# AP/IB Psychology Syllabus & Overview

### NATURE OF THE SUBJECT

Psychology is most appropriately defined as the systematic study of behavior and experience. Its historical develop, however, has witnessed several difficulties in arriving at a precise clarification of its subject matter and methodological focus In the 19th century, psychology began to emerge from its ties with philosophical speculation. In the 20th century the main focus was on empirical and scientific research methods. The current trend is towards a balance or quantitative and qualitative methods. Without denying its historical links with other fields of inquiry, modern psychology occupies an important position as a meeting ground for both the natural and the social sciences. The variety of current research areas and applications reflect the prominent role or psychology in modem society. In recent years great attention has been given to cultural variables to study the diversity of human behavior in a more comprehensive way. Whatever their background or methodology, psychologists employ rigorous procedures throughout the research process, utilizing their findings for the possible improvement of individual life as well as for the understanding of the social conditions that affect the individual.

Psychology has taken a leading role in the investigation or the relationship between physiological processes and human experience. For example, recent discoveries in the human genome project have supported current research into the relationship between humans and non-humans. Research in each or these spheres tends to raise crucial ethical issues, including those associated with determinism and reductionism. These same concepts are also key considerations in the IB Diploma Program.

Despite an apparent emphasis on deterministic, reductionist approaches to understanding human behavior, some psychologists are adopting a more holistic view of what it is to be human. The rapid increase in globalization and the use of technology calls for greater insights into how individuals interpret meanings, relationships and health. Psychology addresses these complex issues so that students can develop an understanding of themselves and others. It therefore offers the opportunity to focus on individuals and societies in the context of a social science which is an integral part of the Diploma Program.

**Assessment:** Students will be assessed with quizzes, chapter tests, midterm test, class/home work, experiment reconstruction, projects as assigned. Tests are 30%, quizzes are 20%, Class work & Home work are 25% and projects are 25% of the grade. Tests will mimic AP format with multiple choice and free response questions. Also some test will mimic IB tests which will be free response questions. Assessment will culminate in the IB and AP Psychology tests.

#### Textbooks & Resources:

* Myers, David G, 2006. *Psychology 8th ed*. New York, Worth
* Tavris & Wade, 2001, *Perspectives in Psychology 3rd ed*, New Jersey, Prentice Hall
* Teacher created booklets with selected readings in each of the Psychological Level of analysiss these include, Biological Level of analysis articles collected from *Scientific America* (such as Teicher, 2002, *The Neurobiology of Child Abuse* and Nestler & Malenka, 2004, *The Addicted Brain*) and the Annual Review of Psychology; Cognitive Psychology articles collected on Ebbinghaus, Memory, Loftus, from *The Psychologist,* etc.; Learning Level of analysis articles collected from psychclassics.asu.edu such as Watson’s article on Behavior and the Concept of Mental Disease.
* Schwartz, Steven,1986, Classic Studies in Psychology, Queensland, Australia, Mayfield Publishing
* The most recent AP Released Exam in Psychology and other support materials provided by the College Board.
* **Students are expected to have a 3 ring binder (2 inch) with dividers to keep all handouts, papers and articles in.**

### COURSE OVERVIEW:

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| --- | --- |
| **IB Standard Level (required elements);** | **AP required elements** |
| **Levels of Analysis** (compulsory) | History of Psychology/Perspectives in Psychology |
| 1. The biological level of analysis | Psychological Research |
| 1. The cognitive level of analysis | Biological aspects |
| 1. The Socio-cultural level of analysis | Nature/Nurture-Human Diversity |
| **Options** (Out of seven available options) | Human Development |
| 1. Abnormal Psychology | Sensation & Perception |
| **Research Methodology** (compulsory) | States of Consciousness |
| 1. Ethics | Learning & Conditioning |
| 1. Quantitative research methods | Memory |
| Simple Experimental Study | Cognition |
|  | Intelligence |
|  | Motivation & Emotion |
|  | Stress & Health |
|  | Personality |
|  | Abnormal Psychology-Disorders & Therapy |
|  | Social Psychology |

#### SYLLABUS DETAILS:

#### Introduction

The scope of the content in the psychology syllabus for standard level has been deliberately linked to reflect the introductory nature of the courses- For standard level, 150 hours are expected. The syllabus is designed to allow sufficient time for in-depth analysis; evaluation, and consolidation of learning. Teachers are encouraged to find ways of delivering the course which are most relevant to their interests and resources. The aim of this course to give students a deeper understanding of the nature and scope of psychology therefore, the different parts of the course will complement each other as they are taught. Many parts of the course will be integrated covering required elements for both IB and AP content.

#### SYLLABUS OUTLINE IB

#### Standard Level

**Psychology and the international dimension**

IB psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

**Psychology SL IB assesment.**

SL students are assessed on the syllabus core (levels of analysis) in paper 1. In addition:

• SL students are assessed on their knowledge and comprehension of one option in paper 2,

• in the internal assessment, the report of a simple experimental study conducted by SL students requires quantitative statistical analysis

Prior learning No prior study of psychology is expected. No particular background in terms of specific subjects studied for national or international qualifications is expected or required of students. The skills needed for the psychology course are developed during the course itself.

**Questions related to theory of knowledge activities that a psychology student might consider during the course include the following**.

To what extent are the methods of the natural sciences applicable in the human sciences?

• Are the findings of the natural sciences as reliable as those of the human sciences?

• To what extent can empathy, intuition and feeling be legitimate ways of knowing in the human sciences?

• Are there human qualities or behaviours that will remain beyond the scope of the human sciences?

• To what extent can information in the human sciences be quantified?

• Do knowledge claims in the human sciences imply ethical responsibilities?

• To what extent do the knowledge claims of the social sciences apply across different historical periods and cultures?

• Does psychological research ever prove anything? Why do we say that results only indicate or suggest?

• How are ethics involved in the study of psychology? When and how do ethical standards change?

• Noam Chomsky has written, “ … we will always learn more about human life and human personality from novels than from scientific psychology.” Would you agree?

**Psychology aims**

The aims of the **psychology** course at SL are to:

1. develop an awareness of how psychological research can be applied for the benefit of human beings

2. ensure that ethical practices are upheld in psychological inquiry

3. develop an understanding of the biological, cognitive and sociocultural influences on human behaviour

14. develop an understanding of alternative explanations of behaviour

5. understand and use diverse methods of psychological inquiry.

Having followed the psychology course at SL, students will be expected to demonstrate the

following.

