



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

***Essential Standards: Psychology* • Unpacked Content**

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.dpi.state.nc.us/acre/standards/new-standards/#social>.

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Government, **C**–Culture

Research Methods	
Essential Standard: 12.R.1 Understand the discipline of psychology using various perspectives and research methods.	
Concept(s): empiricism, structure, function, nature, nurture, perspective, behavior	
Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
12.R.1.1 Compare various perspectives in the field of psychology.	The student will understand that: • Human behavior may be explained through various perspectives. • There may be similarities and differences among the perspectives when examining human behavior. • Perspectives can be influenced by their historical context. For example: • Drug addictions may be explained through the biological perspective by using the physical dependence/ the dopamine hypothesis or it may be examined through the cognitive perspective examining psychology dependence • High academic achievement may be explained through the cognitive perspective (i.e., intrinsic motivation) or through the behavior perspective (extrinsic motivation/ rewards-punishments) • The psychodynamic perspective was developed during the Victorian era and when explained to students of the 21st century, this time period should be noted. The student will know: • That each perspective focuses on a particular construct of human experience and behavior (i.e., psychodynamic approach, learning/behavioral approach, cognitive approach, and humanistic approach) • That perspectives may be used interdependently and independently to examine behavior. • Perspectives reflect the historical context in which they originated and the bias

	of their theorists. For example: • In the humanistic approach, therapists approach clients in a non-judgmental manner in order to aide them seeing their potential and reach self-actualization. • Within developmental psychology, cognitive, behavioral, biological and psychodynamics may be used to holistically describe a person’s change over the lifespan. • The development of behaviorism is a reaction to Victorian and Industrial eras in America. Suggested Resources: • Nova’s “Secrets of the Mind”- a 60-minute video that discusses the human brain within the context of the various perspectives. http://www.pbs.org/wgbh/nova/mind/
12.R.1.2 Compare various psychological research methods (survey, naturalistic observation, case study, experiment, and correlational study).	The student will understand that: • Research methodology in the field of psychology has changed over time. • The behavior of an organism may be explored through either observational or experimental methods. • There may be strengths and weaknesses to both observational and experimental methods. For example: • Technological advances of the 20th and 21st century have altered how and what is research in psychology. (i.e., MRI v. fMRI and the human genome project) • The behaviors of children with ADHD may be researched using observational methods, surveys of teachers, or experimental methods using pharmaceuticals. • Klaus Warner Schaie and James Geiwitz’s research from 1982 shows that cross-sectional and longitudinal research on verbal intelligence in adults shows vastly different results among the same population sample.

	The student will know: • The scientific method is used in experimental designs for psychology. • That bias can be prevented in experiments through the use of the controls (i.e., double-blind procedures, placebos, and random samples). • Which type of research method is best suited for the topic studied. For example: • The sequence of the scientific method begins with a testable hypothesis. • Placebos are used in a double-blind drug study to thoroughly identify the consequences of the drugs. • One would use naturalistic observation to study social behavior among apes in the wild. Suggested Resources: • Hock, R. R. (2009). <i>Forty studies that changed psychology, explorations into the history of psychological research</i>. Prentice Hall. • “3. The Placebo Effect: Mind/Body Relationship”. <i>The Mind: Teaching Modules</i>. http://www.learner.org/resources/series150.html
12.R.1.3 Analyze the practice of psychology in terms of ethical standards.	The student will understand that: • Ethical standards should be considered as a corner stone of research. • Personal values may influence the practice, research, and understanding of psychology. For example: • Ethics must be considered in all research, even when practicing on animals. • Parental discipline patterns may be researched in psychology to understand the long term impact on personality; however, the personal values of the parents must be taken into consideration. The student will know: • That critical thinking “examines assumptions, discerns hidden values, evaluates

	evidence, and assesses conclusions” (Myers 2007, 24). • One must evaluate the original intent of the psychologist's study. • The APA ethical guidelines for research. For example: • The Mars Corporation has published research that correlates consuming chocolate with positive health benefits, and the ethics and intent of the studies may be challenged (Eat chocolate 2010). Suggested Resources: • Hock, R. R. (2009). <i>Forty studies that changed psychology, explorations into the history of psychological research</i>. Prentice Hall. • APA. (2010). <i>Ethical principles of psychologists and code of conduct</i>. Retrieved from http://www.apa.org/ethics/code/index.aspx • Myers, D. (2007). <i>Psychology</i>. (8th ed.). New York, NY: Worth Publishers. • Eat chocolate, live longer?. (2010, April 10). <i>New York Times</i>, Retrieved from http://www.nytimes.com/2004/10/10/magazine/10CHOCOLATE.html?pagewanted=all
12.R.1.4 Evaluate psychological research studies in terms of methods, sampling techniques, bias, validity, reliability, ethics, and generalizability.	The student will understand that: • Historical research has set precedence for more strict adherence to ethical guidelines. • Studies are conducted for a specific purpose and results may not translate to other circumstances. For example: • Watson’s Little Albert study established the need for a more regulated set of ethical considerations. • The purpose of the ACT test is to determine future success of college bound high school students as an aptitude test, it is not valid as an achievement test. The student will know:

	• That bias can be prevented in experiments through the use of the controls (i.e., double-blind procedures, placebos, and random samples). • The different types of bias (i.e., hindsight bias, false consensus effect) • The procedure for identifying the strengths and weaknesses of psychological research studies. • Not all study results can be generalized to the entire population. • Know the importance of random sampling and random assignment in a research study. • How to apply the concepts of validity and reliability to research outcomes. For example: • Placebos are used in a double-blind drug study to thoroughly identify the consequences of the drugs. • A study focusing on the outcomes of counseling therapy on adolescent females with depression may not be generalized to females in middle adulthood. • Piaget’s theory was criticized because he based the research on only three children. Suggested Resources: • Hock, R. R. (2009). <i>Forty studies that changed psychology, explorations into the history of psychological research</i>. Prentice Hall. • APA. (2010). <i>Ethical principles of psychologists and code of conduct</i>. Retrieved from http://www.apa.org/ethics/code/index.aspx • APA. (2011). <i>Guidelines for ethical conduct in the care and use of animals</i>. Retrieved from http://www.apa.org/science/leadership/care/guidelines.aspx
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Biology

Essential Standard:

12.B.1 Understand the relationship between biology and behavior.	
Concept(s): structure, roles, system, genetics, evolution, organization, interpretation, theory, addiction, stages	
Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
12.B.1.1 Analyze the theoretical development of the biological perspective in psychology.	The student will understand that: • Enhancements in technological developments may allow for better understanding of the biological perspective in psychology. • As psychology becomes more empirical, the field may become more recognized as a science. For example: • With the invention of brain scanning technologies, such as the PET scan and the fMRI, psychologists can understand how the brain functions and impacts human behavior. • Using the scientific method to test hypotheses in psychology, allows for a more concrete connection between psychology and the sciences. The student will know: • That the scientific fields overlap. • The similarities and differences between brain imaging techniques and when they are best used. For example: • Psychophysics, neurobiology, psychology, and kinesiology all use the same scientific method and research technologies to study the brain and behavior. • MRIs, CTscans, PET scans, EEGs, and fMRIs are all used to understand the functioning and pathways of the brain (ie MRIs are used to show the differences in sizes of ventricles in control and schizophrenic brains).

