Course Title: Psychology 101 and 114

Course #: 1651-1652

Course Description:

Psychology 101: Introduction to Psychology (Fall Semester)
This course is a survey of the field of psychology. Psychology is the scientific study of behavior and mental events of humans and non-human animals. In this course students will learn psychology through three primary perspectives of understanding psychology: biological, cognitive, and social. In biological psychology, we learn how the brain and our physiology influences our actions and thoughts. In cognitive psychology, we learn how our mind works, is influenced by others, influences our behavior and how our behavior can influence our mind. Social psychology is the study of how other people influence our behaviors and thinking. Social psychology will focus on the nature of why we need others and how the social situation influences us. The course will also cover applied and experimental psychology. Students will learn how psychological research is conducted and will engage in multiple opportunities to apply the methods of psychological investigation on campus.

Psychology 114: Introduction to Abnormal Psychology
Psychology 114 introduces students to the study of mental disorders. The course begins with an overview of how psychologists define abnormality and the major perspectives of how psychological abnormality is interpreted and understood. The following psychological disorders are covered: anxiety disorders such as: generalized anxiety disorder, panic disorder, obsessive-compulsive disorder, phobias, stress-related disorders such as posttraumatic stress disorder, and dissociative disorders; mood disorders such as the different depressive disorders and bipolar disorder (a special concentration on the nature of suicide is also addressed); eating disorders such anorexia and bulimia; schizophrenia, psychoactive drug addictions, and personality disorders. Students will apply what they learn by also collecting data on characteristics of these disorders amongst their peers.
UC/CSU Approval: MiraCosta Community College course  
*Limit of 2 MiraCosta courses per semester

Grade Level: 11-12

Estimated Homework Per Week:  
Homework is primarily reading from the textbook and other handouts with note taking. In Psychology 101, the textbook is a free online textbook: https://openstax.org/details/psychology. Homework readings range from 3 to 6 pages. Homework can range from 3 to 15 pages a week. Most readings will come from a variety of sources.

Psychology 114 uses a different textbook and homework is more spread out -- chapter readings and their note guides are assigned along with some check-in dates as we make our way through the chapter. On average, it is about 10-15 pages of reading a week and notes/outlines. The readings will be posted as PDFs, they come from multiple sources.

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:
- Homework: 30% -- Readings and notes
- Projects: 15% -- Psychological experiments and chapter projects
- Final Exam: 15%
- Unit Exams: 40% The exam questions will be available for study prior to the exam. Some tests will also have options for questions -- students can choose from a short list of questions. There will be a mix of take home and in class exams.
Psychology 101 & Psychology 114

Cathedral Catholic High School Dual-Credit Psychology
Semester I: Psychology 101: Introduction to Psychology
Semester II: Psychology 114: Introduction to Psychological Abnormality

Semester I: Psychology 101: Introduction to Psychology
Psychology 101 is an introduction to psychology that has been organized into five major units. Semester 1 has 38 days (5 class periods post Thanksgiving break). Each unit will have homework assignments (textbook and articles), a unit project, a unit exam, and a unit conference. Not all readings will have a specific assignment associated.

Course Overview

1. The Scientific Approach To Psychology
   a. Defining and understanding the science of psychology
   b. Understanding three major philosophical questions of psychology
   c. Understanding how psychological claims are made: the scientific method of studying psychology
      i. The methods of scientific investigations and their strengths and limitations

2. The Biological Perspective/Approach of Psychology
   a. Introduction to Neurology
   b. The Brain -- how it works and examples of brain damage
   c. Brain Development
   d. Perception and the Brain
3. **The Cognitive & Behavioral Approaches**
   a. **Cognitive Psychology**
      i. Memory and Information Processing
      ii. Cognitive Factors of Learning
      iii. Thinking and Problem Solving
   b. **Behavioral Psychology**
      i. Classical and Operant Conditioning
      ii. Observational/Social Learning
   c. **The Cognitive & Behavioral Psychology Conference**