Knowledge and comprehension of specified content

–– Demonstrate knowledge and comprehension of key terms and concepts in psychology

–– Demonstrate knowledge and comprehension of psychological research methods

–– Demonstrate knowledge and comprehension of a range of appropriately identified psychological theories and research studies

–– Demonstrate knowledge and comprehension of the biological, cognitive and sociocultural levels of analysis

–– Demonstrate knowledge and comprehension of one option at SL

2. Application and analysis

–– Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question

3. Synthesis and evaluation

–– Evaluate psychological theories and empirical studies

–– Discuss how biological, cognitive and sociocultural levels of analysis can be used to explain behaviour

–– Evaluate research methods used to investigate behaviour

4. Selection and use of skills appropriate to psychology

–– Demonstrate the acquisition of knowledge and skills required for experimental design, data collection and presentation, data analysis and interpretation and write an organized response

**Classification of command terms**

In the learning outcomes (see syllabus content) the command terms are associated with assessment objectives 1, 2 or 3 and indicate the depth of understanding that is required of students in relation to each item of content. The grouping of command terms under assessment objectives reflects the cognitive demand of each term and is related to Bloom’s taxonomy.

A command term used in an examination question will be:

• the same as that specified in the related learning outcome, or

• another command term associated with the same assessment objective, or

• a command term of less cognitive demand.

For example, if a learning outcome begins with the command term “explain”, an examination question based on this learning outcome could contain the command term “explain”, another command term associated with assessment objective 2 (such as “analyse”), or a command term associated with assessment objective 1 (such as “describe”), but not a command term associated with assessment objective 3 (such as “evaluate”).

**Command terms associated with assessment objective 1:**

**Knowledge and comprehension**

**Define** Give the precise meaning of a word, phrase, concept or physical

quantity.

**Describe** Give a detailed account.

**Outline** Give a brief account or summary.

**State** Give a specific name, value or other brief answer without explanation or calculation.

**Command terms associated with assessment objective 2:**

**Application and analysis**

**Analyse** Break down in order to bring out the essential elements or structure.

**Apply** Use an idea, equation, principle, theory or law in relation to a given problem or issue.

**Distinguish** Make clear the differences between two or more concepts or items.

**Explain** Give a detailed account including reasons or causes.

**Command terms associated with assessment objective 3:**

**Synthesis and evaluation**

**Compare** Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.

**Compare and contrast** Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

**Contrast** Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.

**Discuss** Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

**Evaluate** Make an appraisal by weighing up the strengths and limitations.

**Examine** Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

**To what extent** Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

**Syllabus components SL**

**Part 1: Core (SL)**

• The biological level of analysis

• The cognitive level of analysis

• The sociocultural level of analysis

**Part 2: Options (SL)**

• Abnormal psychology **We will be doing this one**.

• Developmental psychology

• Health psychology

• Psychology of human relationships

• Sport psychology

**Part 4: Simple experimental study (SL/HL)**

• Introduction to experimental research methodology

**Requirements Standard level**

The course of study must include:

• all **three** compulsory levels of analysis

• **one** option from a choice of five

• **one** simple experimental study.

**Introduction**

The introduction gives the background to the level of analysis or option. The content included in this section

is intended only as background material and will not be formally examined.

**Learning outcomes**

The purpose of the learning outcomes is to clarify the content of the syllabus by indicating the depth of understanding and skills expected of students at the end of the course. A command term used in an examination question will be:

• the same as that specified in the related learning outcome, or

• another command term associated with the same assessment objective, or

• a command term of less cognitive demand.

For example, if a learning outcome begins with the command term “explain”, an examination question based on this learning outcome could contain the command term “explain”, another command term associated with assessment objective 2 (such as “analyse”), or a command term associated with assessment objective 1 (such as “describe”), but not a command term associated with assessment objective 3 (such as “evaluate”). **Part 1: Core**

There are four general learning outcomes that are common to all three levels of analysis. In addition, there are learning outcomes specific to each level of analysis.

**Part 2: Options**

There are two general learning outcomes that are common to all five options, providing a general framework that is applicable to each topic in each option. In addition, there are learning outcomes specific to each option.

**Examples**

Examples of psychological research are provided (*in italics*) in order to clarify some items of content. These examples are intended to illustrate the kind of research that can be used to place the learning outcomes in context. Because the examples are intended as illustrations only, other examples of psychological research may be studied in addition to, or instead of, those suggested in the syllabus details. When choosing examples to study, teachers should ensure that a range of methods is exemplified. Quotations from the introduction or from other sources may be used to provide a context for examination questions, but questions will be drawn only from the learning outcomes.

Critical thinking in psychology: A framework for evaluation

Ask questions, challenge assertions.

–– Why are some studies still so influential in spite of their methodological or theoretical flaws?

–– What was the historical context of the research?

• Define the problem.

–– This helps the student to focus his or her argument and keep it on track.

• Examine the evidence for and against.

–– Evaluate the research that gives support, fails to give support, or contradicts a theory.

• Avoid emotional reasoning and be aware of one’s own biases.

–– Reflexivity can be used to reduce a student’s own bias.

• Do not oversimplify.

–– Recognize reductionist arguments.

• Consider alternative explanations.

–– Be aware of the findings of other studies or alternative theories.

• Tolerate uncertainty.

–– It is acceptable to say that research is inconclusive or contradictory.

• Employ cultural evaluation.

–– Make comparisons with studies done in other cultures.

–– Is there a cultural bias in the theory/study?

• Employ gender evaluation.

–– Has gender been considered as a variable in the theory/study?

–– Is there a gender bias in the theory/study?

• Employ methodological evaluation.

–– What strengths and limitations are inherent in the methodology/method/technique used?

–– Are there aspects of the method used that compromise its validity (for example,

representativeness of the sample)?

–– What would happen if the study were repeated today with different subjects?

–– Consider the use of triangulation to evaluate findings.

• Employ ethical evaluation.

–– Would the study be acceptable to modern ethical committees?

–– Is there any justification for the infringement of ethical standards?

• Evaluate by comparison.

–– How effective is the theory in explaining the behaviour compared with another theory?

–– How do the findings of study x compare with those of study y, and what could account for any differences?

**Part 1: Core**

The study of the biological level of analysis, the cognitive level of analysis and the sociocultural level of analysis comprises the core of the psychology course.

The three levels of analysis focus on three fundamental influences on behaviour:

• biological

• cognitive

• sociocultural.

The interaction of these influences substantially determines behaviour.

The level of analysis approach reflects a modern trend in psychology towards integration and demonstrates how explanations offered by each of the three levels of analysis (biological, cognitive and sociocultural) complement one another and together provide more complete and satisfactory explanations of behaviour. The three levels of analysis can be usefully compared to three microscope lenses of different magnification. Each lens reveals a different picture of the intricate structure that exists at a variety of levels, but no single picture explains the whole object; a synthesis is necessary. Synthesis of the rich and diverse content of modern psychology is the chief aim of IB psychology.