	Suggested Resources: US National Library of Medicine: National Institutes of Health. <i>A Review of MRI findings in Schizophrenia</i>. http://www.ncbi.nlm.nih.gov/pmc/?term=11343862[PMID]&report=imagesdocument
12.B.1.2 Explain the impact of the brain, nervous system, and endocrine system on behavior.	The student will understand that: - Regions of the brain correlate to human behavior. - Neurotransmitters and hormones impact behavior. - Dysfunctions and/or organic damage to the brain, nervous system, or endocrine system may cause an alteration in human behavior. For example: - Olds and Milner (1954) determined that the center for pleasure in rats was located in the hypothalamus. - Serotonin and endorphins released into human systems impact happiness (i.e., both antidepressants and exercise can decrease depressive symptoms-- see link below) - Phineas Gage's accident in 1848 revolutionized the understanding the frontal lobe on human behavior. The student will know: - The anatomy of the nervous system, the neuron, and the brain. - That the fight or flight response are biological and impact behavior. - The structure and functions of the endocrine system. - How dysfunctions of the nervous system, endocrine, and the brain alter behavioral responses. For example: - The nervous system is divided into the central and peripheral systems, the peripheral is further divided into somatic and autonomic systems, and autonomic into sympathetic and parasympathetic. - The cerebral hemisphere is divided into four lobes: frontal, temporal,

	occipital, and parietal. • When humans are scared by an external stimuli, their sympathetic nervous system will activate causing their eyes to dilate, breathing and heart rates to increase, and digestive system to slow. Note: NOVA's <i>The Secret Life of the Brain</i> is a 5 part series exploring all areas of human development from conception to death. The 3rd in the series on the teenage brain provides an excellent discussion on neural dopamine activity as related to cocaine use and other addictive behaviors, as well as, why the teenage brain is more susceptible to schizophrenia. Suggested Resources: • The teenage brain: A life of their own [Television series episode]. (2002). In <i>The Secret Life of the Brain</i>. NOVA. Retrieved from http://www.pbs.org/wnet/brain/episode3/index.html • "25. Frontal Lobes and Behavior: The Story of Phineas Gage". <i>The Brain: Teaching Modules</i>. http://www.learner.org/resources/series142.html • Dayton, T. (2008). "Exercise: The Best Antidepressant Ever?" http://www.huffingtonpost.com/dr-tian-dayton/exercise-the-best-antidep_b_106683.html
12.B.1.3 Explain the influence of genetic, evolutionary, and ethnological research on an understanding of human behavior.	The student will understand that: • Human behavior may be impacted by genetics and organic damage. • Individual regions of the brain evolved in order to help the species to adapt to their environment and propagate. For example: • Potential causes of schizophrenia, could be a genetic family history of the disorder, or organic damage stemming from a mid-pregnancy viral infection. • Human and dolphin frontal lobes (responsible for problem solving and recognizing one's self) are proportionally larger than other species; furthermore, cat cerebellums (responsible for balance), and a crocodile's

	olfactory bulbs (responsible for smell) are proportionally larger than other species, respectively. The student will know: • That organic damage is defined as brain injury due to trauma or disease. • That organisms' brains evolve in order to propagate the best genes to facilitate species survival. For example: • A learning disability may be equated to family genetics or organic brain damage. Suggested Resources: • “The Teenage Brain: A Life of their Own”. <i>The Secret Life of the Brain</i>. NOVA. http://www.pbs.org/wnet/brain/episode3/index.html • “7. The Frontal Lobes: Cognition and Awareness”. <i>The Mind: Teaching Modules</i>. http://www.learner.org/resources/series150.html • “Brain Evolution”. <i>Your amazing brain</i>. http://www.youramazingbrain.org/insidebrain/brainevolution.htm • HHMI Staff. (2004, December 29). <i>Human brain evolution was a 'special event'</i>. Retrieved from http://www.hhmi.org/news/lahn3.html • Wade, N. (2005). “Researchers Say Human Brain is Still Evolving.” <i>New York Times</i>. http://www.nytimes.com/2005/09/08/science/08cnd-brain.html?pagewanted=all
12.B.1.4 Evaluate the extent to which biology impacts behaviors related to sensation, motivation, emotion, and consciousness.	The student will understand that: • The senses (vision, taste, hearing, smell, touch, kinesthetic, and vestibular) are biologically based. • Emotion may be genetically determined. -“Psycholactive drugs often alter consciousness.” For example:

	• When humans smell a dissatisfying odor, it is universal to scrunch up the nose and make a disgust facial expression in order to close up nasal passages. • The motivation to eat can be explained through examining the ventromedial and lateral hypothalamus, Cholecystokinin (CCK) hormone, lepid counts, and blood sugars. • Paul Ekman (1972) studied the universality of facial expressions and determined that humans are biologically predisposed to form and recognized six basic emotions-- sadness, joy, fear, disgust, anger and surprise. • Eugene Aserinsky (1953) determined that humans have 5 stages of sleep and that each stage has biological indicators include brain wave patterns. • Cocaine prohibits the reuptake pumps from removing excess dopamine in the synapse, which alters consciousness and creates a feeling of euphoria. The student will know: • That the anatomy of the major sense organs and the point of transduction for the sensations. • Where in the brain motivation originates and how damage to those areas may impact behavior. • That performance is best when ANS arousal levels are moderate (i.e., Yerkes-Dodson Law) • The differences between the Cannon-Bard, James-Lange, and Schachter's theories of emotion. • The stages of the sleep cycle and identify what can impact changes to these patterns. • The symptoms and causes of sleep disorders (i.e., night terrors, narcolepsy, sleep apnea, insomnia). • The major categories of drugs and how each type alters the brain and consciousness. For example:
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	• When the ventromedial hypothalamus in a rat’s brain is damaged, the rat will no longer stop eating when satiated. • Alcohol suppresses the REM stage of the sleep cycle. • Narcolepsy can be associated with damage to the reticular formation. • Stimulants include methamphetamine, cocaine, nicotine, and caffeine. Note: <i>Dying to be Thin</i> is a video produced by NOVA on the biological and socio-cultural causes of eating disorders. NOVA provides both online activities for students related to this video, as well as a link to the video itself (see link in resources below). Suggested Resources: • “7. Sensation and Perception”. <i>Discovering Psychology: Updated Edition</i>. http://www.learner.org/resources/series138.html. • “13. The Mind Awake and Asleep”. <i>Discovering Psychology: Updated Edition</i>. http://www.learner.org/resources/series138.html. • “14. The Mind Hidden and Divided”. <i>Discovering Psychology: Updated Edition</i>. http://www.learner.org/resources/series138.html. • “20. Phantom Limb Pain”. <i>The Mind: Teaching Modules</i>. http://www.learner.org/resources/series150.html. • <i>Dying to be Thin</i>. (2000). NOVA. http://www.pbs.org/wgbh/nova/body/dying-to-be-thin.html. • “Mystery of the Senses-Vision: Classroom Activity”. NOVA- Teacher Resources. http://www.pbs.org/wgbh/nova/teachers/activities/22s5_vision.html. • “Mystery of the Senses-Hearing: Classroom Activity”. NOVA- Teacher Resources. http://www.pbs.org/wgbh/nova/teachers/activities/22s1_hearing.html.
12.B.1.5 Use knowledge gained from the biological perspective to manage daily problems and improve the quality of life.	The student will understand: • Alterations to the brain through pharmaceuticals or surgery may positively impact human behavior. • Altered states of consciousness may positively impact the quality of life. For example:

