

# Psychology

Adopted 2016

## Psychology Foundations and Research

### **SSPFR1. Explain selected historical and contemporary perspectives and practices of psychologists.** SSPFR1

- a. Define the field of psychology. SSPFR1.A
- b. Identify key figures and their perspectives in the history of the field of psychology: include Wundt, Freud, Skinner, James, Watson, Rogers, Bandura, and Pavlov. SSPFR1.B
- c. List and describe the major occupations and subfields of psychology. SSPFR1.C

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### **SSPFR2. Explain the research methods and the types of statistics used in the field of psychology.** SSPFR2

- a. Explain how psychologists conduct research to describe, explain, predict, and control behavior. SSPFR2.A
  - b. Describe the types of research methods used by psychologists, include: experiment, survey, case study, and observation. SSPFR2.B
  - c. Identify the basic elements of an experiment, include: independent and dependent variables, types of experimental control (blind/double-blind procedures, placebo controls). SSPFR2.C
  - d. Explain the differences between a correlation and an experiment. SSPFR2.D
  - e. Classify the types and uses of statistics in psychological research, include: descriptive statistics. SSPFR2.E
  - f. Interpret graphic data representations. SSPFR2.F
  - g. Explain ethical issues in psychological research. SSPFR2.G
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## Biological Foundations

### **SSPBF1. Explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion.** SSPBF1

- a. Discuss the major divisions and sub-divisions of the nervous system and their role in behavior, include: central (brain and spinal cord) and peripheral [autonomic (sympathetic and parasympathetic) and somatic]. SSPBF1.A
  - b. Identify the components and function of a neuron. SSPBF1.B
  - c. Explain the process of neurotransmission, include: action potentials and synaptic transmission. SSPBF1.C
  - d. Identify the major structures and functions of the brain. SSPBF1.D
  - e. Describe the methods used to analyze neural form and function: include the MRI, fMRI, PET, CAT, and EEG. SSPBF1.E
  - f. Examine the role of genetics in the development of behaviors. SSPBF1.F
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### **SSPBF2. Compare different states of consciousness.** SSPBF2

- a. Identify altered states of consciousness, include: sleeping, dreaming, hypnosis, meditation, biofeedback, and mind-altering substances. SSPBF2.A
  - b. Describe the sleep cycle and circadian rhythm. SSPBF2.B
  - c. Explain theories of sleeping and dreaming. SSPBF2.C
  - d. Investigate the validity of hypnosis. SSPBF2.D
  - e. Analyze the physical and psychological issues associated with addiction. SSPBF2.E
  - f. Explain how the major drug classes (stimulants, depressants, and hallucinogens) affect neurotransmission and behaviors. SSPBF2.F
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### **SSPBF3. Discuss the components of stress.** SSPBF3

- a. Categorize and explain the different physiological and psychological reactions to stress. SSPBF3.A
- b. Identify strategies to deal with stress that promote health, include: coping strategies and behavioral modification. SSPBF3.B

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**SSPBF4. Describe how the physical world is translated into a psychological experience.** SSPBF4

- a. Describe the basic structures of the eye and ear, the associated neural pathways, and the process of sensory transduction. SSPBF4.A
- b. Recognize causes which can lead to hearing and vision deficits: include environmental causes, aging, genetics, diet, disease, and trauma. SSPBF4.B
- c. Describe the major theories associated with visual and auditory sensation and perception: include threshold theory, opponent process theory, trichromatic theory of vision, frequency theory, volley theory and place theory of hearing. SSPBF4.C
- d. Identify additional senses, include: smell, taste and touch. SSPBF4.D
- e. Analyze different perceptual illusions and describe why illusions are important for our understanding of perception. SSPBF4.E
- f. Compare top-down and bottom-up processing. SSPBF4.F

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**SSPBF5. Identify major theories and concepts related to motivation and emotion.** SSPBF5

- a. Compare and contrast the biological, cognitive/learning, and humanistic perspectives of motivation. SSPBF5.A
- b. Compare and contrast theories of emotion, include: James-Lange, Cannon-Bard, and Singer-Schachter's Two Factor. SSPBF5.B

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**Change in Behavior and Cognition**