**Biological level of analysis**

**Introduction**

At the most basic level of analysis, human beings are biological systems. Our cognitions, emotions and

behaviours are products of the anatomy and physiology of our nervous and endocrine systems. Over the last few centuries, discoveries have shown that:

• the nature of the nervous system is electrical in part (Galvani)

• different areas of the brain carry out different functions (Broca)

• small gaps exist between nerve cells that require the action of chemicals to carry neural transmissions across these gaps

• hormones play an important role in our psychological functioning.

Since the 1960s, with the invention and development of brain imaging technologies (for example, CAT (computerized axial tomography), PET (positron emission tomography), fMRI (functional magnetic resonance imaging)) it has become possible to directly study living brains in action as various tasks are performed, and to correlate specific areas of brain damage with specific changes in a person’s personality or cognitive abilities. Advances in psychopharmacology—the field of medicine that addresses the balance of chemicals in the brain—have led to the development of new medications for problems as diverse as depression, anxiety disorders and Alzheimer’s disease. After Darwin published his theory of evolution through natural selection, animals came to be studied in order to shed light on human behaviour. With the completion of the human genome project, the chimpanzee genome project, and with other species having the full structure of their DNA mapped, the contributionof genes to our cognitions, emotions and behaviour is becoming better understood. Behavioural genetics takes the skills of biological analysis used to study the differences between species and applies these skills to studying individual differences in humans. These are the components at the biological level of analysis needed to understand our complex biological system and the psychological functions it supports.

**General learning outcomes**

• Outline principles that define the biological level of analysis *(for example, patterns of behaviour can be inherited; animal research may inform our understanding of human behaviour; cognitions, emotions and behaviours are products of the anatomy and physiology of our nervous and endocrine systems)*.

• Explain how principles that define the biological level of analysis may be demonstrated in research (that is, theories and/or studies).

• Discuss how and why particular research methods are used at the biological level of analysis *(for example, experiments, observations, correlational studies)*.

• Discuss ethical considerations related to research studies at the biological level of analysis.

**Physiology and behaviour**

• Explain one study related to localization of function in the brain *(for example, Wernicke, Broca, Gazzaniga and Sperry)*.

• Using one or more examples, explain effects of neurotransmission on human behaviour *(for example, the effect of noradrenaline on depression)*.

• Using one or more examples, explain functions of two hormones in human behaviour.

Discuss two effects of the environment on physiological • processes *(for example, effects of jet lag on bodily rhythms, effects of deprivation on neuroplasticity, effects of environmental stressors on reproductive mechanisms)*.

• Examine one interaction between cognition and physiology in terms of behaviour *(for example,*

*agnosia, anosognosia, prosapagnosia, amnesia)*. Evaluate two relevant studies.

• Discuss the use of brain imaging technologies *(for example, CAT, PET, fMRI)* in investigating the relationship between biological factors and behaviour.

**Genetics and behaviour**

• With reference to relevant research studies, to what extent does genetic inheritance influence behaviour? • Examine one evolutionary explanation of behaviour.

• Discuss ethical considerations in research into genetic influences on behaviour.

**Cognitive level of analysis**

**Introduction**

At the second level of analysis, the products of our biological machinery can be seen in our cognitive system, which includes our cognitions, emotions and behaviours. Around the 1950s psychologists began systematically to explore cognition to further understanding of human behaviour. This shift in focus from studying observable behaviour to studying mental processes,

such as memory and perception, is called “the cognitive revolution”. Cognitive psychologists suggested that humans form internal mental representations that guide behaviour, and they developed a range of research methods to study these. In recent years, researchers within social and cultural psychology have used findings from cognitive psychologists to understand how mental processes may be influenced by social and cultural factors. Cognitive psychology represents a vast array of research areas including cognitive psychology, cognitive science, cognitive neuropsychology and cognitive neuroscience. Topics such as memory, perception, artificial intelligence, amnesia and social cognition are studied. Cognitive psychologists use traditional research methods (for example, experiments and verbal protocols) but there is an increasing focus on the use of modern technology. Cognitive psychologists collaborate increasingly with neuroscientists, social psychologists and cultural psychologists in order to explore the complexity of human cognition. This approach is illustrated in the field of cultural and social cognitive neuroscience, indicating the complementary nature of social, cognitive and biological levels of analysis. Research that integrates these three levels can develop more meaningful theories to explain the mechanisms underlying complex behaviour and the mind.

**General learning outcomes**

• Outline principles that define the cognitive level of analysis *(for example, mental representations guide behaviour, mental processes can be scientifically investigated)*.

• Explain how principles that define the cognitive level of analysis may be demonstrated in research (that is, theories and/or studies).

• Discuss how and why particular research methods are used at the cognitive level of analysis *(for example, experiments, observations, interviews)*.

• Discuss ethical considerations related to research studies at the cognitive level of analysis.

**Cognitive processes**

• Evaluate schema theory with reference to research studies.

• Evaluate two models or theories of one cognitive process *(for example, memory, perception, language, decision‑making)* with reference to research studies.

• Explain how biological factors may affect one cognitive process *(for example, Alzheimer’s disease, brain damage, sleep deprivation)*.

• Discuss how social or cultural factors affect one cognitive process *(for example, education, carpentered-world hypothesis, effect of video games on attention)*.

• With reference to relevant research studies, to what extent is one cognitive process reliable *(for example, reconstructive memory, perception/visual illusions, decision‑making/heuristics)*?

• Discuss the use of technology in investigating cognitive processes *(for example, MRI (magnetic resonance imaging) scans in memory research, fMRI scans in decision‑making research)*.

**Cognition and emotion**

• To what extent do cognitive and biological factors interact in emotion *(for example, two factor theory, arousal theory, Lazarus’ theory of appraisal)*?

• Evaluate one theory of how emotion may affect one cognitive process *(for example, state-dependent memory, flashbulb memory, affective filters)*.

**Sociocultural level of analysis**

**Introduction**

At the third level of analysis, the biological and cognitive systems that make up the individual are embedded in an even larger system of interrelationships with other individuals. At its beginning, psychology largely confined itself to the study of the individual acting alone. As the discipline matured, a few psychologists recognized that human behaviour could be fully understood only if the social context in which behaviour occurred was also taken into account. This recognition led to many investigations of social influence, that is, how the presence and behaviour of one or a few people affect the behaviour and attitudes of another individual. It also provided a broader context for exploring topics such as aggression and helping behaviour that had largely been regarded as individual personality traits. Although there has long been an exchange between the sciences of psychology and anthropology, the study of culture has largely been the province of anthropology. Recently, as many societies have become more multicultural, the need to understand the effect of culture on a person’s behaviour has risen to a new prominence. Social psychologists saw the need not only to achieve an understanding of the role of culture in human behaviour, but also to devise means for alleviating problems that arise from misunderstandings when individuals from different cultures come into contact with each other. In what appeared to be a contrary movement, as social psychologists turned their attention to exploring the power of culture, other investigators were focusing attention on the biological bases of human social behaviour: the role played by genes. These investigators explained important social behaviours as special adaptations to becoming social organisms acquired throughout the course of human evolution. As social psychologists continue to integrate the biological and cultural contributions to social behaviour, there is a general consensus in the discipline of psychology that a synthesis of the biological, cognitive and sociocultural levels of analysis holds out the greatest promise of bringing us closer to the goal of more fully understanding the nature of the complex interacting systems that make up the human being.