4. **Sociocultural Psychology**
   a. **Evolutionary Psychology: the need for others and the social situation**
      i. Sexual Attraction
      ii. Attribution Theory
      iii. The Nature of Conformity
      iv. Deindividuation
      v. Obedience
      vi. Prosocial behavior
      vii. The Nature of Prejudice
   b. **The Sociocultural Psychology Conference/Unit Exam**

**Textbook:** [https://openstax.org/details/books/psychology](https://openstax.org/details/books/psychology)

Other readings will be posted on schoology

**Homework**

Students will be instructed on how to take notes from the textbook and any other articles that are assigned. In general, students will be instructed to focus on the psychological studies that are offered in the readings and take note of its context within the reading, that is, what relevant psychological concepts connect to the study. Chapter outlines and general notes will not be assigned, but students are highly encouraged to do whatever kind of note taking or outlining that works best for their retention of the reading.

- **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:
  - Unit I: Research Methods Reference Guide with Mini-experiment
  - Unit II/Biological Psychology: The Brain Map
  - Unit III/Cognitive-behavioral Psychology: Cognitive Experiment
  - Unit IV/Sociocultural Psychology:

**Unit Conferences**

Each unit will conclude with a conference where students will share their findings, analysis, evaluations, and opinions of applications or recommendations on a variety of topics. Students may work in small teams on the conference reports, but each student must submit their own report. Conference report instructions will be provided within the first few class periods of the unit. Generally, the reports will include:

Conference topics by unit follow:

- **Biological Psychology**
  - How is technology impacting our brain and its development?
  - Brain Health: the influence of: stress, psychoactive drugs, nutrition, socialization
Cognitive & Behavioral Psychology

- Trauma, memory, and the criminal justice system
- Strengths, limitations, and recommendations of the current education system from a cognitive and behavioral point of analysis and evaluation.
- Advantages, risks, and disadvantages of chemical cognitive enhancers.

Sociocultural Psychology

- The nature of prejudice today, and what can be done to minimize it and discrimination
- Warnings and recommendations from social psychology
- The power of peers: bullying, the teenage brain, social media, gender roles and identity

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 be used for demonstrations or learning aid.
- The Journal of Psychological Research: this journal is to offer psychological studies by unit and subtopic. Students are to summarize key studies (from lecture, textbook, readings, videos, etc.) from across each of the major units: biological psychology, cognitive and behavioral psychology, and sociocultural psychology. The journal must be highly organized and the studies that are summarized must follow the proper format of summarizing research: researcher(s), hypothesis, methods, results, and discussion. The journal should be detailed and visually rich using understandable color schemes and visual aids. The aim of this journal is for future use (Psychology 114, and beyond) and to even be offered to other psychology students as a source of learning key psychological claims supported by scientific research. This is a significant extra credit option and is therefore worth the most significant extra credit points.

Unit I: Introduction and Methods

Objectives

1. Students will know the definition of psychology and understand its major perspectives: biological, cognitive-behavioral, sociocultural, and psychodynamic.
2. Students will know and understand three philosophical questions that span the study of psychology: the mind-body problem, free will versus determinism, and the nature versus nurture debate.
3. Students will understand why a method of psychological investigation is needed.
4. Students will know the following methods of psychological investigation, their strengths and limitations, and can develop examples of each: experimentation, survey, case study, naturalistic observation, correlations, longitudinal and cross-sectional studies.
5. Students will understand and be able to apply what defines ethical scientific research.
6. Students will know basic cognitive biases and how they can lead to false or premature conclusions.

**Day 1: Introduction to Psychology**
Welcome to AP Psychology
- Student Roll: (talent, enjoyment, and prosocial spheres) declare your major or future and why?!
- Syllabus
- Activity: WHO are you? (prepare to make connections to the approaches from their list)

Psychology & Its Major Approaches
- Why study psychology? The difficulties of coming up with simple answers for human complexity
- Defining psychology
- Explaining the approaches
  1. Biological & Evolutionary Psychology
  2. Cognitive & Behavioral Psychology
  3. Sociocultural Psychology
  4. Psychodynamic Psychology -- (Psych 114) -- [a preview](#)
  5. Humanistic and Existential Psychology -- (Psych 114) -- [a preview](#)

