

Psychology – Basic processes of behaviour

Week	Topics/Concepts	Learning Outcome(s)	Bloom's Taxonomy Level*	Activities and/or Assessments
1	<ul style="list-style-type: none"> • Definition of Psychology • Behaviour • Mental Processes • Reasons for using animals in research • 4 goals of psychology • Historical contributors to the field • Cognitive Perspective, Biological Perspective, Evolutionary, Perspective, Sociocultural Perspective • Jobs in psychology 	<ul style="list-style-type: none"> • Discuss the development of psychology as a science, identifying important contributors to the field. 	Knowledge	
2	<ul style="list-style-type: none"> • critical thinking • scientific attitude (curiosity, skepticism, humility) • the use of animals in research • ethical principles (informed consent, protection from harm, debriefing, minimize deception, guarantee anonymity or confidentiality) 	<ul style="list-style-type: none"> • Discuss the scientific method and identify ethical issues in psychological research. • Differentiate among the major methods used in conducting psychological research. 	Knowledge Analysis	
3	<ul style="list-style-type: none"> • theory, hypothesis • qualitative research vs quantitative research • case studies, naturalistic observations, laboratory observations, self-report data (surveys, interviews) • correlations and directionality, correlation coefficient • experimental method, independent variable vs dependent variable, experimental group, control group, placebo • random assignment vs random sampling • reliability, validity 	<ul style="list-style-type: none"> • Discuss the scientific method and identify ethical issues in psychological research. • Differentiate among the major methods used in conducting psychological research. 	Knowledge Analysis	Assignment

4	<ul style="list-style-type: none"> • neuron (function, definition) • parts of a neuron: dendrites, cell body, axon, nerve ending, myelin sheath, synapse/synaptic cleft • how a neuron fires • types of neurons (afferent, efferent, interneurons, glial cells) • neurogenesis • neurotransmitter function (excitatory, inhibitory) • epigenetics • peripheral nervous system, somatic system, autonomic system, sympathetic nervous system, parasympathetic nervous system • spinal cord, brainstem, cerebrum, corpus callosum • plasticity • frontal lobe, parietal lobe, occipital lobe, temporal lobe 	<ul style="list-style-type: none"> • Explain the structure of neurons and how neurons communicate. • Summarize the role of neurotransmitters and how they affect behaviour. • Describe the major divisions and functions of the nervous system. • Identify the major structures of the brain and their functions. 	Knowledge Comprehension	
5	<ul style="list-style-type: none"> • Learning • Classical Conditioning, Ivan Pavlov • stimulus, reflex, neutral stimulus (NS), unconditioned stimulus (UCS), unconditioned response (UCR), conditioned stimulus (CS), conditioned response (CR) • generalization, discrimination, extinction, spontaneous recovery • Operant Conditioning, B.F. Skinner, Law of Effect • punishment vs reinforcement, schedules of reinforcement, shaping • Social-Cognitive Learning, Albert Bandura 	<ul style="list-style-type: none"> • Describe the components of classical conditioning; stimulus and response types. • Explain operant conditioning processes; reinforcement, punishment, schedules of reinforcement etc. • Explain the processes of extinction, generalization and discrimination in learning. • Describe cognitive learning models. • Explain how cognitive models of learning differ from the early learning models. 	Knowledge Comprehension Analysis	

	<ul style="list-style-type: none"> • observational learning • locus of control, learned helplessness, tyranny of choice 	<ul style="list-style-type: none"> • Analyze the ways in which learning models have been applied to help people change behaviour. 		
6	<ul style="list-style-type: none"> • processing (encoding, recoding, decoding) • The Multi-Store Model (also known as The Atkinson-Shiffrin model) • sensory memory, iconic memory, echoic memory • Short-Term (Working) Memory (STM), Central Executive, Phonological loop, Visuospatial Sketchpad • Rehearsal, organization, elaboration, primacy and recency • Long-Term Memory (LTM), retrieval, recognition, recall, Reconstruction, tip-of-the-tongue phenomenon • The Level of Processing Model, depth of processing, attentional resources over a lifetime, cognitive inhibition, planning • Long-Term Knowledge (general, domain-specific, declarative, procedural, conditional) • long-term memories; explicit (declarative memories); implicit (nondeclarative memories); space, time, frequency, semantic, episodic, flashbulb, eidetic, photographic • Elaborative Interrogation, Priming • Forgetting, encoding failure, decay theory, replacement, retroactive 	<ul style="list-style-type: none"> • Distinguish between implicit and explicit memories. • Describe the types of explicit memory process; sensory, short-term and long-term. • Describe how memories are stored and the brain systems involved. • Describe the ways in which memories are retrieved. • Explain the types of retrieval processes; priming, context dependence, state-dependence. • Analyze the ways in which information is forgotten; encoding failure, storage decay and retrieval failure. 	Knowledge Comprehension Analysis	Assignment Test

	<p>interference, proactive interference, cue-dependent, context-dependent, state-dependent</p> <ul style="list-style-type: none"> • amnesias (retrograde, anterograde, digital) 			
7	<ul style="list-style-type: none"> • social psychology • attitudes, explicit attitudes, implicit attitudes • cognitive dissonance • attribution, dispositional attribution, situational attribution • fundamental attribution error (FAE) • systemic racism, prejudice, discrimination, stereotyping • dual-attitude system • group, in-group bias • the audience effect, social facilitation, social loafing, deindividuation, group polarization, groupthink • bystander effect • conformity • obedience • social norms • persuasion, central route persuasion, peripheral route persuasion • popularity • foot-in-the-door, door-in-the-face, low-ball-technique 	<ul style="list-style-type: none"> • Describe the fundamental attribution error. • Explain the ways in which our attitudes affect our actions. • Explain the ways in which our actions affect our attitudes. • Distinguish between conformity and obedience. • Discuss group influence. • Articulate the ways in which an individual can influence the behaviour of a group. 	Knowledge Comprehension	Assignment
8	<ul style="list-style-type: none"> • consciousness • qualia • dual processing • conscious vs unconscious • blindsight, selective attention, divided attention, inattentional blindness, change blindness, cocktail party phenomenon • the singularity 	<ul style="list-style-type: none"> • Summarize selective attention. • Discuss the function of sleep and the effects of sleep deprivation. • Classify common sleep disorders. • Review why we dream. 		