**SSPBC1. Identify the characteristics of and major approaches to learning.** SSPBC1

- a. Identify learning as a relatively permanent change in behavior based on experience. SSPBC1.A
- b. Explain the behavioral approach to learning. SSPBC1.B
- c. Compare and contrast the paradigms of classical and operant conditioning. SSPBC1.C
- d. Describe changes in behavior using the social learning theory. SSPBC1.D

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**SSPBC2. Analyze key concepts associated with information processing and memory.** SSPBC2

- a. Describe the components of the human information processing system, include: sensory memory, attention, short term memory (working memory), encoding, long term memory, and retrieval. SSPBC2.A
- b. Evaluate strategies that enhance memory, include: mnemonics, maintenance rehearsal, and elaborative rehearsal. SSPBC2.B
- c. Analyze theories of forgetting, include, encoding failure, decay, proactive/retroactive interference, types of amnesia (retrograde, anterograde, source, and infantile). SSPBC2.C
- d. Explain the phenomena involved in problem solving and decision-making, include: heuristics, algorithms, biases, expectancies, and mental set. SSPBC2.D

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**SSPBC3. Describe behavioral, social, and cognitive changes from the prenatal period throughout the life span.** SSPBC3

- a. Chart physical changes of a human being from conception through late adulthood. SSPBC3.A
- b. Explain the developmental models of Freud, Piaget, Kohlberg, and Erikson. SSPBC3.B
- c. Compare and contrast the theories of language and language acquisition, include: Chomsky, Skinner, and Whorf. SSPBC3.C
- d. Describe the role of critical periods in development. SSPBC3.D

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**Variability of Behavior among Individuals and Groups**

**SSPVB1. Analyze concepts related to the measurement, and nature of intelligence.** SSPVB1

- a. Differentiate between general and multiple intelligences. SSPVB1.A
- b. Explain how intelligence may be influenced by heredity and environment. SSPVB1.B
- c. Evaluate the reliability, validity, and standardization of historical and contemporary intelligence tests. SSPVB1.C
- d. Evaluate the implications of measurement of intelligence on the individual and culture. SSPVB1.D
- e. Differentiate the levels of intelligence: include giftedness and intellectual disability. SSPVB1.E

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**SSPVB2. Evaluate theories of personality and assessment tools.** SSPVB2

- a. Evaluate Psychodynamic Theory and its impact on contemporary psychology. SSPVB2.A
- b. Evaluate the Humanistic Perspective of personality. SSPVB2.B
- c. Analyze the purpose and theories of the Trait Perspective of personality. SSPVB2.C
- d. Analyze the Social-Cognitive Perspective of personality. SSPVB2.D
- e. Identify various personality assessment tools. SSPVB2.E

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**SSPVB3. Identify psychological disorders and treatment.** SSPVB3

- a. Identify criteria that distinguish normal from disordered behavior, include: the criteria of distress, deviance, and dysfunction. SSPVB3.A
- b. Describe methods used to diagnose and assess psychological disorders, include: the current version of the Diagnostic and Statistical Manual, the MMPI, and projective tests. SSPVB3.B
- c. Analyze various psychological disorders and identify appropriate treatments, include: anxiety disorders, bipolar and depressive disorders, personality disorders, somatic disorders, and schizophrenia. SSPVB3.C
- d. Analyze the challenges associated with labeling psychological disorders and the impact of diagnosis on patients. SSPVB3.D
- e. Compare the biomedical, psychoanalytical, cognitive, and behavioral and humanistic approaches to the treatment of psychological disorders. SSPVB3.E

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**Social Psychology**

**SSPSP1. Analyze the impact of the social environment on behaviors, and attitudes.** SSPSP1

- a. Explain phenomena that result from the influence of the social environment on the individual and vice versa: include obedience, social facilitation, social loafing, bystander apathy, conformity such as Asch's experiment, groupthink, group polarization, and deindividuation. SSPSP1.A
- b. Analyze attribution and cognitive dissonance theories pertaining to social judgments and attitudes. SSPSP1.B
- c. Explain the factors that contribute to affiliation and attraction, include: proximity, mere-exposure effect, and similarity. SSPSP1.C
- d. Analyze and evaluate the ethics of experimentation in social psychology, include: Milgram's experiment of obedience and Zimbardo's Stanford Prison Experiment. SSPSP1.D