Introduction to the Big Three Questions
- Sign up for readings and rounds

**Day 2: The Big Three Questions of Psychology**
Socratic Seminar: **ALL students must know all three questions. Make a worksheet for them to complete during the seminar**
1. Mind vs. Body Problem
   - Descartes
   - Blade Runner clip
2. Free Will vs. Determinism
   - Sapolsky (video)
   - Plato vs. Aristotle: nativism vs. empiricism

**Day 3: Unit I: The Scientific Foundations of Psychology: Three Identical Strangers**
VIDEO: Three Identical Strangers: [video worksheet](#): the big 3 questions, ethics in research, issues of validity

**Day 4: Psychological Research: The Methods of Investigation**
VIDEO: Three Identical Strangers: Activity: Discussion (G.C); the big 3 questions, ethics in research, and the triplets.
The scientific approach to psychology and a reminder as to WHY we need it! Including the biases of thinking. (see textbook, 7.3)

**Day 5: Psychological Research: Developing Examples of Methods**
The methods of investigation -- emphasis on the experimental process
Activity: developing quick examples for each method (small group work)
Activity: yellow book: select ONE study to replication
**Unit II: Biological Psychology: the brain, its development and the nature of perception**

**Objectives**

*All objectives include being able to connect the concepts and/or claims of the objective with psychological research studies.*

1. Students will know and understand the basic structures of the neuron, how it functions, and its nature with respect to plasticity (creating and pruning synaptic connections).
2. Students will know and understand the major structures of the brain, their locations, functions, and influence on human psychology.
3. Students will know and understand the role hormones and neurotransmitters on human psychology.
4. Students will know and understand the nature of brain development from childhood through adolescence.
5. Students will be able to analyze, synthesize, and evaluate research regarding the influences of environmental factors/experiences on the brain, its development, and human psychological health.
6. Students will understand basic principles of how the brain creates perceptual experiences, including: bottom-up and top-down processing.
7. Students will be able to analyze, synthesize, and evaluate research related to brain development and neuroplasticity, explain the importance of critical periods, and what this *might* mean for long-term development of the human brain. Connect any animal studies to possible significance to human psychology. Consider any strengths and limitations to your claims.
8. Students will know and understand claims from evolutionary psychology regarding human psychological evolution -- the evolutionary claims of behavior primarily the nature of perception and physical attraction.
9. Students will synthesize, apply, and evaluate psychological research with respect to brain science.

**Psychological Research**

1. Students will be able to research scientific findings with respect to brain and behavioral sciences.

**Day 8: Introduction to The Biological Perspective & The Neuron**

The Biological Perspective: materialism and interactionism

- Unit Project: The Brain Map

The Neuron: parts and functions **CANDY model of the neuron**

- Mirror Neurons

Plasticity
• Related studies: Jodie
• How to take notes on psych studies -- review the experimental method

**Days 9-10: The Brain and Its Regions**
How the brain works -- 3 layers and the interaction amongst them.
• Review: correlational claims
Parietal Lobe: *elbow demonstration*
• Somatosensory Cortex: phantom experiences (video),
Limbic System: Hippocampus (H.M. Praag, Bjorklund, etc.), Amygdala
• Emotional processing
Lobes: Secrets of the Mind – Temporal Lobe (two cases Capgras and Seizures)
Hemispheres and the corpus callosum
• Split brain studies

**Day 11: Hormones & Neurotransmitters: attachment, stress, and pleasure**
*Activity: experiencing hormones and neurotransmitters*
Hormones: oxytocin and stress *(more in psych 114)*
Neurotransmitters: dopamine, serotonin, acetylcholine
*Activity: My chemical life: create a chemical journal of events in your week. Connect your chemical reactions with events and brain regions.*

**Day: 12: Brain Conference and Brain Map Work Time**

**Days 13-14: Brain and Human Development**
Brain development: environmental influences on brain development
• Video: the internet and the brain
• Contact-Comfort and Harlow's classic research – videos
• Touch and brain development: Fields, Shanberg, Bowlby, and Meany (video)
The Teenage Brain