	<ul style="list-style-type: none"> altered states of consciousness, meditation, psychoactive drugs, religious or spiritual experiences circadian rhythm, sleep cycles, Rapid Eye Movement (REM) sleep, suprachiasmatic nucleus sleep deprivation, the importance of sleep parasomnias (somnambulism or sleepwalking, somniloquy or sleep-talking, sleep terrors) somnopathies (insomnia, hypersomnolence, narcolepsy, sleep apnea) 			
9	<ul style="list-style-type: none"> three components of emotion primary emotions neurological processes of emotion emotion work display rules (cultural and gender) social referencing theories of emotion (Common-Sense, James-Lange, Cannon-Bard, Schachter-Singer two-factor, Lazarus, Zajonc and Ledoux, facial feedback hypothesis) happiness, feel-good-do-go phenomenon positive psychology biomedical model of stress biopsychosocial model of stress stressors, distress, eustress types of stressors loneliness (situational, developmental, internal) problem-focused coping vs emotion-focused coping 	<ul style="list-style-type: none"> Discuss theories of emotions. Describe the physiology of emotions. Explain the association between cognitions and emotions. Illustrate the nonverbal expression of emotion, including differences related to gender and culture. Discuss the association between facial expressions and feelings. Describe the causes and consequences of happiness. Explain the correlation between stress and health. Describe strategies that promote health, including stress management. 	Knowledge Comprehension Application	Assignment

10	<ul style="list-style-type: none"> • personality • Sigmund Freud, psychoanalytic theory, id, ego, superego, defense mechanisms • Neo-Freudian Theorists (Alfred Adler, Karen Horney, Carl Jung) • collective unconscious • archetypes • Humanistic Theories • Abraham Maslow, self-actualization, self-transcendence • Carl Rogers, Person-centred approach, genuineness, acceptance, empathy • Trait theories • Gordon Allport (Central, Cardinal and Secondary Traits) • Raymond Cattell (Surface Vs. Source Traits) • factor analysis • Hans Eysenk (Extraversion/Introversion, Neuroticism, Psychoticism) • Costa and McCrae - The Big Five (OCEAN) • Social-Cognitive Theories of Personality • Parenting and Personality • Parenting Styles (authoritative, permissive) • How personality is assessed, projective tests (Rorschach Inkblot Test and Thematic Apperception Test) • Self, developing a healthy sense of self 	<ul style="list-style-type: none"> • Discuss research findings as they relate to a sense of self. 		
11	<ul style="list-style-type: none"> • Defining atypical behaviour, Cultural variations • A modern Western perspective of psychological disorders • Disorder, Factors for defining disorders, maladaptive behaviour 	<ul style="list-style-type: none"> • Describe the various ways in which psychological disorders can be defined. • Discuss various theoretical perspectives concerning psychological disorders, including the medical model and the biopsychosocial approach. 	Knowledge Comprehension	Assignment

	<ul style="list-style-type: none"> • The Medical Model, Biopsychosocial Model • The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) • Main Categories of disorders and examples: Anxiety, Obsessive Compulsive, Mood, Schizophrenia (positive and negative symptoms), Somatoform, Dissociative, Personality • Stigma 	<ul style="list-style-type: none"> • Explain how and why clinicians classify psychological disorders. • Describe mood disorders and schizophrenia, as well as anxiety, somatoform, dissociative and personality disorders. 		
12	<ul style="list-style-type: none"> • Therapy, goals of therapy • psychological vs biomedical therapies, multidisciplinary approach to therapy • Types of therapists (Clinical Psychologists, Psychiatrists, Clinical or Psychiatric Social Workers, Counselors) • Psychotherapy (insight therapies), Psychoanalysis (free association, dream analysis, transference, resistance) • Humanistic Approach, unconditional positive regard Client-centered therapy (paraphrasing, inviting clarification, reflecting feelings) • Behavioural therapies o Operant Conditioning and Behaviour Change (token economies, stimulus satiation) o Classical Conditioning and Behaviour Change, counter conditioning, Exposure therapies (systematic desensitization, virtual reality, aversion therapy) • Cognitive therapies, Cognitive Behavioural Therapy (CBT) 	<ul style="list-style-type: none"> • Describe the psychological therapies including psychoanalysis and humanistic, behavioural and cognitive therapies. • Discuss the relative effectiveness of different therapies. • Distinguish among the biomedical therapies including drug therapies, brain stimulation, psychosurgery and therapeutic lifestyle change. 	Knowledge Comprehension Application	Assignment Test

	<ul style="list-style-type: none">• Relationship Therapies (Group Therapy, Family Therapy, Couple's Therapy)• Biomedical Therapies, Drug Therapy (Anti-psychotic, Anti-depressants and Selective serotonin reuptake inhibitors, Anti-anxiety), Therapeutic Lifestyle Change, Psychedelic Therapy• Evaluating Therapies, Evidence-based practice			
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