	• Severing the corpus collosum can aid patients with grand mal seizures. • Mediation and biofeedback can help to reduce hypertension, anxiety, and cortisol levels. The student will know: • How to identify ways to reduce stress and positively change the body’s reaction to external sources. • How to list and describe types of drugs that positively change human behavior. • How to examine types of psychosurgery that change behavior. For example: • Stress causes the autonomic nervous system to activate, which can increase strain on the heart. • Antidepressants and SSRIs (selective serotonin reuptake inhibitors) allow for more serotonin to be in the nervous system and decrease some of the symptoms of depression. Note: <i>The Brain: Teaching Modules</i>. “5. The Divided Brain” provides insight on the life of a split-brain patient and the work of Dr. Michael Gazzaniga. Suggested Resources: • “5. The Divided Brain”. <i>The Brain: Teaching Modules</i>. http://www.learner.org/resources/series142.html • <i>Dying to be Thin</i>. (2000). NOVA. http://www.pbs.org/wgbh/nova/body/dying-to-be-thin.htm • Landers, D.M., “The Influence of Exercise on Mental Health”. <i>Research Digest</i>. http://www.fitness.gov/mentalhealth.html
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Learning and Cognition	
Essential Standard: 12.LC.1 Understand how conditioning, learning, and cognition affect behavior.	
Concept(s): Learning, Behavior, perspective, cognition, theory, alteration, change	
Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
12.LC.1.1 Compare the theoretical development of the behavioral and cognitive perspectives in psychology.	The student will understand that: - Behavioral and cognitive perspectives may have developed in reaction to other schools of psychology. For example: - The behavioral perspective focuses on behaviors that are observable, whereas thoughts and emotions are the center of the cognitive perspective. - Behavioral psychologists believed that in order for psychology to be empirical only observable behaviors should be studied, and not thoughts, emotions, or desires. The student will know: - That within the behavioral perspective, psychologists study classical conditioning, operant conditioning, and social learning. - That behavioral psychology might focus on the observable. - That cognitive psychology may analyze thoughts, emotions, and feelings. For example: - Ivan Pavlov developed the aspects of classical conditioning. - B.F. Skinner analyzed the behaviors of animals in response to reinforcement and punishment. Note: The behavioral approach to psychology may also be refer to as the learning perspective.

	Suggested Resources: • “8. Learning”. <i>Discovering Psychology: Updated Edition</i>. http://www.learner.org/resources/series138.html. • R. Hock (2009). <i>Forty studies that changed psychology, explorations into the history of psychological research</i>. Prentice Hall.
12.LC.1.2 Summarize the behavioral facts involved in perception, motivation, emotion, and consciousness.	The student will understand that: • Perceptions may be explained by behavioral psychology. • Motivation in mammals has potential behavioral aspects. • Emotion may be behavioral in nature. For example: • Selective attention may be encouraged through incentives and operant conditioning. • Humans may be motivated to act in order to receive incentives (i.e., students may perform well in school in order to receive good grades). • The facial-feedback theory supports the behavioral perspective by saying that if we smile, we will become happy. • The circadian rhythm of an individual may be influenced by a bedtime routine, which may be reinforced by parents or other members of a household. The student will know: • That with selective attention can be altered when people are reinforced or punished to pay attention to particular stimuli. • That extra sensory perception and/or parapsychology may occur as a result of operant conditioning. • That the incentive theory of motivation is behaviorally based. • Emotion can be connected with the conditioned responses to the autonomic nervous system. For example:

	• When looking at selective attention (i.e., the cocktail party effect), humans will turn attention to words or people from who they seek or have received reinforcement. • Extra sensory perception and/or parapsychology may occur as a result of operant conditioning because an individual may seek or receive reinforcement, similar to Skinner’s research with superstitious pigeons (1948). • Individuals may chose to perform a certain action because of intrinsic or extrinsic motivation. • Humans may be classically conditioned to experience and certain emotion when presented with a specific stimuli (i.e., smelling Grandmother’s perfume makes one happy). • According to the James-Lange theory of emotion, when a person feels their heart rate increase or other aspects of their ANS respond to a stimulus, they will experience an emotion. Suggested Resources: • “7. Sensation and Perception”. <i>Discovering Psychology: Updated Edition</i>. http://www.learner.org/resources/series138.html. • “10. Cognitive Processes”. <i>Discovering Psychology: Updated Edition</i>. http://www.learner.org/resources/series138.html. • “12. Motivation and Emotion”. <i>Discovering Psychology: Updated Edition</i>. http://www.learner.org/resources/series138.html.
12.LC.1.3 Summarize the cognitive factors involved in perception, motivation, emotion, and consciousness.	The student will understand that: • Perception may be influenced by the cognition of individuals. • Consciousness may be altered by human cognition. For example: • According to Bandura (1977), a person is motivated to perform tasks best when they have a high self-efficacy. • A person’s thoughts can change their emotions. • According to Spanos (1983), a person under hypnosis may be playing a

	role as a hidden observer. The student will know: • That thoughts and feelings may alter the perception of sensation. • The difference between top-down and bottom-up processing. • That the value of intrinsic or extrinsic motivation can be influenced by cognition. • That the Schachter-Singer theory of emotion relies on cognition. For example: • In top-down processing, an individual may think that a liquid that they are drinking is Cola. However, when he sips the liquid and discover that it tastes “off,” it might take them a moment to realize that he just sipped Diet Cola. • Drs. Schachter and Singer determined that when a person believed their body was reacting to epinephrine and not an emotional stimulus, the subject report to be less happy or angry (1962). Suggested Resources: • Hock, R. R. (2009). <i>Forty studies that changed psychology, explorations into the history of psychological research</i>. Prentice Hall.
12.LC.1.4 Use classical conditioning, operant conditioning, and observational learning theories to manage daily problems and improve the quality of life.	The student will understand that: • Different forms of learning may have varying outcomes on behavior. • Outside forces can alter behavior. • Learning creates changes in behavior that improve dysfunctional behavior. For example: • Classical conditioning impacts involuntary behavior, whereas operant conditioning impacts voluntary behavior. • John Watson stated that he could though classical conditioning alter any one's behavior; “Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I’ll guarantee to take any one at random and train him to become any type of specialist I might select—

	doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors". (1930) • Token economies, through positive reinforcement, can train an organism to delay gratification. The student will know: • The differences between classical, operant, and observational learning. • The stages and aspects of classical, operant, and observational learning. • How conditioning may be used in therapeutic settings to manage problems. • Conditions under which learning can be beneficial to improving the quality of life. For example: • Pavlov used stimuli to control responses in animals, where as B.F. Skinner used reinforcement schedules to elicit responses in animals. • Through the pairing of uncontrolled stimuli and neutral stimuli during the acquisition phase of Classical Conditioning, responses in organisms can be managed. • Systematic desensitization may be used to counter condition a phobic patient by encouraging a relaxed state while an anxiety-producing stimulus is gradually presented to the patient. • Students with autism can benefit from the implementation of a token system in an educational setting, in which high quality reinforcements are substituted for earned tokens. Note: Observational learning may also be known as social learning. Suggested Resources: • Ernsperger, L. (2003). Developing proactive strategies for managing problem behaviors. <i>Autism Asperger's Digest</i>, Retrieved from http://www.autismtoday.com/articles/Developing_Proactive_Strategies.asp?name=Dr. Lori Ernsperger • Hock, R. R. (2009). <i>Forty studies that changed psychology, explorations into</i>
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	<i>the history of psychological research</i> . Prentice Hall.
12.LC.1.5 Use the results of memory and problem-solving research to manage daily problems and improve the quality of life.	The student will understand: • Cognitive abilities may not be fixed constructs; however, techniques may be used strengthen them. • Problem-solving techniques may increase adaptability to and understanding of the world. For example: • Memory of an event can change over time with decay or confabulation. • Using heuristics allow for more efficient problem solving. The student will know: • Use techniques may be used to improve memory. • Examine how psychological research has determined that memory is mailable. • Apply problem solving strategies, such as algorithms and heuristics, to real world situations. For example: • The Baddeley’s memory model examines that in the working memory, auditory rehearsal and the visual-spatial sketchpad work with the central executive to develop long-term memory. • Ebbinghaus (1885) researched that decay of memory is rapid in the onset and reduces over time. • Loftus (1975) examined memory construction in eyewitnesses and determined that memories can be altered with presupposition questions. • Heuristics use rules of thumb or more simple solutions to problem solving than algorithms. Suggested Resources: • Ebbinghaus, H. (1885). Memory: A contribution to experimental psychology. In C. Green (Ed.), <i>Classics in the History of Psychology</i> Retrieved from http://psychclassics.yorku.ca/Ebbinghaus/index.htm

	- Loftus, E (1975). Leading questions and the eyewitness report. In R. Hock (2009). <i>Forty studies that changed psychology, explorations into the history of psychological research</i>. Prentice Hall. - Zimbardo, P. (Performer) (2001). <i>Discovering psychology: Cognitive processes</i> [Web]. Retrieved from http://www.learner.org/resources/series138.html
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Socioculture	
Essential Standard: 12.S.1 Understand how interaction with others influences thoughts, feelings, perceptions, and behaviors.	
Concept(s): obedience, conformity, compliance, polarization, norms	
Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
12.S.1.1 Analyze the theoretical development of the sociocultural perspective in psychology.	The student will understand that: - Social psychology may focus on aspects of behavior that other realms fail to analyze. For example: - Stanley Milgrim's 1963 laboratory observation researched the willingness of people to follow the orders of a perceived authority figure. The student will know: - The main focuses of Social Psychology. - The impact of historical social psychologists' studies on the field. For example: - Social Psychology focuses on the need to belong, the impact of culture, and the collective identity. Suggested Resources: - Ellsworth Faris. "The Beginnings of Social Psychology." <i>American Journal of Sociology</i>, 50 (1945): 422-428. Retrieved from http://www.brocku.ca/MeadProject/Faris/Faris_1945.html

	• Milgram, S. (1963). Behavioral study of obedience. <i>Journal of Abnormal and Social Psychology</i>, 67, 371—378. In R. Hock (2009). <i>Forty studies that changed psychology, explorations into the history of psychological research</i>. Prentice Hall. • Plous, S. (2012, January 12). <i>Historical figures in social psychology</i>. Retrieved from http://www.socialpsychology.org/social-figures.htm • Zimbardo, P. (Performer) (2001). <i>Discovering psychology: Cultural psychology</i> [Web]. Retrieved from http://www.learner.org/resources/series138.html
12.S.1.2 Compare diverse cultural norms in terms of their impacts on behavior.	The student will understand that: • The presence of people or the belief that others may be watching you may impact behavior. • Different cultures have norms and expectations that influence- For example: • The roles of authority figures within a culture may alter behavior. • Surveillance cameras may deter crimes from happening, even when they are not actually recording behavior. • In Western cultures, the causes of behavior are usually accredited to personal attributes and dispositions; however, in Eastern cultures, causes are associated with duties, roles and dispositions. The student will know: • That cultures may be individualistic or collectivist in nature. • That people describe behavior through attributions and the descriptions and this may vary among cultures. • That behaviors can be explained as universal (i.e., <i>etic behaviors</i>) or culture-specific behaviors (i.e., <i>emic behaviors</i>). For example: • Triandis examined characteristics of collectivist cultures (i.e., Korea and Puerto Rico) and individualistic cultures (United States and Canada). • Although most cultures have ethics about life partners, the ethics of these

	behaviors vary (i.e., the definition of who can marry whom and at what age). Note: In this standard, the teacher may want to consider that cognition may also be impacted by cultural norm, as well as behaviors. Suggested Resources: • Triandis, H. (2002). Cultural influences on personality. <i>Annual Review of Psychology</i>, 53, 133-160. Retrieved from http://web.yonsei.ac.kr/suh/file/Cultural influences on personality.pdf • Triandis, H., Bontempo, R., Villareal, M., Asai, M., & Lucca, N. (1988). Individualism and collectivism: Cross-cultural perspectives on self-in group relationships. <i>Journal of Personality and Social Psychology</i>, 54, 323—338. • Zimbardo, P. (Performer) (2001). <i>Discovering psychology: Constructing social reality</i> [Web]. Retrieved from http://www.learner.org/resources/series138.html
12.S.1.3 Explain the impact of “cognitive consistency” and “cognitive dissonance” on attitude formation and attitude change.	The student will understand that: • Behavior and cognition of an individual may change based on the need to reduce anxiety. For example: • Leon Festinger hypothesized that humans strive to have cognitive consistency, where thoughts and behaviors match. Therefore, when the cognitive dissonance exists, the individual will either alter their actions to meet their thoughts or change their thoughts. The student will know: • Specific psychologists and their studies which identified and explained cognitive dissonance theories. • How to identify the process of cognitive consistency and cognitive dissonance, and provide examples in our culture. For example: • In Asch’s 1955 conformity study, a subject altered his answer to match

