

Statewide Dual Credit Learning Objectives for Introduction to General Psychology (PSYC 1030)

Topics Covered

1. Introduction to psychology, history and approaches
2. Research
3. Brain physiology and function
4. Human development
5. Sensation and perception
6. Memory
7. Consciousness
8. Cognition and intelligence
9. Sexuality
10. Psychological disorders
11. Therapy/Treatment
12. Social psychology
13. Motivation and emotion
14. Health psychology
15. Learning
16. Personality

Learning Objectives

A student who has established competence must be able to:

1. INTRODUCTION TO PSYCHOLOGY, HISTORY & APPROACHES

- a. Define psychology and differentiate it from other similar disciplines.
- b. Recognize crucial historical figures, perspectives, and periods in psychology's history from Wilhelm Wundt to the modern era.
- c. Define clearly the biopsychosocial approach.
- d. Identify and contrast psychology's current perspectives.
- e. Recognize and identify the goals of psychology as a social science.

2. RESEARCH

- a. Explain the difference between evidence-based scientific research and intuition/ anecdotal experience.
- b. Identify and distinguish between the steps of the scientific method from written accounts of research studies.

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- c. Identify and explain the major research designs and approaches in the field of psychology.
- d. Evaluate a research scenario to determine if a potential ethical conflict exists.
- e. Identify and contrast the variables in experiments, such as independent, dependent, and confounding variables.

3. BRAIN PHYSIOLOGY AND FUNCTION

- a. List features and functions of central and peripheral nervous system, including somatic, autonomic, sympathetic, parasympathetic systems
- b. Identify components of brain communication and their functions including neurons, neurotransmitters, endorphins, and hormones
- c. Identify regions and functions of different areas of the brain including hindbrain, midbrain, forebrain, and hemispheres
- d. Describe research methods for studying the brain including EEG, MRI, PET

4. HUMAN DEVELOPMENT

- a. Differentiate between heredity and environmental factors that influence development.
- b. Compare and contrast the research designs used in developmental psychology.
- c. Identify factors that impact prenatal development.
- d. Summarize and explain the physical, cognitive, and social development during infancy.
- e. Summarize and explain the physical, cognitive, and social development during childhood.
- f. Summarize and explain the physical, cognitive, and social development during adolescence.
- g. Summarize and explain the physical, cognitive, and social development during adulthood.

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5. SENSATION & PERCEPTION

- a. Examine the processes of sensation and perception and elaborate on how they interact.
- b. Describe the visual, sensory and auditory sensory systems.
- c. Describe perceptual illusions and the nature of attention.
- d. Explain Gestalt's principles of perception.
- e. Explain how experiences and expectations influence perception.

6. MEMORY

- a. Distinguish between different types of long-term memories.
- b. Describe the information-processing (three-stage) memory model including the duration and capacity of each stage.
- c. Discuss theories of forgetting and explanations for memory failure.
- d. Identify the role of specific structures and areas of the brain in forming and storing memory.
- e. Describe strategies for improving memory.

7. CONSCIOUSNESS

- a. Identify, compare, and contrast states of consciousness, including waking-state, unconscious, and altered states (sleep, hypnosis, drugs, & meditation).
- b. Identify, compare, and contrast the role and function of dreaming, including psychodynamic perspectives, cognitive perspectives, lucid dreaming, and creativity.

8. COGNITION AND INTELLIGENCE

- a. Identify and explain the cognitive function and process of concept formation, including prototypes, conjunctive, relational, disjunctive and stereotypes.
- b. Identify, compare, and contrast theories of intelligence, including Sternberg, Gardner, and Spearman.

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- c. Analyze and explain the role of creativity in problem solving, including algorithms, heuristics, mental sets, and barriers.
- d. Justify and explain variations in intelligence, including heredity vs. environment, giftedness vs. disability, and human vs. artificial.
- e. Analyze and explain the role of language in cognition, including semantics, denotation vs. connotation, the Sapir-Whorf hypothesis, concept formation, and problem-solving.

9. SEXUALITY

- a. Define the physical, emotional and motivational components of sexuality.
- b. Identify societal perceived gender roles and how they affect sexuality.
- c. Explain the difference between such terms as sex, gender, orientation, preference, and other common concepts.
- d. Discuss the ongoing development and importance of sexuality across differing stages of the lifespan.
- e. Identify, compare and contrast sexual behaviors and responses, including sexual disorders and dysfunctions.

10. PSYCHOLOGICAL DISORDERS

- a. Explain the concepts of normality and abnormality.
- b. Define the concept of comorbidity and how it is addressed in psychotherapy.
- c. Outline the major clinical categories according to the DSM-5.
- d. Describe the issues related to the insanity defense and psychopathology.

11. THERAPY/TREATMENT

- a. Outline the major concepts and techniques in Cognitive, Behavioral, Psychodynamic, and Client-Centered therapies.
- b. Demonstrate an understanding of therapeutic approaches and commonly used techniques.
- c. Define the scientist-practitioner model and discuss its use in the field.
- d. Investigate the usefulness of the scientist-practitioner model through knowledge of effective pairings between therapeutic approaches and commonly seen diagnoses.

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12. SOCIAL PSYCHOLOGY

- a. Recognize and apply social psychology constructs in one's own life experiences, including attribution, conformity, group dynamics, obedience, aggression, prejudice, attraction, and helping behavior.
- b. Demonstrate knowledge of the scientific nature of the study of social psychology.
- c. Critically assess research in the field of social psychology.

13. MOTIVATION AND EMOTION

- a. Distinguish between the subjective, physiological, and cognitive components of emotion.
- b. Identify and describe theories of motivation including instinctual theory, drive-reduction theory, incentive theory, arousal theory, and Maslow's hierarchy of needs.
- c. Describe how motivation can be used to enhance the workplace.
- d. Describe the social and cultural factors involved in communicating emotions.

14. HEALTH PSYCHOLOGY

- a. Analyze current research findings in the areas of physiological psychology as pertaining to stress and health.
- b. Distinguish between healthy and unhealthy physical, mental, and emotional processes related to the stress response
- c. Recall and apply modern research on stressors, including change, conflicts, appraisals, and Type A behaviors.
- d. Identify and recognize research on the General Adaptation Syndrome (GAS) relevant to stress and coping.

15. LEARNING

- a. Describe, compare and contrast the general principles of classical conditioning, operant conditioning and social learning.

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- b. Identify key differences between acquisition, extinction, spontaneous recovery, stimulus generalization, and stimulus discrimination.
- c. Create examples showing how the techniques of classical conditioning, operant conditioning, or social learning could be applied to everyday situations.
- d. Differentiate between types of reinforcement and punishment.
- e. Distinguish between the various reinforcement schedules (continuous, fixed-interval, fixed-ratio, variable-interval, and variable-ratio).

16. PERSONALITY

- a. Compare and contrast the major theories in understanding personality
- b. Discuss how a theory interprets/explains personality or predicts behavior
- c. Differentiate the concepts of objective personality tests and projective personality tests