HW
Mood Disorders
- MDD & Bipolar Disorders
Etiology of Mood Disorders:
- The Learning Perspective: Classical and operant conditioning; observational learning
- The Cognitive Perspective
- The Biological Perspective
- Risk factors for anxiety disorders
Activity: develop brief case examples for each kind of mood disorder

Day 30 (C.P.5): Mood Disorders & Eating Disorders
Review HW
Activity: Cognitive-behavioral therapy
Eating Disorders
- Definitions and explanations
- Videos: case examples, and clip from THIN
- Etiologies: social, behavioral, cognitive, and biological factors
- Activity: write two case examples

Days 31-32 (C.P.6-7): Eating Disorders & Personality Disorders
Review HW
Eating Disorders
Activity: student groups select a disorder to research: defining, explaining, causal factors, examples of the disorder -- sharable files to give the class.
Presentations

Day 33 (C.P.8): Therapy Approaches and Applying them to Case Reports
Review HW
The Biomedical Therapies
Activity: evaluating the strengths and limitations of psychotherapies and biomedical therapies
Apply therapies to cases in your notes

Day 34 (C.P.9): Review: Clinical Psychology
Analyzing case examples
Final Exam: Take home clinical report