	the answers of the confederates in the study. - America's opinion of the invasion of Iraq altered with the experience of cognitive dissonance. Suggested Resources: - McLeod, S. (2008). <i>Cognitive dissonance</i>. Retrieved from http://www.simplypsychology.org/cognitive-dissonance.html - Myers, D. (2007). <i>Psychology</i>. (8th ed.). New York, NY: Worth Publishers. - Winch, G. (2011, December 1). <i>Telling white lies comes with a price</i>. [Web log message from Psychology Today]. Retrieved from http://www.psychologytoday.com/blog/the-squeaky-wheel/201112/telling-white-lies-comes-price
12.S.1.4 Analyze the cultural, social, and historic factors that contribute to antisocial behaviors (such as discrimination, stereotypes, and prejudices) or prosocial behaviors (such as altruism).	The student will understand that: - Antisocial and prosocial behaviors may be examined through multiple elements. - The historical context of antisocial behaviors may change the acceptance of the behaviors. - The presence of other people might alter pro- or antisocial behavior. For example: - The acceptance of prejudices in American society have shifted in the past century. - The bystander effect is when a person is less likely to provide assistance due the expectation that other people present will help instead. - Altruistic behavior can be viewed through the lens of the <i>social exchange theory</i>, in that even pro-social behavior is done with self-interest (ie. what you get out of it). The student will know: - That collective and individualistic cultures view anti- and prosocial behaviors differently. - That as society becomes more ethnically diverse, the experiences of anti- and prosocial behaviors shift. - That the modeling (Bandura) of significant adults and peers plays a role in the

	pro- or anti-social behaviors a child exhibits. For example: • After the devastating 2011 tsunami and earthquake in Japan, there were no reports of looting and riots, contributed by many journalists to the nation's collectivist culture. • Modern African American children are more likely to choose either to play with a black or white doll today than they were in 1940. • The study of altruism increased after the 1964 murder of Kitty Genovese. • Children who see their parents involved in volunteer work will more likely grow up to engage in volunteer work themselves. Note: Stereotype is a cognitive appraisal, prejudice is a cognitive bias and discrimination is an exhibited behavior (the action of the cognition). Suggested Resources: • Ahuja, G. (2009, March 31). <i>What a doll tells us about race</i>. Retrieved from http://abcnews.go.com/GMA/story?id=7213714&page=1 • Cafferty, J. (2011). Why is there no looting in Japan?. <i>CNN</i>, Retrieved from http://caffertyfile.blogs.cnn.com/2011/03/15/why-is-there-no-looting-in-japan/Gansberg, M. • Fahrenthold, A. L. (2003). Family volunteering and youth engagement in the non-profit sector: An analysis of benefits. <i>RGK Center for Philanthropy and Community Service</i> , Retrieved from http://www.serviceleader.org/volunteers/familyvolunteering • (1964, March 27). Thirty-eight saw murder, didn't call the police. <i>New York Times</i>. Retrieved from http://www2.selu.edu/Academics/Faculty/scraig/gansberg.html
12.S.1.5 Explain the impact of compliance, obedience, and conformity on the individual and society.	The student will understand that: • Studies in conformity and obedience may explain humans' susceptibility to social influence. • Choosing to conform, obey, or be compliant may affects the individual and society.

	For example: - Stanley Milgram’s experiment placed participants in the situation of whether to obey an authority figure (the experiment) or respond to another’s pleas for help, overwhelmingly the participants were more likely to obey the authority figure. - One might choose to conform because disobeying a social rule would have more devastating effects (i.e., a student not stop a friend from bullying another student for fear of being rejected herself). The student will know: - That the experiments of Asch, Milgram, and Zimbardo greatly contributed to the study of conformity and obedience. - That <i>normative social influence</i> and <i>informational social influence</i> both impact our decision to conform to a group. For example: - Informational social influence explains that when making a decision an individual considers his/her social groups opinion about reality whether or not it’s true. Note: Under “Suggested Resources” the Hansen (2009) website contains clips of the ABC News <i>The Milgram Experiment Revisited</i>. Suggested Resources: - ABC News Basic Instinct: Part 5 <i>The Milgram Experiment Revisited</i>. (August 27, 2007) - Hansen, J. (2009, September 15). Stanley Milgram revisited. <i>Minding the Law: Bridging Mind Sciences and Law</i> , Retrieved from http://www.psychologytoday.com/blog/minding-the-law/200909/stanley-milgram-revisited - Zimbardo, P. (1999). <i>The Stanford prison experiment</i>. Retrieved from http://www.prisonexp.org/
12.S.1.6 Evaluate the extent to which	The student will understand that:

mass communication systems and social networking impacts human cognition and behavior.	• Mass communication systems may affect our perceptions of attractiveness. • Social networking and mass communication systems could impact our sense of self. • Our perceptions of appropriate and inappropriate adult relationships may be influenced by mass communication and social networking. For example: • Studies have correlated the increase of anorexia nervosa with media depictions of <i>beautiful</i> males and females. • Media depictions of violence against women with little consequences increases acceptance of aggression and gives the false idea that women enjoy such violence (Malamuth & Check, 1981; Zillmann, 1989). The student will know: • Social Networking has been correlated with narcissism and decreased self-esteem. • The Mere Exposure Effect is the phenomenon that the more we see a particular image our fondness of it increases. • Viewing violent media has been correlated with violent behavior in some children; the correlation is strongest when the child has a predisposition for aggression and high rates of television viewing. (Gentile, et al. 2004) For example: • When a political candidate is running for office there is a quota of television media exposure allowed for each person. When Arnold Schwarzenegger ran for California's governor, elections rules did not allow his movies to be shown without giving other candidates equal air-time (mere exposure effect). • If an adolescent girl consistently views magazines with images of thin celebrities, she will grow accustomed to that as normal attractiveness. • The more exposure children and teens have to media violence the more likely they are to be desensitized to violence.
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	Suggested Resources: • NPR Staff. (2011, February 05). <i>Saving our daughters from an army of princesses</i>. Retrieved from http://www.npr.org/2011/02/05/133471639/saving-our-daughters-from-an-army-of-princesses • Tucker, J. H. (2010, November 2). Study of Facebook users connects narcissism and low self-esteem. <i>Scientific American</i>, Retrieved from http://www.scientificamerican.com/article.cfm?id=status-update-im-so-glamorous • Voters 'prefer attractive politicians' . (2010, January 27). <i>The Telegraph</i>. Retrieved from http://www.telegraph.co.uk/science/science-news/7080729/Voters-prefer-attractive-politicians.html
12.S.1.7 Use various theories of sociocultural psychology to manage daily problems and improve the quality of life.	The student will know: • The use of social psychology may positively impact the interaction of individuals. • Studying sociocultural psychology may increase effective interaction in a global society. For example: • By understanding what may cause of discrimination, people can fight against the negative actions. • Businesses use psychologists to assist members of their global divisions to better prepare for working with foreign clients. The student will be able to: • Apply sociocultural constructs to their own lives (i.e., bullying, mere exposure, risky shift, etc). • Chart how the use of sociocultural constructs have improved lives in the a historical context. • Examine ways in which psychological understanding can encourage peace and reduce social conflict. For example: • Studies in observational learning has lead to more concern about censorship of media violence.