**General learning outcomes**

Outline principles that define the sociocultural • level of analysis *(for example, the social and cultural environment influences individual behaviour; we want connectedness with, and a sense of belonging to, others; we construct our conceptions of the individual and social self)*.

• Explain how principles that define the sociocultural level of analysis may be demonstrated in research (that is, theories and/or studies).

• Discuss how and why particular research methods are used at the sociocultural level of analysis *(for example, participant/naturalistic observation, interviews, case studies)*.

• Discuss ethical considerations related to research studies at the sociocultural level of analysis.

**Sociocultural cognition**

• Describe the role of situational and dispositional factors in explaining behaviour.

• Discuss two errors in attributions *(for example, fundamental attribution error, illusory correlation, self‑serving bias)*.

• Evaluate social identity theory, making reference to relevant studies.

• Explain the formation of stereotypes and their effect on behaviour.

**Social norms**

• Explain social learning theory, making reference to two relevant studies.

• Discuss the use of compliance techniques *(for example, lowballing, foot‑in‑the‑door, reciprocity)*.

• Evaluate research on conformity to group norms.

• Discuss factors influencing conformity *(for example, culture, groupthink, risky shift, minority influence)*.

**Cultural norms**

• Define the terms “culture” and “cultural norms”.

• Examine the role of two cultural dimensions on behaviour *(for example, individualism/collectivism, power distance, uncertainty avoidance, Confucian dynamism, masculinity/femininity)*.

• Using one or more examples, explain “emic” and “etic” concepts.

**Part 2: Options**

The options have been chosen to provide continuity with the previous syllabus and to reflect developing fields in psychology. There are five options.

**• Abnormal psychology**

• Developmental psychology

• Health psychology

• Psychology of human relationships

• Sport psychology

Students at SL must study **one** option. **We will study Abnormal Psychology**.

The study of the core (levels of analysis) provides a foundation and a broad overview of psychology, whereas the options allow students the opportunity to study a specialized area of psychology in depth (including empirical studies and theories), according to their own particular interests. Teachers are advised to integrate the options with the study of the core (levels of analysis) wherever possible.

**Abnormal psychology**

**Introduction**

Abnormal psychology focuses on diagnosing, explaining and treating humans suffering from psychological disorders. This option begins with a consideration of normal and abnormal behaviour. An understanding of issues related to diagnosis provides a framework for the subsequent study of disorders and therapeutic approaches. Although there are numerous psychological disorders this option focuses on the following three groups of disorders:

• anxiety (for example, agoraphobia)

• affective (for example, depression)

• eating (for example, bulimia).

By studying one disorder from two of these groups of disorders, students are encouraged to develop an awareness of the range of psychological disorders. This approach embraces the etiology, symptoms and prevalence of each disorder. As a consequence of this understanding, it is possible to administer effective treatments while at the same time having an appreciation of relevant cultural and gender variations. Therapeutic approaches to treating disorders may be broadly organized into three groups:

• biomedical therapies (for example, drug therapy)

• individual psychological therapies (for example, systematic desensitization, cognitive restructuring therapy)

• group psychological therapies (for example, encounter groups, family therapy, community‑based therapy).

Therapies from each of these approaches involve the use of specific techniques that need to be applied appropriately. These approaches should reflect a considerable degree of efficacy and ethical appropriateness to the specific disorder.

**Learning outcomes**

**General framework (applicable to all topics in the option)**

• To what extent do biological, cognitive and sociocultural factors influence abnormal behaviour?

• Evaluate psychological research (that is, theories and/or studies) relevant to the study of abnormal behaviour.

**Concepts and diagnosis**

• Examine the concepts of normality and abnormality.

• Discuss validity and reliability of diagnosis.

• Discuss cultural and ethical considerations in diagnosis *(for example, cultural variation, stigmatization)*.

**Psychological disorders**

• Describe symptoms and prevalence of one disorder from two of the following groups:

–– anxiety disorders

–– affective disorders

–– eating disorders.

• Analyse etiologies (in terms of biological, cognitive and/or sociocultural factors) of one disorder from

two of the following groups:

–– anxiety disorders

–– affective disorders

–– eating disorders.

• Discuss cultural and gender variations in prevalence of disorders.

**Implementing treatment**

• Examine biomedical, individual and group approaches to treatment.

• Evaluate the use of biomedical, individual and group approaches to the treatment of one disorder.

• Discuss the use of eclectic approaches to treatment.

• Discuss the relationship between etiology and therapeutic approach in relation to one disorder.

Part 3: Qualitative research methodology

Qualitative research in psychology

**Introduction**

Qualitative research takes place in the real world, as opposed to the laboratory, and deals with how people give meaning to their own experiences. It involves research of behaviour in a natural setting, and is followed by an attempt to interpret the behaviour and the meanings that people have given to their experiences. Qualitative research strategies include the use of observations, interviews and case studies, among others. These will often involve face to face interactions between researcher and participant where the researcher needs to be flexible and sensitive to the needs of the social context within which the data is obtained. The data is subsequently analyzed and interpreted. Generally the aim of qualitative research is to allow themes, categories or theories to emerge from the data, rather than to focus narrowly on preconceived ideas or hypotheses. Sampling methods used in qualitative research are significantly different to those used in quantitative research. Random sampling is not normally used, as generalization of findings to a large population is less important. Purposive sampling is preferred in qualitative research; participants are often selected for their salient features, which are closely tied to the research aim. The number of participants used in qualitative studies is often small and may, in some cases, be limited to a single individual. Qualitative research normally deals with few participants since its great value lies in understanding the in-depth experiences and feelings of individuals. Psychologists have learned much from the qualitative research that they currently employ and continue to develop, including the notion that it is possible, with considerable care, to offer a limited degree of generalization from their findings.

The qualitative approach needs to be transparent in the description of the methods that it uses since this adds to its credibility. Credibility improves when researchers are reflexive; they attempt to make readers of their research aware of their own potential researcher bias. In addition, it should be acknowledged that participants in the research may change their minds as the research proceeds. The methods used to produce data and the manner of analysis can and do influence research findings. Particularly for those who are new to qualitative research, it is imperative to be able to tolerate a degree of uncertainty. Human behaviour is frequently complex; the meaning of similar experiences may be interpreted differently by individuals. For example, chronic injury may have a devastating effect upon elite athletes and

their immediate family members since it may involve the end of a playing career and a substantial fall of income; but for others, the same injury may offer an opportunity to retire gracefully from the continual demands of their sport and to start a new career in a different area.