**Day 15: Introduction Evolutionary Psychology: perception**
What is Evolutionary Psychology?
• Perception: vision evolved to help us see what is important not the world literally.
  ○ *Demonstrations: Blind spots, changing faces, erasing someone*, and video clip on illusions
  ○ Brain anatomy and visual processing
  ○ Perception vs. sensation and bottom up vs. top down processing
  ○ Ramachandran clip: Graham

**Day 16: Evolutionary Psychology: development of perception and attraction**
Development of Perception: plasticity and the critical period hypothesis
• Blakemore and Cooper
• Gibson's visual cliff -- demonstration if possible
The Science of Attraction
• *Demonstration: average faces win and videos from Science of Sex Appeal*
• Key studies on how attraction is related to immune systems and how we are meant more to serve our genes and less our wellness.
Unit III: Cognitive & Behavioral Psychology

Objectives
All objectives include being able to connect the concepts and/or claims of the objective with psychological research studies.

Cognitive Psychology
1. Students will know the nature of memory with respect to its definition and kinds.
2. Students will understand the biology of memory and the role of specific brain regions (amygdala, hippocampus, prefrontal cortex, and the cerebellum).
3. Students will understand two models of information processing with respect to memory: the Multi-Store Model of memory, and the Semantic Network Model of long-term memory.
4. Students will understand the Constructivist Theory of memory and psychological research that supports the theory.
5. Students will know and evaluate psychological research on how environmental factors may influence human cognition such as: problem solving, creativity, attention, and mood.
6. Students will know the brain’s stages of sleep and their role on brain, cognitive, and emotional health.
7. Students will know and evaluate psychological studies on the role of the stages of sleep and dream content on human cognitive functioning, learning and memory, and intelligence.
8. Students will understand major scientific theories of dreams: activation-synthesis, cognitive-neuroscientific models, and Freud’s theory of dreams.
9. Students will know basic theories of motivation and how motivation and performance interact with respect to enhanced or hindered performance on a task.
10. Students will understand cognitive aspects to learning such as cognitive maps, latent learning, self-efficacy, memory techniques, the role of sleep, movement, relevance to self, and emotion.

Behavioral Psychology
1. Students will know the history and principles of behavioral psychology.
2. Students will understand and be able to evaluate operant conditioning with respect to its applications, strengths, and limitations, such as, problems with reward and punishment.
3. Students will understand and evaluate research on the nature of learned helplessness and related research.
4. Students will understand and evaluate research on the nature of the pygmalion effect and related research.
5. Students will understand observational learning and related research.
6. Students will be able to apply the principles of cognitive and behavioral psychology to gender roles.
7. Students will understand biological factors on learning such as: the neurological definition of learning and the role of dopamine in motivating behavior.

Psychological Research
1. Students will be able to develop, carry out, and write a report a psychological experiment related to cognitive or behavioral psychology.
Day 18: Cognitive Psychology: Memory and Information Processing
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.
What is Cognitive Psychology: Cognition
The Nature of Memory
● Kinds of Memory
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

Day 20: False Memories & Emotions
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
  ○ 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

Day 20: Thinking and Reasoning
Activity: Survival!
Problem Solving & Cognitive Biases
Creativity
Project: Develop Cognitive Experiment and preparation for the Cognitive & Behavioral Conference
● Trauma, memory, and the criminal justice system
● Strengths, limitations, and recommendations of the current education system from a cognitive and behavioral point of analysis and evaluation.
● Advantages, risks, and disadvantages of chemical cognitive enhancers.

Day 21: Consciousness and The Science of Sleep
What is consciousness
The nature of sleep: stages, behaviors, and why we need it
Dream theory

Days 22-23: The Science of Dreams
Dream Activity: Part I: share dreams -- from HW
Dream Theories: Activation-Synthesis Hypothesis, Freud, cognitive theories (video)

*Dream Activity: Part II: applying dream theories to your dreams*

**Day 24: Behavioral Psychology: Operant Conditioning**
Discuss HW: motivation theories
Behaviorism: Thorndike to Watson to Skinner
- The importance of *movement* to human psychology
Operant conditioning
- *Activity: Op. Cond. at home and at school: list examples at school, home, sports, work, relationships, etc.*