	• Studies have shown that bullying may increase in occurrence when shielded by the anonymity of the Internet. • After the Kitty Genovese case in 1964, some Americans are more aware of reducing by-stander effects in traumatic situations. • Working toward shared goals can increase unity and decrease ethnic tensions (Lacey, 2004). Suggested Resources: • Campbell, E. (1990). <i>Television violence: Social science vs. the law</i>. Formally published manuscript, Loyola Marymount University and Loyola Law School, Los Angeles, California. , Available from Loyola of Los Angeles Entertainment Law Review. Retrieved from http://digitalcommons.lmu.edu/cgi/viewcontent.cgi?article=1190&context=elr&sei-redir=1&referer=http://scholar.google.com/scholar_url?hl=en&q=http://digitalcommons.lmu.edu/cgi/viewcontent.cgi%3Farticle%3D1190%26context%3Delr&sa=X&scisig=AAGBfm0OP9AKFOal4p1a3fDvv0hpf6O5Yw&oi=scholar. • Lacey, M. (2004, April 09). A decade after massacres, rwanda outlaws ethnicity. <i>New York Times</i>. Retrieved from http://www.nytimes.com/2004/04/09/world/a-decade-after-massacres-rwanda-outlaws-ethnicity.html?pagewanted=all • Murray, B. (2002). Psychology bolsters the world's fight against racism. <i>Monitor on Psychology</i>, 33(1), 52. Retrieved from http://www.apa.org/monitor/jan02/bolsters.aspx • Myers, D. (2007). <i>Psychology</i>. (8th ed.). New York, NY: Worth Publishers. pp. 767-769
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Human Development

Essential Standard:

12.DE.1 Analyze human development throughout the lifespan.

Concept(s): Nature, Nurture, Theory cognition, development, stages, growth	
Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
12.DE.1.1 Analyze cognitive development throughout the lifespan.	The student will understand that: • Cognitive development may be explained by the works of Piaget. • An individual's cognitive development may progress through sequential stages. • Both nature and nurture may be used to describe the progression of one's cognitive development. For example: • Piaget outlined 4 sequential stages of cognitive development: sensorimotor, preoperational, operational, and formal operations. • Some researchers believe that Piaget underestimated infant's intelligence, but some recent studies show that infants have an intuitive understanding of laws of mathematics and physics. (Baillargeon, 2004; Wynn, 2000) • The concept of the <i>critical period</i> explains that humans have an optimum window to learn language (nature), but in order to develop language one has to be exposed to it (nurture). The student will know: • Piaget's cognitive stages of development • The concept of <i>critical period</i> and apply it to real-life situations • How to apply the concepts of <i>object permanence</i> and <i>conservation</i> • The concept of <i>egocentrism</i> and how it differs from selfishness. For example: • Object permanence develops during the sensorimotor stage as the child demonstrates even though he can't see an object, like a toy, it still exists. • "Genie" became famous when authorities found her in 1970 after being

	locked in a room for the first 12 years of her life. She had experienced little human interaction and uttered only infantile noises, suggesting her <i>critical period</i> window had closed. • <i>Egocentrism</i> is the inability to take another's viewpoint. A child may pretend to be invisible by covering her own eyes, thinking if she can't see her brother, her brother can't see her. Suggested Resources: • Secret of the wild child [Television series episode]. (1997). In NOVA. PBS. Retrieved from http://www.pbs.org/wgbh/nova/transcripts/2112gchild.html • Stewart, H. (n.d.). <i>Neuroscience at the movies feral children</i>. Retrieved from http://faculty.washington.edu/chudler/moviesfc.html • The child's brain: From syllable to sound [Television series episode]. (2002). In <i>The Secret Life of the Brain</i>. NOVA. Retrieved from http://www.pbs.org/wnet/brain/episode2/index.html
12.DE.1.2 Analyze the lifespan using psychodynamic theories.	The student will understand that: • Psychodynamic ideas of development suggest that in order to develop well, one must successfully accomplish one stage before progressing to the next. For example: • Alfred Adler hypothesized that a child's personality developed in conjunction with inferiority complexes. • Fixation in a Freudian stage may result from not fulfilling the tasks of that stage. The student will know: • The stages of Freud's psychosexual development and Erikson's psychosocial development. • That psychodynamic theories of development are based on interpersonal relationships. • That psychodynamic theories of development may be applied to personal experiences.

	For example: • Erikson's stages of social development can be divided into eight stages-- trust v. mistrust, autonomy v. shame and doubt, initiative v. guilt, industry v. inferiority, identity v. role confusion, intimacy v. isolation, generativity v. stagnation, and integrity v. despair. • Both Freud and Erikson examined the importance of relationships with other (parents, siblings, or other people) on development. • The psychosocial changes that occur during the teenage years, may cause a stain in parent-child relationships (Ruffin, 2009). Suggested Resources: • Britt, M. (Performer) (2008, August 2). Mnemonic device for erikson's eight stages of development. <i>The psych files: What's in your mind?</i>. [Video podcast]. Retrieved from http://www.thepsychfiles.com/2008/08/episode-67-mnemonic-device-for-eriksons-eight-stages-of-development/ • Ruffin, N. (2009, May 1). <i>Adolescent growth and development</i>. Retrieved from http://pubs.ext.vt.edu/350/350-850/350-850.html
12.DE.1.3 Analyze moral development throughout the lifespan.	The student will understand that: • Moral development is an evolutionary process. For example: • Kohlberg in the late 1950s and 1960s used the interview method to prove his hypothesis that morality could be defined by three levels-- pre-conventional, conventional, and post-conventional. • Kohlberg's population sample was limited to young males from one region on the United States, which may have created a bias sample. The student will know: • That there are three levels of moral development according to Lawrence Kohlberg and that each stage is subdivided into two stages. • Gilligan countered Kohlberg's research by including women. • Kohlberg used hypothetical stories (i.e., the Heinz question) to determine the levels of more development.