**It is important for students to realize that qualitative and quantitative research complement each other. Each is suited to investigating different aspects of behaviour and should be used appropriately.**

**Learning outcomes**

**Theory and practice in qualitative research**

Distinguish between qualitative and quantitative data.

• Explain strengths and limitations of a qualitative approach to research.

• To what extent can findings be generalized from qualitative studies?

• Discuss ethical considerations in qualitative research.

• Discuss sampling techniques appropriate to qualitative research *(for example, purposive sampling, snowball sampling)*.

• Explain effects of participant expectations and researcher bias in qualitative research.

• Explain the importance of credibility in qualitative research.

• Explain the effect of triangulation on the credibility/trustworthiness of qualitative research.

• Explain reflexivity in qualitative research.

**Interviews**

• Evaluate semi-structured, focus group and narrative interviews.

• Discuss considerations involved before, during and after an interview *(for example, sampling method, data recording, traditional versus postmodern transcription, debriefing)*.

• Explain how researchers use inductive content analysis (thematic analysis) on interview transcripts.

**Observations**

• Evaluate participant, non‑participant, naturalistic, overt and covert observations.

• Discuss considerations involved in setting up and carrying out an observation *(for example, audience effect, Hawthorne effect, disclosure)*.

• Discuss how researchers analyze data obtained in observational research.

**Case studies**

• Evaluate the use of case studies in research.

• Explain how a case study could be used to investigate a problem in an organization or group *(for example, a football team, a school, a family)*.

• Discuss the extent to which findings can be generalized from a single case study.

**Part 4: Simple experimental study**

Students are required to plan and undertake a simple experimental study and to produce a report of their study. A simple experimental study involves the manipulation, by the student, of a single independent variable and the measurement of the effect of this independent variable on a dependent variable, while controlling other variables. Teachers should prepare students for the simple experimental study and the writing of the report.

Assessment in the Diploma Programme

General Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessment are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

Formative assessment informs both teaching and learning. It is concerned with • providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students’ strengths and weaknesses in order to help develop students’ understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.

• Summative assessment gives an overview of previous learning and is concerned with measuring student achievement. The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study. However, many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. For further information, see the IB *Programme standards and practices* document. The approach to assessment used by the IB is criterion related, not norm referenced. This approach to assessment judges students’ work by their performance in relation to identified levels of attainment, and not in relation to the work of other students.

# AP elements and overall syllabus details

#### Year-Long Plan: (Weeks given is a general idea for planning purposes, students must be flexible in overall schedule)

**Weeks 1-18** Overview of Introductory Psychology

**Weeks 19-23** Research Methodology, Classic Studies, Experimental Design & Implementation (Stroop Effect, Loftus experiments)

**Weeks 24-26** Biological Level of analysis & AP Review

**Weeks 27- 29** Learning/Behavioral Level of analysis & AP Review

**Weeks 30-32** Cognitive Level of analysis & AP Review

**Weeks 33-34** Dysfunctional Psychology & AP Review

**Weeks 35-36** Review

#### Weekly Breakdown: (Learner Profiles)

**Week 1: History of /Approaches in Psychology**

* Roots of Psychology
* Contemporary Psychology
* Approaches and Level of analysiss

**Objectives: (Knowledgeable)**

* Define Psychology
* Trace the history of Psychology
* Explain early Psychology and how early psychologists tried to explain the mind
* Identify the main approaches in Psychology and how they explain human behavior
* Identify and describe the various fields of Psychology including the difference between Clinical Psychology and Psychiatry.

**Week 2: Psychological Research**

* Why Pseudo Psychology/Pop Psychology is not real Psychology
* Why do Research/Empirical Studies
* Description of the various research methods
* Correlations
* Experimentation
* Statistics
* Ethics

**Objectives: (Knowledgeable)**

* Describe Bias
* Describe Blind Studies
* Experiment design including random sampling
* Describe the Scientific Method
* Describe the various types of Research Methods including (but not limited to): Naturalistic Observation, Correlational Research, Laboratory experiments, Survey and testing, Family studies.
* Understand Independent and Dependent variables
* Describe the implications of proving Cause and Effect
* Understand implications of ethics in research-human and animal research
* Demonstrate the use of statistics and the pros and cons of statistics
* Describe Quantitative and Qualitative Statistics

**Week 3: Neuroscience and Behavior-The Biological Level of analysis**

* Neural Communication
* The Nervous System
* The Endocrine System
* The Brain
* Brain research techniques

**Objectives: (Knowledgeable)**

* Describe the parts and actions of neurons
* Describe the different neurons
* Describe neurotransmitters
* Describe hormones
* Describe how the endocrine system works
* Identify the parts of the brain
* Identify limbic system
* Identify and describe the functions of the various sub-nervous systems

**Week 4: Behavior Genetics and Heredity**

* Evolutionary Psychology
* Parent and peer’s influence
* Cultural Influence
* Gender Development
* Nature Nurture debate

**Objectives: (Knowledgeable, Thinkers)**

* Define chromosome, DNA, Gene and genome and their relationships
* Cite how twin studies are used to understand environment and heredity.
* Explain evolutionary explanations of human behavior and describe criticisms of same
* Explain brain plasticity due to environment/experience
* Describe how environmental conditions can influence brain development

**Week 5: Human Development**

* Prenatal Development
* Infancy & childhood
* Adolescence
* Adulthood

**Objectives: (Knowledgeable)**

* Explain stages of prenatal development
* Describe development changes in a child’s brain
* Explain Piaget, Erikson, and Kohlberg theories  
  Explain changes in the adolescent brain
* Explain changes in the aging brain

**Week 6-7: Sensation and Perception**

* Sensing the World
* Thresholds and Adaptation
* Vision & Hearing
* Kinesthetic senses
* Balance and Flight (not trusting your senses)
* Selective attention
* Perceptual illusions
* Perceptual organization
* Gestalt psychology

**Objectives: (Knowledgeable)**

* Contrast sensation vs. perception
* Distinguish between absolute and difference thresholds
* Describe subliminal perception and does it work
* Illustrate and explain how the eye, ear, nose, tongue work.
* Explain the various color blind theories to include tri-chromatic and opponent-process
* Explain place, volley and frequency theories
* Explain Gestalt theories of closure, similarity, figure-ground, etc.
* Explain perceptual constancy
* Explain binocular and monocular cues in perception

**Week 8: States of Consciousness**

* Consciousness and information processing
* Sleep and dreams
* Hypnosis
* Altered states of consciousness

**Objectives: (Knowledgeable, Thinkers, reflective)**

* Describe circadian rhythms and explain how it can be disrupted
* Explain sleep patterns and their disruption and the loss of sleep
* Compare and contrast REM and NREM
* Identify sleep disorders
* Explain theories on why we dream
* Discuss drug addiction
* Explain the different categories of drugs and their effects on the brain to include psychological and socio-cultural effects.