**Day 25: Strengths and Limitations to Operant Conditioning**
Discuss HW: Seligman's research and related studies
Intrinsic and extrinsic reinforcement and motivation
- Problems with Punishment

**Day 26: Hidden Reinforces, Learning Gender Roles, and The Biology of Learning**
Rosenthal and related studies
Conditioning our gender roles
- Toys and monkeys
Dopamine and Operant Conditioning
- Sapolsky

**Day 27: Cognitive Influences on Learning**
- Cognitive maps and latent learning
  - Tolman
- Social factors of learning
  - Bandura

**Day 28: Cognitive & Behavioral Conference**
- Trauma, memory, and the criminal justice system
- Strengths, limitations, and recommendations of the current education system from a cognitive and behavioral point of analysis and evaluation.
- Advantages, risks, and disadvantages of chemical cognitive enhancers.
Unit IV: Sociocultural Psychology

Objectives
All objectives include being able to connect the concepts and/or claims of the objective with psychological research studies.

1. Students will understand and apply attribution theory and its sub theories such as the fundamental attribution and universal attribution error.
2. Students will know the situational forces that lead people to conform and examples of such situational conditions in history and today.
3. Students will be able to evaluate the nature of human conformity with respect to its strengths and limitations for human behavior and then greater society.
4. Students will understand the nature of groupthink and reference historical examples.
5. Students will understand how social situational factors influences people to obey others or ideas. Students will know the experiments on this topic by Standley Milgram.
6. Students will understand how the deindividuation of those with power, and those without power, can lead to abusive and dangerous behaviors and conditions. Students will know and evaluate Philip Zimbardo’s Stanford Prison study.
7. Students will understand how social situational, and psychological factors can either influence people help those in need, or not help those in need (the bystander effect).
8. Students will understand the following concepts: prejudice, stereotyping, and discrimination.
9. Students will understand psychological theories as to why people hold prejudices and stereotypes.
10. Students will be able to evaluate psychological theories and research of prejudice and stereotyping and offer recommendations for how to combat contemporary prejudices and stereotyping.

Psychological Research
1. Students will be able to develop, carry out, and write a psychological investigation into one area of social psychology and how it can be applied today such as: the nature of prejudice today, the nature of modern day conformity, lessons from cult psychology, and psychological and social psychological factors that influence gender roles.

Day 29: Introduction to Sociocultural Psychology
The need for others and the power of the social, cultural, and socioeconomic situations
Activity/Discussion: Why do we need others? How strong is that need? To what extent does it influence our behaviors and cognitions?

Attribution Theory
- Fundamental Attribution Error

Conformity
- Why and when we conform
- Ash
- Groupthink and polarization
- Activity: where, when, and why do we see conformity in our lives today? When does it help and when does it hinder our success and/or wellbeing?

Sociocultural Conference -- doubles as the unit exam
- The nature of prejudice today, and what can be done to minimize it and discrimination
- Warnings and recommendations from social psychology
- The power of peers: bullying, the teenage brain, social media, gender roles and identity
This exam will be similar to the previous conferences, but this one will be purely individual unless a study is included, that section can be done in a group.

**Day 30: The Power of Group Psychology**
- Review the nature of conformity
- Cult Psychology
- Activity: Research ONE cult and prepare to share their beliefs, practices, and current status. To what extent does the cult follow what psychologist claim about the psychology of cults?
- Deindividuation: the power and danger of being anonymous
  - Zimbardo’s study

**Day 31: Obedience and Deindividuation: When we harm others**
- Review/continue Zimbardo’s study
- The Psychology of Obedience
- Discussion: when and why do we obey? When do we obey without much thought? When do obey out of fear?
- Obedience: Milgram’s research

**Day 32: When do help and when we don’t help**
- Activity: the ring of gyges
- Bystander Effect and when we don’t help
- Prosocial Psychology - when we help

**Days 33-34: The Nature of Prejudice and Stereotyping**
- Opening activity: label activity
- The nature of prejudice, stereotyping, and discrimination
  - Examples of prejudice, stereotyping, and discrimination
  - Research on prejudice, stereotyping, and discrimination
- Day 34
  - Psychological theory on prejudice, stereotyping, and discrimination
  - Class Debrief of A Class Divided and lessons from research on the nature of prejudice