	• Great historical figures may be associated with Kohlberg’s post-conventional level of morality. • There are cultural and gender considerations to the limitations of Kohlberg’s theory. For example: • Kohlberg defined his levels as 1a) obedience & punishment orientation, 1b) individualism & exchange, 2a) good interpersonal relationships, 2b) maintaining the social order, 3a) social contract and individual rights, and 3b) universal principles. • People like Martin Luther King, Jr. and Gandhi may have achieved level III, stage 6-- universal principles. • Carol Gilligan argued that Kohlberg’s research was inappropriate to associate to women because the research was only conducted with men. Suggested Resources: • Kohlber, L. (1958).How moral are you? In R. Hock (2009). <i>Forty studies that changed psychology, explorations into the history of psychological research</i>. Prentice Hall. • Ricci, E., & Letch, N. (n.d.). <i>Age & criminal responsibility</i>. Retrieved from http://www.psychinaction.com/uimages//84.pdf
12.DE.1.4 Use knowledge gained from an analysis of human development to understand personal challenges at different stages of life.	The student will understand that: • Various theories of development may be beneficial in describing an era in an individual’s life. • Maturation may cause changes and challenges throughout the life span. For example: • The development of a person in their elder years could be analyze cognitively, biologically, and socially. • As an individual ages, they are more likely to lose fluid intelligence than crystallized intelligence. The student will know: • How the theories of Piaget, Kohlberg, and Erikson complement one another.

	• That the stage theories of development are not absolute, meaning that not all people progress through the stages in the same manner. • How biological changes occur in the elder years. • How to chart the alterations that may occur to the cognitive abilities of a person as they age. • That the treatment of elders vary in different cultures. • How to apply the stages to their own adolescent development. For example: • In order to solidify one's identity (Erikson) the person must be able to think abstractly (Piaget), and in order to understand morality in terms of universal mores and rights (Kohlberg) the person needs to have an understanding of his own beliefs (Erikson) and think abstractly (Piaget). • The reduction of acetylcholine (ACh) in the nervous system may be associated with the Alzheimer's disease. Suggested Resources: • "18. Maturing and Aging". <i>Discovering Psychology: Updated Edition</i>. http://www.learner.org/resources/series138.html. • Glisky, E. (2007). Changes in cognitive function in human aging. In D. Riddle (Ed.), <i>Brain aging: Models, methods, and mechanisms</i>. Retrieved from http://www.ncbi.nlm.nih.gov/books/NBK3885/ • NPR Staff. (2010, April 20). <i>The grown-up brain': Sharper than once thought</i>. Retrieved from http://www.npr.org/templates/story/story.php?storyId=126115275 • Walker, S. (Director), & George, S. (Director) (2007). <i>Young @ heart</i> [DVD].
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Differences

Essential Standard:

12.D.1 Understand human differences and strategies for coping when those differences create dysfunction.

Concept(s): Theory, personality, Perspective, Trait culture, control	
Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
12.D.1.1 Use factors such as biology, conditioning, cognition, sociocultural interactions, and human development to understand personality differences.	The student will understand that: ● Personality differences may be impacted by multiple factors. ● Personality is a distinctive behavior pattern of thinking, feeling, and behaving. ● Theories on personality vary greatly. The student will know: ● An individual's personality may not be explained by only one factor in isolation. ● Freud developed psychoanalytic theory of personality (Psychosexual Stages of Development) by exploring the unconscious. ● Humanistic psychology (Rogers, Maslow) describes personality in terms of human potential for growth and self-actualization. ● Neo-Freudians (Adler, Horney, and Jung) kept Freud's basic ideas of childhood impact on later adult personality, defense mechanisms, and the importance of unconscious, but veered away from his ideas that sex and aggression consumed all human motivation. ● The Trait Perspective focuses on defining personality in terms of enduring behavior patterns. ● The Socio-cultural perspective defines personality as related to reciprocal influences and the sense of personal control. ● How to compare and contrast various personality theories. ● How personality theories are impacted by their historical context. ● How to describe personality using all factors (biology, conditioning, cognition, sociocultural interactions, and human development)

	For example: ● Freud’s theory of personality structure is composed of three parts: id, ego, and superego. ● Rogers is attributed with the structure of the modern counseling by approaching his clients in a non-judgemental way with unconditional positive regard. ● Factor analysis (such as Eysenck & Eysenck, 1963), personality inventories (such as the <i>Myers-Brigs Type Indicator</i> and the MMPI) are used to describe personality according to the Trait Perspective. ● <i>The Big Five Factors</i> is a common measure of personality traits. ● Our personality is a interaction between ourselves and the environment (Bandura 1986). ● Individuals explain a sense of personal control as “internal” (one controls his own destiny), or “external” (fate controls one’s destiny). ● Freud worked during a time when women experienced a more repressed life and were limited in opportunities; his theories reflect a more Victorian perception of a woman’s role in society. ● Extroversion can be explained through genetics, influence of a person’s peer group, or as a means of adaptation and survival. Suggested Resources: ● Keirsey, D. (n.d.). <i>The Keirsey temperament sorter</i>. Retrieved from http://www.keirsey.com/sorter/instruments2.aspx?partid=0 ● Oliver, J. D. (2009). <i>The big five personality test</i>. Retrieved from http://www.outofservice.com/bigfive/
12.D.1.2 Explain the impact of psychological disorders on perceptions and behavior.	The student will understand that: ● Imbalances of hormones and neurotransmitters, indicative of a psychological disorder, may impact a person’s perceptions and behavior. ● The Biological, Learning, and Socio-cultural perspectives can explain how perceptions and behavior are impacted by psychological disorders. For example: ● Low-levels of dopamine are indicators of Parkinson’s disease, whereas an overabundance of dopamine is an indicator of schizophrenia.