**Week 9: Learning and Conditioning**

* Classical Conditioning
* Operant conditioning
* Social learning theories
* Latent learning & Cognitive processes in learning

**Objectives: (Knowledgeable)**

* Explain Pavlov’s, Skinner’s, Watson’s and Bandura’s experiments
* Explain Thorndike’s Law of Effect
* Explain pros and cons of reinforcement schedules
* Explain latent learning
* Explain extinction, spontaneous recovery, generalization and discrimination
* Explain pros and cons of punishment

**Week 10: Memory**

* Encoding
* Storage
* Retrieval
* Forgetting
* Loftus experiments false memories

**Objectives: (Knowledgeable)**

* Describe the classic three stage/store processing model of memory
* Describe contemporary model of working memory
* Explain the information processing model
* Explain mnemonics and encoding.
* Explain retrieval
* Explain interference and forgetting
* Explain the implications of false memories

**Week 11: Cognition and Language**

* Thinking
* Language Acquisition
* Problem solving
* Animal cognition and language abilities

**Objectives: (Knowledgeable, inquirers, thinkers, open-minded)**

* Describe the roles of categories, hierarchies, and prototypes in concept formation
* Compare the various problem solving strategies
* Describe insight
* Describe the basic components of language
* Discuss language acquisition in young children and the critical periods of language acquisition
* Discuss Chomsky’s contributions to the ideas of language acquisition
* Discuss Whorf’s linguistic determinism hypothesis

**Week 12: (1/2 week) Intelligence**

* Assessing Intelligence
* Genetic and environmental influences on intelligence
* Intelligence theories

Objectives: **(Knowledgeable, reflective, balanced, open-minded)**

* Compare Gardner and Sternberg’s theories of intelligence
* Discuss defining intelligence
* Discuss IQ testing
* Discuss aptitude, achievement testing, and other tests of mental ability
* Explain reliability and validity
* Explain bias in testing

**Week 12 & 13: Motivation and Emotion**

* Level of analysiss on Emotion
* Hunger
* Theories of Motivation

**Objectives:**

* Compare and contrast Cannon-Baird, James-Lange, and two –factor theories of emotion
* Discuss Maslow’s Hierarchy of Needs
* Describe intrinsic and extrinsic motivation

**Week 13: Stress and Health**

* Stress and Illness
* Promoting Health

**Objectives: (Knowledgeable, reflective, thinkers, inquirers)**

* Identify behavioral related causes of illness and death
* Describe health psychology’s contribution to the field of behavioral medicine
* Describe the biological response to stress
* Discuss the role of heredity and environment in determining body weight

**Week 14: Personality**

* Psychoanalytical Level of analysis
* Humanistic Level of analysis
* Trait Level of analysis
* Social-Cognitive Level of analysis

**Objectives: (Knowledgeable)**

* Describe Freud’s theories of personality, id, ego, super ego
* Explain neo-Freudian theories of personality
* Describe and identify defense mechanisms
* Describe Maslow’s self-actualization
* Discuss Locus of Control
* Explain personality inventories and how they are used.

**Week 15: Psychological Disorders**

* Level of analysiss on Psychological Disorders
* Anxiety Disorders
* Somatoform Disorders
* Mood Disorders
* Schizophrenia
* Personality disorders
* Organic disorders

**Objectives: (Knowledgeable)**

* Describe the content and goals of the DSM-IV
* Identify the criteria for determining disorders
* Describe symptoms of anxiety disorder, phobias, OCD and PTSD
* Describe mood disorders and somatoform disorders
* Describe the Diatheses Stress Hypothesis
* Describe Schizophrenia and symptoms
* Describe dissociative disorders and causes
* Explain personality disorders

**Week 16: Therapy**

* Psychological Therapies
* Biomedical Therapies
* Preventing Disorders
* Evaluating Therapies

**Objectives:**

* Define psychoanalysis
* Explain Cognitive and Cognitive-Behavior therapy
* Explain Humanistic therapies and client-centered therapies.
* Discuss cultural influences on therapies.

**Week 17: Social Psychology:**

* Social thinking
* Social Influence
* Social Relations

**Objectives: (Knowledgeable, open-minded, reflective, balanced)**

* Discuss Asch’s experiments on conformity
* Describe Milgram’s experiments on obedience
* Describe the social emotional and cognitive factors that contribute to the persistence of cultural, ethnic and gender prejudice and discrimination.

**IB Components:**

#### Week 18-23 Research methodology and Experiment reconstruction (Knowledgeable, communicators, reflective, caring, thinkers, inquirers, balanced)

This part of the course serves two functions: 1. to allow candidates to develop appropriate practical research skills; 2. to enable candidates to evaluate research encountered in other components of the course.

These are an important contribution to a candidate’s knowledge of psychology. Knowledge and understanding of quantitative methods and statistical analysis of data will not be externally examined but will be assessed through the reporting of one experimental study. Candidates are not required to know specific statistical tests of inference nor how to calculate them. The fact that the majority of experiments in the literature use inferential statistics is recognized: when candidates are conducting a partial replication of an experiment, it is sufficient if they produce only descriptive statistics. The results given in tables and graphs should be inspected, and conclusions drawn on the basis of this inspection. It may be informative to consider measures of standard deviation or dispersion, but for the purposes of the assessment at standard level candidates will be assessed only on the descriptive statistics, which have been covered. If teachers wish to proceed to use inferential statistics for the sake of completing what is regarded as a true experiment, they may do so, but this additional work will not be considered as part of the assessment.

#### Ethics

Before attempting any practical work candidates must be made aware of all relevant ethical considerations. The complete ethical guidelines for the psychology course can be found in the Vade Mecum. Candidates must consider the ethical responsibilities of researchers towards participants and must recognize the need to use psychological findings responsibly. They should be aware of the cultural variations in ethical standards used in psychological research and they must demonstrate an understanding of knowledge of the following ethical considerations in their psychological investigations: responsibility to the profession of psychology- (including the school environment); acknowledgement of others’ work and publications; honesty in reporting results; monitoring the ethical standards and procedures of the research community; respect for participant integrity; personal conduct of the investigator; competence of the investigator; confidentiality of findings; informed consent; justification for using deception; participant’s right of withdrawal; debriefing; use of non-human animals in research.