**Day 35: Social Psychology Conference**
- The nature of prejudice today, and what can be done to minimize it and discrimination
- Warnings and recommendations from social psychology
- The power of peers: bullying, the teenage brain, social media, gender roles and identity

**FINAL EXAM: Psychological Research Presentations: A poster presentation and walk.**
Unit I: Introduction to Abnormal/Dysfunctional Psychology (January)

Students will know and understand:

- The American Psychiatric Association’s definition of abnormal psychology.
- The debate surrounding what is should be considered abnormal psychology.
- How people with mental health issues have been historically treated in this society and others.
- The debate around treating people with mental health challenges.
- Recent history and current trends in treating mental illness.

Class Project: students will research the debate surrounding:

- cultural differences in defining what is abnormal behavior,
- how those with mental illness are treated around the world today,
- methods of preventing disorders and promoting mental health.

Unit II: Perspectives of Understanding Dysfunctional Psychology (January)

Students will know and understand the following models of understanding dysfunctional psychology
1. **The biological model**: how biological theorists explain and treats dysfunctional behavior.
   - Psychoneuroimmunology and examples of how parasites influences animal and human psychology.

2. **The psychodynamic model**: how psychodynamic theorists explain and treats dysfunctional behavior. Thinkers such as: Freud, Jung, and Erikson will be included.
   Activities:
   - Freudian vs. Cognitive-Neuroscientific Dream Analysis;
   - Jungian archetypes in media
   - Erikson: a visual autobiographical timeline

3. **The cognitive-behavioral model**: how cognitive and behavioral theorists explain and treats dysfunctional behavior.
   Activity: Cognitive-behavioral therapy worksheet

4. **The humanistic model**: how humanistic theorists explain and treats dysfunctional behavior.
   Activity: Mapping your two selves

5. **The sociocultural model**: how sociocultural theorists explain and treats dysfunctional behavior.
   a. **Attachment and parenting styles**
      Activity: The influence of stress on health (video) and the psychology of oppression (review of social psychology).

Assignment: students will make visually, and information rich, reference guides to each of the perspectives of dysfunctional psychology.

Socratic Seminar: the evaluation of the perspectives of dysfunctional psychology: when and for who do each of these perspectives help or apply the most?

**Clinical Assessment Diagnosis and Treatment** (January)
- Students will understand characteristics of clinical assessment, clinical interviews, clinical tests, and clinical observations.
- Students will understand diagnosis with respect to: classification systems, DSM-5, and controversies surrounding the DSM process.

Activity: Inkblot and T.A.T. assessments
Unit III: **Anxiety and Disorders of Trauma and Stress** (February)
Students will know and understand anxiety, and the following anxiety and stress-related disorders with respect to their characteristics, theoretical causes and treatment approaches, according the following perspectives: biological, psychodynamic, cognitive-behavioral, humanistic, sociocultural, and developmental psychopathology.
- Generalized Anxiety Disorder
- Phobias
- Social Anxiety Disorder
- Panic Disorder
- Obsessive-Compulsive Disorder – video Obsessed
- Acute Stress Disorder
- Posttraumatic Stress Disorder – small group research project – case examples of trauma and its psychological aftermath.

Students will complete several CBT-based anxiety management exercises aim at teens. Students will explore contemporary examples of trauma in our society such as sexual assault, immigrant family separations, and of people of our military.

**Group Research Project:** measuring anxiety amongst adolescence.

**Group Project:** infographic on managing anxiety across different situations young people encounter. Posters are designed to be displayed across the school.

Unit IV: **Mood Disorders & Suicide** (February - March)
Students will know and understand depression and mania, and the following depressive disorders with respect to their characteristics, theoretical causes and treatment approaches, according the following perspectives: biological, psychodynamic, cognitive-behavioral, humanistic, sociocultural, and developmental psychopathology.
- Unipolar Depression: Major Depressive Disorder, Persistent Depressive Disorder, and Postpartum Depressive Disorder
- Bipolar Disorders
- Students will examine the debate regarding medicating children.

