



## **Psychology 12**

### **Course Outline**

#### **Course Overview**

Psychology 12 can be taken on its own or as a continuation of Psychology 11. It surveys the topics on history of psychological thought, research in psychology, developmental psychology, psychological disorders, methods of therapy, and neuroscience and biological foundations from a Western World's point of view to various cultures, including an Aboriginal's view. This course is best suited for students with strong writing skills and the self-motivation necessary to work well independently.

Psychology 12 is a Board Authorized Course (BAA).....more general information about a BAA course can be found on this website:

[http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa\\_requirements.pdf](http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_requirements.pdf)

The BIG IDEAS in the course are as follows:

Psychology provides tools for investigating meaning and foster understanding of human behavior.

Human thoughts and behaviour are diverse, varied, and affected by culture.

The field of psychology is broad and diverse. It encompasses many subfields and specialties in a variety of settings.

The study of psychology involves active thinking, questioning, and problem solving.

The BIG IDEAS (and Learning Standards\*) can be achieved upon successful completion of the assignments/projects listed below:

#### **Course Content and Suggested Timelines:**

**Psychology 12 is comprised of 5 units.** Listed below are the names of the units. A suggested time frame is provided in regards to the duration of each unit. The times are estimates only. In some cases, students with clearly defined goals can work ahead and finish early, while students who take 2 semesters will double the time per unit.

**Introducing Psychology/History of Psychology (2 weeks):** In this unit, you will learn about the history of psychology as well as how research in psychology is done. In addition, you will be introduced to some of the major contributors to the field of psychology.

**ii) Neuroscience and Biological Foundations (3 weeks):** This unit involves looking at human biology, and in particular the brain, and how closely our physical well-being is linked

to our mental well-being. You will consider parts of the brain and how they relate to what we think and do, as well as look at left-and-right brain orientation.

**iii) Psychological Disorders (3 weeks):** This unit looks at: What is considered normal or abnormal behavior? Examples and definitions of various anxiety disorders are examined. What are the symptoms and causes of schizophrenia? How are dissociative disorders and personality disorders identified?

**iv) Psychological Therapy (3 weeks):** This unit will cover the possible intervention that might be used in treating various psychological disorders; the major cognitive therapies; the major biomedical therapies; and some major issues in therapy. And this unit will also look at an Aboriginal's view on psychotherapy through the use of creative art.

**v.) Life Span Development (3 weeks):** This unit will examine how does morality change over the life span; how does personality change from infancy to old age; how do families and career choices influence development; and are there predictable stages for grief and dying. And it will also look at an Aboriginal's view on life span development.

\*Upon successful completion of the above units, you have succeeded in achieving the following learning standards:

- Understanding Psychology: what is psychology; goals of psychology; careers in psychology
- Psychological Research: identifying various methods/techniques used in psychological research; ethics in psychology; identifying schools of psychology: structuralism and functionalism; behaviorism, humanistic psychology, cognitive psychology, psychobiology
- Define and identify biological function: an overview of the nervous system; neurons as building blocks; how neurons communicate; chemical messengers in the nervous system; the characteristics of right-brain and left-brain orientation
- Identify and describe parts of the brain
- Identify symptoms and behaviours associated with a variety of disorders, including anxiety disorders, mood disorders, personality disorders, dissociative disorders, and schizophrenia
- Identify and analyze therapies for treatment of abnormal behavior: biomedical therapies, and psychotherapy
- Examining issues in therapy
- Examining an Aboriginal's view on psychotherapy through the use of creative art.
- Examine developmental changes in physical, cognitive, and social development throughout one's lifespan
- Examine issues around bereavement and grief
- Examine the life span development from an Aboriginal's view
- Identify and analyze various theories on personal development: Thomas and Chess' temperament theory; Erikson's Psychosocial theory; Kohlberg's moral theory

## Course Materials:

Text: *Psychology in Action*, Karen Huffman, 7th Edition, 2004.

Selected websites

## Assessment Information:

Chpt. 01.....	20%
Chpt 01 Key Terms.....	1%
Chpt. 01 Main Ideas.....	4%
Chpt. 01 Self Reflection.....	1%
Chpt. 01 Project One.....	2%
Chpt. 01 Project Two.....	2%
Chpt. 01 Test.....	10%
Chpt. 02.....	20%
Chpt. 02 Key Terms.....	1%
Chpt. 02 Main Ideas.....	4%
Chpt 02 Self Reflection.....	1%
Chpt. 02 Project.....	4%
Chpt. 02 Test.....	10%
Chpt. 14.....	20%
Chpt. 14 Key Terms.....	1%
Chpt. 14 Main Ideas.....	4%
Chpt. 14 Self Reflection.....	1%
Chpt. 14 Project.....	4%
Chpt. 14 Test.....	10%
Chpt. 15.....	20%
Chpt. 15 Key Terms.....	1%
Chpt. 15 Main Ideas.....	4%
Chpt. 15 Self Reflection.....	1%
Chpt. 15 Projects.....	4%
<u>Chpt. 15 Test</u> .....	10%
Chpt. 10.....	20%
Chpt. 10 Key Terms.....	1%
Chpt. 10 Main Ideas.....	4%
Chpt. 10 Self Reflection.....	1%
Chpt. 10 Projects.....	4%
Chpt. 10 Test.....	10%

## Expectations

- Adhere to the EBUS Academic Integrity Policy
- Contact your teacher when help is needed
- Review feedback from assignments and tests, where applicable
- Work to complete the course in a timely manner
- Communicate respectfully

- Review weekly progress reports

### **Reporting to Parents:**

There are 4 term report cards that can be downloaded from the student dashboard. A notice will go out when these report cards are available.

Every week that EBUS is in Session, I will send out a progress report showing the student's progress.

### **When students are not meeting the learning outcomes/ falling behind**

When students fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the student's home school may also occur to help determine a solution.

Students are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help students improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date.

### **Contacting Your Teacher:**

Your teacher will be available Monday to Friday during regular school hours. If you are having trouble with any concept, pls. feel free to contact me via email ([rwong@sd91.bc.ca](mailto:rwong@sd91.bc.ca)) or phone @ 1 888 346 5245 ext. 2225.

Teacher: Mr. Ray Wong

Email: [rwong@sd91.bc.ca](mailto:rwong@sd91.bc.ca)

Phone: 1 888 346 5245 ext. 2225