#### Quantitative research methods

All experimental research studies submitted for internal assessment must include the manipulation of one independent variable while other variables are held constant. Therefore quasi-experiments and natural experiments (that is, any research undertaken without control over the independent variable and without a controlled sampling procedure), and those where use of gender or age is the independent variable, will not be accepted as meeting the requirements­.

#### Experimental designs and controls

**Objectives:**

**Candidates are expected** to be able to define, explain, apply and evaluate the following terms: Reliability and validity; Replication; Independent and dependent variables; Independent samples/subjects design (between subjects design); Matched pairs design; Repeated measures design (within-subject design); Random selection of participants and random assignment to groups; Sampling: random and representative samples; Experimental control and placebo groups; Research bias and expectancy (researcher and participant effects); Demand characteristics; Single and double-blind techniques; Confounding variables; Stratified and systematic presentation;

#### Simple descriptive statistics

**Candidates are expected** to be able to define, explain, use and apply the terms below:

• Measures of central tendency (mean, median, mode) • Measures of dispersion (range)

#### Graphical techniques

**Candidates are expected** to be able to define, explain, use and apply the terms below:

• Bar chart • Stem and leaf chart • Histogram • Line graph • Frequency polygon

#### Week 24-26:

#### The Biological Level of Analysis & AP Review (Knowledgeable, communicators, reflective, caring, thinkers, inquirers, balanced)

#### Introduction

Until the middle of the 19th century most humans regarded themselves as very distinct from animals. Since Darwin’s discoveries there has been a general acceptance that humans have evolved from animals, that we have a substantial number of physiological and behavioral characteristics in common and that we also share much of our genetic make-up.

This acceptance has led psychologists to increase research into basic physiological mechanisms and processes as a way of explaining human behavior. Behavioral change can be regarded as arising from all interaction between innate disposition and environmental factors. Based on this premise, recent research has frequently used the experimental method to investigate behavior.

There is an increasing awareness, through the use of scanning techniques of the brain, that physiological mechanisms play a central part in the behavior of individuals in areas as diverse as aggression, stress and learning. These insights are also used with increasing frequency in the field of behavioral-based therapy to alleviate behavior caused by psychological disorder. There are issues which are relevant to the biological level of analysis, including criticisms that this may involve a reductionist approach and that behavior exhibited by animals is not necessarily relevant to humans.

#### Learning outcomes

**Candidates will be expected to be able to:**

1. Describe and evaluate the four topics as they relate to the biological Level of Analysis
2. Describe and evaluate theories and empirical studies within this level of analysis
3. explain how cultural, ethical, gender and methodological considerations affect the interpretation of behavior from a biological Level of Analysis
4. compare theories, empirical studies and the four topics of this level of analysis with those from other Level of Analysis
5. identify and explain the strengths and limitations of biological explanations of behavior
6. explain the extent to which, free will and determinism are integral to this level of analysis
7. explain and evaluate claims that correlates exist between physiological and psychological behavior
8. Discuss controversies surrounding a reductionism approach, as adopted by many biological psychologists.
9. Review AP materials

#### Weeks 27- 29 Soci-cultural Level of analysis & AP Review (Knowledgeable, communicators, reflective, caring, thinkers, inquirers, balanced)

#### Weeks 30-32 Cognitive Level of analysis & AP Review (Knowledgeable, communicators, reflective, caring, thinkers, inquirers, balanced)

#### Introduction

Cognitive psychology is concerned with how people acquire, store, transform, use and communicate information. Following the influential and exciting conferences at the Massachusetts institute of Technology in the 1950s, there was an explosion of research into cognitive processes such as memory and language acquisition. Further areas of cognition were studied, such as attention, perception and problem solving. The behaviorist assumption that mental events or states were unsuitable for scientific study was rejected by cognitive psychologist

Developments in the fields of engineering, computer science and linguistics uncovered processes by which information could be efficiently represented, stored and transformed. They also provided analogies for cognitive psychologists to use in attempting to explain complex behaviors. Development of scanning techniques of the brain provided conceptual links between the cognitive and biological level of analysiss. These techniques allow psychologists to see cognitive processes in action.

Cognitive psychologists recognize that computer metaphors as analogies for human behavior have limitations. This recognition has led to the development of alternative models and fields of inquiry. These include research areas such as social cognition and the development of cognitive-based therapies

#### Learning outcomes: Candidates will be expected to be able to:

1. describe and evaluate the four topics as they relate to the cognitive level of analysis
2. describe and evaluate theories and empirical studies within this level of analysis
3. explain how cultural, ethical, gender and methodological considerations affect he interpretation of behavior from a cognitive level of analysis
4. compare theories, empirical studies and the four topics of this level of analysis with those from other level of analysiss
5. identify and explain the strengths and limitations of cognitive explanations of behavior
6. explain the extent to which free will and determinism are integral to this level of analysis
7. assess the extent to which concepts and models of information processing have helped in the understanding of cognition
8. assess claims that this level of analysis lacks ecological validity, and be able to consider alternative research methods
9. Review of AP materials

#### Weeks 33-34 Dysfunctional Psychology & AP Review (Knowledgeable, communicators, reflective, caring, thinkers, inquirers, balanced)

#### The Options: Introduction

The options have been chosen to provide continuity with previous syllabuses and to reflect developing fields in psychology, are one of seven options. They are:

Comparative psychology; Cultural psychology; The psychology of dysfunctional behavior; Health psychology; Lifespan psychology; Psychodynamic psychology; Social psychology.

#### Standard level candidates must study one option

The study of the level of analysiss provides a foundation and a broad overview, whereas the options allow candidates the opportunity to study a specialized area of psychology according to their particular interests. The purpose of the options is to familiarize candidates with specific research studies, theoretical linkages, and the integration of issues related to the level of analysiss.

#### Abnormal Psychology: Introduction

This area of psychology- is concerned with the understanding and treatment of dysfunctional behaviors. It investigates the issues of identification of individuals with dysfunctional behavior and the strategies related to changing such behavior- Anxiety disorders, schizophrenia and affective disorders are three such dysfunctional behaviors that have received attention from psychologists and psychiatrists.

The content of this option is deliberately limited in scope. This should encourage candidates to develop a deeper level of understanding of behavior- An important starting point is the examination of concepts such as “normality”, “abnormality” and “mental illness”. Psychologists working in this area have developed a range of explanations for the development of types of dysfunctional behaviors by focusing on, for example, biological, cognitive, and environmental factors. Since the definition of ‘abnormality’ has important implications for the treatment or therapy offered, treatments are examined from the biological, cognitive and learning level of analysiss, in addition to humanistic and psychodynamic level of analysiss.

In studying this option, candidates will become familiar with some of the important concepts associated with dysfunctional behavior. An increased awareness of the controversial nature of this area along with an appreciation of its intricacies are also expected outcomes.