	● Low-levels of serotonin are indicators of depression, whereas an overabundance of serotonin is an indicator of anxiety. ● If a person is prone to depression (genetics) might be triggered by a break in a relationship (environmental). This person is at a higher risk of experiencing depression after a break-up since he or she already has a family history of depression. The student will know: ● The learning perspective as related to anxiety disorders involves fear conditioning and observational learning. ● The vicious cycle of depressed thinking explains how a person's perceptual thinking is altered by depression. ● That schizophrenia involves disturbed perceptions, disorganized thinking, and inappropriate emotions and actions. ● That personality disorders involve maladaptive social functioning but the person does not experience anxiety, depression, or delusions. For example: ● Someone who suffers from a phobia has been conditioned to be afraid of a particular object or situation. ● The cycle of depressed thinking follows a pattern of: "stressful experiences, negative explanatory style, depressed mood, and cognitive and behavioral changes". (Myers, 2007, 668). ● A person with schizophrenia may speak in what's often called "word salad", meaning that the words are strung together in an incomprehensible manner. (for instance: "blue running underneath flower airport dogs remote") ● A person with anti-social personality disorder does not suffer from delusions before, during, or after committing a crime. Suggested Resources: ● Boeree, C. G. (2009). Neurotransmitters. <i>General Psychology</i>, Retrieved from http://webspace.ship.edu/cgboer/genpsyneurotransmitters.html
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	● Myers, D. (2007). <i>Psychology</i>. (8th ed.). New York, NY: Worth Publishers. ● Schizophrenia. <i>Neuroscience for Kids</i>, Retrieved from http://faculty.washington.edu/chudler/schiz.html
12.D.1.3 Interpret psychological disorders and appropriate treatments for these disorders within the framework of biology, conditioning, cognition, sociocultural interactions, and human development.	The student will understand: ● Treatments of psychological disorders vary and multiple approaches may be used to treat a single disorder. ● What may be considered a psychological disorder, or atypical in one culture may not be in another. For example: ● Men in the Wodaabe tribe wear costumes and make up to attract women. In Western society such behavior would be considered atypical. ● A adolescent who is suffering from major depression might undergo individual client-centered therapy (Humanistic), as well Family therapy in order to help the client better cope with stressors. The student will know: ● That psychological disorders are grouped in four main categories: Anxiety, Mood, Schizophrenia, and Personality Disorders. ● The Medical Model assumes that mental illness can be diagnosed based on symptoms and treated through therapy. ● The Biopsychosocial Approach explains that all behavior comes from the interaction between nature (genetics & physiology) and nurture (environmental influences and personal experiences). ● That in order to be diagnosed with a psychological disorder the disorder must fulfill all of the following: be Maladaptive, Unjustifiable, Disturbing (to daily life), and Atypical. ● That Psychological Disorders are classified in the <i>Diagnostic and Statistical Manual of Mental Disorders</i> (DSM-IV). ● Identify disorders based on symptoms. ● Analyze which treatments are best suited to treat particular disorders. ● That there are multiple psychological therapies, which serve different purposes, and they can be used in combination to treat particular disorders (Psychoanalysis, Humanistic, Behavior, and Cognitive therapies, and Group and

	Family therapies) For example: • Depression is diagnosed after a 2-week period of unexplainable feelings of sadness, hopelessness, feelings of lethargy, etc. • Mood disorders include Major Depression, Bipolar, dysthymic disorders, etc. • Primary treatments of OCD include Cognitive-Behavioral therapy, whereas primary treatments of Schizophrenia include use of pharmaceuticals. Note: The <i>DSM-V</i> is due to be released in May 2013. The videos listed under resources can be purchased. In the ABC video on OCD, the interviewer refers to Dr. Jeffrey Schwartz; and article on Dr. Schwartz's therapy techniques is listed in resources as well. Suggested Resources: • <i>ABC News 20/20 Schizophrenia</i> (DVD release date May 14, 2007) • <i>ABC News 20/20 Obsessive Compulsive Disorder</i> (DVD release date May 14, 2007) • <i>BS Depression: Out of the Shadows</i> (2008) (DVD release date June 10, 2008) • American Psychiatric Association. (2000). <i>Diagnostic and statistical manual of mental disorders</i> (4th ed., text rev.). Washington, DC: Author. • Gorbis, E. (n.d.). <i>Dr. Jeffrey Schwartz's four steps</i>. Retrieved from http://hope4ocd.com/foursteps.php • Weg, A. (2009). Treat obsessive compulsive disorder with cognitive behavioral therapy. <i>ABCPrimetime</i>, Retrieved from http://abcnews.go.com/Primetime/story?id=8238662&page=1
12.D.1.4 Summarize methods of ensuring ethical practice for clinicians.	The student will understand that: • There are controversies related to labeling of psychological disorders. • Ethical guidelines dictate counselor/client interaction. For example: • Some clinicians argue that mental disorders must be diagnosed and

	labeled based on symptoms in order to best formulate a treatment plan for a client. • Other clinicians warn that labeling disorders creates a self-fulfilling prophecy, where the person will exhibit and possibly exaggerate symptoms because they have been labeled. • The APA developed ethical principles that should be followed by all mental health professionals. The student will know: • The advantages and disadvantages of diagnostic labeling. • The APA ethical principles (1. obtain informed consent, 2. protect from harm, 3. treat information from individuals confidentially, 4. fully disclose potential risks of treatment). • There are two instances where mental health professionals can break confidentiality: when the client threatens to harm himself, or there is a threat of harm on another person. For example: • If a client discloses to the therapist he has been having an affair, the therapist is not at liberty to share that information. • If a teenager has been diagnosed with ADHD, the teen might act more hyperactive just because he's living up the role placed on him by the label (self-fulfilling prophecy). Suggested Resources: • APA. (2010). <i>Ethical principles of psychologists and code of conduct</i>. Retrieved from http://www.apa.org/ethics/code/index.aspx
12.D.1.5 Use appropriate and effective strategies of coping with stress and developing resilience.	The student will understand that: • Coping strategies are patterned behaviors that stem from personality traits and personal experiences. • Coping strategies may be effectual or ineffectual. • Stress is an appraisal process. • Some personality types may be more prone to inappropriately cope with stress.

	Examples: ● Addictive behavior (such as smoking when dealing with a stressor) is an ineffectual coping strategy; drugs, like nicotine, increase serotonin which increases anxiety. ● Stress is the process by which we appraise a stressor as a <i>threat</i> or <i>challenge</i> and label it as such. ● Type A personalities are at a greater risk for stress-related illness. The student will know: ● The negative health effects from prolonged stress. ● How General Adaptation Syndrome (GAS) applies to stress reactions. ● The roles of the sympathetic and parasympathetic nervous systems as it relates to stress triggers. ● How to identify effectual and ineffectual coping strategies in their own lives. ● How to recognize and understand why they label a particular stressor as a <i>threat</i> or <i>challenge</i>. For example: ● Prolonged stress (elevation of sympathetic nervous system) can have negative physical effects such as, insomnia, heart disease, depressed immune system, and hair loss. ● Deep breathing, such as practiced in yoga, triggers the parasympathetic nervous system to engage, thus calming down the body. ● When faced with a stressor, a student may go to the batting cages to cope with stress (effectual) or binge eat (ineffectual). ● A student is nervous about an upcoming chemistry exam. If the student views the test as a <i>threat</i>, he sees the test as an object can inflict harm and is beyond the student's capabilities; his stress will drive him to distraction. Instead, if the student views the chemistry exam as a challenge, he might recognize that the test is hard, but he has the tools to do well, and thus will be more aroused and focused. Suggested Resources:
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	• Gorbis, E. (n.d.). <i>Dr. Jeffrey Schwartz's four steps</i> . Retrieved from http://hope4ocd.com/foursteps.php • Mayo Clinic Staff. (2010). Stress management essential: Creative problem solving. <i>Mayo Clinic</i>, Retrieved from http://www.mayoclinic.com/health/stress-management/SR00040 • What is stress?. (2006). <i>Northern Arizona University</i>, Retrieved from http://www4.nau.edu/healthycampus/stressmgt/Overview1.html
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