**Activities:**
- Small group research: recent research on the benefits and dangers of medicating children and adults.
- Extended class discussion on the benefits and dangers of medicating children and adults.

Suicide: students will know the following about the nature of suicide:
• Triggers of suicide: stressors, mood, drugs use, mental illness, and contagion of suicide.
• Causes of suicide: psychodynamic view, Durkheim’s Sociocultural view, interpersonal view, and the biological view.
• Suicide and age: children, adolescents, and the Elderly
• Treatment and Suicide: treatment post suicide attempts and suicide preventions.

Group Research Project: measuring depression amongst adolescents.

Group Project: infographic on decreasing depression across different situations young people encounter. Posters are designed to be displayed across the school.

**Unit V: Addictive Disorders** (March)
Students will know and understand the following addictive disorders with respect to their characteristics, theoretical causes and treatment approaches according the following perspectives: biological, psychodynamic, cognitive-behavioral, humanistic, sociocultural, and developmental psychopathology.

• Alcoholism
• Stimulants such as: cocaine, amphetamines, Stimulant Use Disorder
• Cannabis use disorder
• Nicotine: vape and chew, and cigarettes
• Other addictive disorders: gambling, gaming, shopping, and pornography.

Assignment: Students will evaluate the perspectives’ interpretation of the disorders and research current treatments and controversies regarding these disorders.

Small Group Poster Project: the short- and long-term effects of psychoactive drugs on human psychology and health. Posters are designed to be displayed across the school.

Video: Intervention

Socratic Seminar: (1) How should our society treat those with chemical addictions? (2) How should high schools respond to teen drug use? (3) Is addiction a disease?

**Unit VI: Eating Disorders** (March-April)
Students will know and understand the following eating disorders with respect to their characteristics, theoretical causes and treatment approaches according the following perspectives: biological, psychodynamic, cognitive-behavioral, humanistic, sociocultural, and developmental psychopathology.
- Anorexia Nervosa
- Bulimia Nervosa
- Bing-Eating Disorder

Video: THIN
Students will evaluate the perspectives' interpretation of the disorders and research current treatments and controversies regarding these disorders. Students will explore contemporary media and social messages aimed at males and females and how those messages may influence unhealthy body-images.

- Class Research: Media messaging regarding male and female body-image – what does media implicitly or explicitly tell consumers what is desirable?
- Group Research Project: measuring body-image amongst adolescence.
- Group Poster Project: how to help adolescence have a healthy body-image? Posters are designed to be displayed across the school.

**Unit VII: Schizophrenia & Related Disorders** (April)
Students will know and understand schizophrenia (and its related disorders) and the below related disorders with respect to their characteristics, theoretical causes and treatment approaches according the following perspectives: biological, psychodynamic, cognitive-behavioral, humanistic, sociocultural, and developmental psychopathology.

- Group Research: contemporary theories on schizophrenia and its causes such as the viral hypothesis.

**Unit VIII: Personality Disorders** (May)
Students will research and develop detailed presentations for the following personality disorders. Each presentation will include information on the characteristics, multicultural factors, case examples, and treatment approaches. These presentations are formal and are considered an assessment. Presentations of findings and explanations will be within a lecture hall setting.

- Paranoid Personality Disorder
- Schizoid Personality Disorder
- Schizotypal Personality Disorder
- Antisocial Personality Disorder
- Borderline Personality Disorder
- Histrionic Personality Disorder
- Narcissistic Personality Disorder
- Avoidant Personality Disorder
- Dependent Personality Disorder
● Obsessive-Compulsive Personality Disorder

Group Activity: Students will apply the Big Five Theory of Personality and personality disorders

Special Investigations: students will research specific examples within dysfunctional psychology and present their findings and explanations within a lecture hall setting.
  ● Mass murders: where does such violence come from?
  ● Dissociative Identity Disorder: is it real or something else?

FINAL EXAM: A Mental Health Symposium

Students will research a topic with respect to one of the below topics and prepare a report and analysis of recent psychological research on that topic.