#### Learning outcomes: Candidates will be expected to be able to:

1. describe and evaluate relevant theories and empirical studies related to dysfunctional behavior
2. explain how cultural, ethical, gender and methodological considerations affect the interpretation of dysfunctional behavior
3. describe and evaluate approaches to treatments and therapies of dysfunctional behavior
4. discuss the diagnosis and classification of dysfunctional behavior
5. analyze the etiology and treatment of dysfunctional behaviors
6. describe and evaluate alternative concepts and models of dysfunctional behavior,

**Weeks 35-36 Review**

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| F:\Psych IB AP Files\brain-tree-3879396[1].jpg | AP / IB Psychology Syllabus& Brief Overview **Instructor**:  Mr. Kyle T. Austin  kyle.austin@sumterschools.net  kyletaustin@gmail.com  **School:** Sumter High  **Room:** D 111  **Year:** 2017-2018 |

Psychology is most appropriately defined as the systematic study of behavior and experience. Its historical development, however, has witnessed several difficulties in arriving at a precise clarification of its subject matter and methodological focus. In the 19th century, psychology began to emerge from its ties with philosophical speculation. In the 20th century the main focus was on empirical and scientific research methods. The current trend is towards a balance or quantitative and qualitative methods. Without denying its historical links with other fields of inquiry, modern psychology occupies an important position as a meeting ground for both the natural and the social sciences. The variety of current research areas and applications reflect the prominent role or psychology in modern society. In recent years great attention has been given to cultural variables to study the diversity of human behavior in a more comprehensive way. Whatever their background or methodology, psychologists employ rigorous procedures throughout the research process, utilizing their findings for the possible improvement of individual life as well as for the understanding of the social conditions that affect the individual.

#### IB - Standard Level

**Psychology and the international dimension**

IB psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behavior and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

**Psychology SL IB assessment.**

SL students are assessed on the levels of analysis in paper 1. In addition:

• SL students are assessed on their knowledge and comprehension of one option in paper 2,

• in the internal assessment, the report of a simple experimental study conducted by SL students requires quantitative statistical analysis.

*No prior study of psychology is expected. No particular background in terms of specific subjects studied for national or international qualifications is expected or required of students. The skills needed for the psychology course are developed during the course itself.*

**Assessments:** Students will be assessed with quizzes, chapter tests, midterm test, class/home work, experiment reconstruction, projects as assigned.

Tests: 30%

Quizzes 25%

Class work / Homework are 20%

Projects 25%

Some tests will mimic AP format with multiple choice and free response questions, other tests will mimic IB tests which will be free response questions.

#### Textbooks & Resources:

* Myers, David G, 2006. *Psychology 8th ed*. New York, Worth
* Tavris & Wade, 2001, *Perspectives in Psychology 3rd ed*, New Jersey, Prentice Hall
* Teacher created booklets with selected readings in each of the Psychological Level of analysis these include, Biological Level of analysis articles collected from *Scientific America* (such as Teicher, 2002, *The Neurobiology of Child Abuse* and Nestler & Malenka, 2004, *The Addicted Brain*) and the Annual Review of Psychology; Cognitive Psychology articles collected on Ebbinghaus, Memory, Loftus, from *The Psychologist,* etc.; Learning Level of analysis articles collected from psychclassics.asu.edu such as Watson’s article on Behavior and the Concept of Mental Disease.
* Schwartz, Steven,1986, Classic Studies in Psychology, Queensland, Australia, Mayfield Publishing
* The most recent AP Released Exam in Psychology and other support materials provided by the College Board.
* **Students are expected to have a 3 ring binder with dividers to keep all handouts, papers and articles in.**

### COURSE OVERVIEW:

|  |  |
| --- | --- |
| **IB Standard Level (required elements):** | **AP required elements:** |
| **Levels of Analysis** (compulsory) | History of Psychology/Perspectives in Psychology |
| 1. The biological level of analysis | Psychological Research |
| 1. The cognitive level of analysis | Biological aspects |
| 1. The Socio-cultural level of analysis | Nature/Nurture-Human Diversity |
| **Options** (Out of seven available options) | Human Development |
| 1. Abnormal Psychology | Sensation & Perception |
| 1. Human Development | States of Consciousness |
| **Research Methodology** (compulsory) | Learning & Conditioning |
| 1. Ethics | Memory |
| Quantitative research methods | Cognition |
| Simple Experimental Study \*\*\* | Intelligence |
|  | Motivation & Emotion |
|  | Stress & Health |
|  | Personality |
|  | Abnormal Psychology-Disorders & Therapy |
|  | Social Psychology |

\*\*\* **2 Simple Experimental Studies**

•Students are required to plan and undertake **two** simple experimental studies and to produce a report of their studies. A simple experimental study involves the manipulation, by the student, of a single independent variable and the measurement of the effect of this independent variable on a dependent variable, while controlling other variables. These experiments will be preapproved and implemented with guidance from the teacher.

**In addition to the Major Experimental Study students will also conduct:**

**Interviews**

• Evaluate semi-structured, focus group and narrative interviews.

• Discuss considerations involved before, during and after an interview *(for example, sampling method, data recording, traditional versus postmodern transcription, debriefing)*.

• Explain how researchers use inductive content analysis (thematic analysis) on interview transcripts.

**Observations**

• Evaluate participant, non participant, naturalistic, overt and covert observations.

• Discuss considerations involved in setting up and carrying out an observation *(for example, audience effect, Hawthorne effect, disclosure)*.

• Discuss how researchers analyze data obtained in observational research.

**Case studies**

• Evaluate the use of case studies in research.

• Explain how a case study could be used to investigate a problem in an organization or group *(for example: a football team, a school, a family)*.

• Discuss the extent to which findings can be generalized from a single case study.

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| **Topics of Psychology in Order as we cover them:**  *(Dates are subject to change as needed)* | |
| History of Psychology/Perspectives in Psychology (AP) | Week 1 |
| Psychological Research (AP & IB) | Week 2 |
| The biological level of analysis (IB) | Week 3 & 4 |
| Human Development (AP & IB) | Week 5 & 6 |
| Sensation & Perception (AP) | Week 7 |
| States of Consciousness (AP) | Week 8 |
| Learning & Conditioning (AP & IB) | Week 9 & 10 |
| Memory (AP) | Week 11 |
| The cognitive level of analysis (IB) | Week 12 & 13 |
| Intelligence (AP) | Week 14 |
| Motivation & Emotion (AP) | Week 15 |
| Stress & Health (AP) | Week 16 |
| Personality (AP) | Week 18 |
| The Socio-cultural level of analysis (AP & IB) | Week 19 & 20 |
| Abnormal Psychology-Disorders & Therapy (AP &IB) | Week 21 & 22 |
| Review | Remanding time |