**IB PSYCHOLOGY SYLLABUS 2013-2014**

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IB Psychology at Kent-Meridian High School is designed to support students working toward a full IB diploma. Motivated students wishing to challenge themselves by completing a college level course are also welcome. The emphasis of the course will meet the requirements for the Standard Level (SL). ALL STUDENTS WILL TEST AT THE END OF THE YEAR, even if it is just unofficially.

**Part 1: Levels of Analysis**  
The following levels of analysis will be studied in depth.  
• Biological  
• Cognitive  
• Socio-Cultural

**Part 2: Option**  
We will also be studying the following option:  
• Abnormal Psychology

**Part 3: Research Methodology**  
Research methodology is a significant part of the course. The Internal Assessment is based on these topics:  
• Introduction to research methods  
• Ethics  
• Quantitative research methods

**Part 4: Simple Experimental Study (Internal Assessment)**  
Knowledge of research methods will be applied in the study and completion of a simple experimental study, where you will re-create a well known psychological experiment. A discussion of ethics and the use of quantitative research methods are required elements.

**Grading**  
I have a non-standards based grading system that is, in part, based on the IB rubrics, and which I translate into standard “A-B-C” grades. Thus, 93-100% will be an “A,” 90-92.9 will be an “A-,” etc.

**External Assessment**  
The IB Psychology exam is an essay-based assessment. Therefore, we will be doing a lot of writing this year. Assessments include: written exams, quizzes, Socratic Seminars, presentations, and take-home essays. ALL STUDENTS WILL TEST AT THE END OF THE YEAR.

**Procedures, rules, and other stuff:**

*No late assignments are accepted – this is KM IB policy. If you are absent on the day an assignment is due, you may submit it through email. Please check your email regularly, as I will occasionally send you links and assignments electronically. **Assignments are due at the beginning of class** unless otherwise specified. If you hand it in at the end of the day, it is late.

* All work must be word-processed. This does not include small homework assignments – but does include anything else that you need to submit. Computer “excuses” are no better than "the dog ate it."
you are doubtful of your luck with computers, please do your work early. Any computer glitches will result in your paper being late.

*I do not give a lot of written assignments or busy work; therefore every assignment has a significant impact on your grade, so it is important to do them all.

*Class participation is a significant portion of your grade. While you do not have to orally participate in every discussion, you must still listen attentively.

* There is no extra credit.

* Since I often have a significant number of students in for help after school, you may wish to ask for assistance via email. I check my email regularly and promise to answer your questions immediately. The latest I usually check is 8 p.m. and earliest is usually 5 am.

*I suggest that you transfer the following Outline into an electronic document on which you can take notes. It will make studying for tests much easier.
COURSE OUTLINE
Learning Outcomes & External Assessment Questions

I. Biological Level of Analysis
   a. General learning outcomes
      i. Outline principles that define the biological level of analysis
      ii. Explain how principles that define the biological level of analysis may be demonstrated in research.
      iii. Discuss how and why particular research methods are used at the biological level of analysis using specific studies.
      iv. Discuss ethical considerations related to research studies at the biological level of analysis.
   b. Physiology and behavior
      i. Explain one study related to localization of function in the brain.
      ii. Using one or more examples, explain effects of neurotransmission on human behavior.
      iii. Using one or more examples, explain functions of two hormones in human behavior processes.
      iv. Discuss two effects of the environment on physiological processes.
      v. Examine one interaction between cognition and physiology in terms of behavior. Evaluate two relevant studies.
      vi. Discuss the use of brain imaging technologies (for example, CAT, PET, fMRI) in investigating the relationship between biological factors and behavior.
   c. Genetics and behavior
      i. With reference to relevant research studies, to what extent does genetic inheritance influence behavior?
      ii. Examine one evolutionary explanation of behavior.
      iii. Discuss ethical considerations in research into genetic influences on behavior.

II. Cognitive Level of Analysis
   a. General learning outcomes
      i. Outline principles that define the cognitive level of analysis.
      ii. Explain how principles that define the cognitive level of analysis may be demonstrated in research (that is, theories and/or studies). Discuss how and why particular research methods are used at the cognitive level of analysis (for example, experiments, observations, interviews).
      iii. Discuss how and why particular research methods are used by cognitive researchers.
      iv. Discuss ethical considerations related to research studies at the cognitive level of analysis.
   b. Cognitive processes
      i. Evaluate schema theory with reference to research studies.
      ii. Evaluate two models or theories of one cognitive process (for example, memory, perception, language, decision-making) with reference to research studies.
      iii. Explain how biological factors may affect one cognitive process.
      iv. Discuss how social or cultural factors affect one cognitive process.
      v. With reference to relevant research studies, to what extent is one cognitive process reliable?
vi. Discuss the use of technology in investigating cognitive processes *(for example, MRI (magnetic resonance imaging) scans in memory research, fMRI scans in decision-making research).*

c. Cognition and emotion
d. Evaluate the extent to which cognitive and biological factors interact in emotion?
e. Evaluate one theory of how emotion may affect one cognitive process.

iii. Sociocultural Level of Analysis

a. General learning outcomes
   i. Outline principles that define the sociocultural level of analysis.
   ii. Explain how principles that define the sociocultural level of analysis may be demonstrated in research (that is, theories and/or studies)
   iii. Discuss how and why particular research methods are used at the sociocultural level of analysis.
   iv. Discuss ethical considerations related to research studies at the sociocultural level of analysis.

b. Sociocultural cognition
   i. Describe the role of situational and dispositional factors in explaining behavior.
   ii. Discuss two errors in attributions.
   iii. Evaluate social identity theory, making reference to relevant studies.
   iv. Explain the formation of stereotypes and their effect on behavior.

c. Social norms
   i. Explain social learning theory (SLT), making reference to two relevant studies.
   ii. Discuss the use of compliance techniques.
   iii. Evaluate research on conformity to group norms.
   iv. Discuss factors influencing conformity.

d. Cultural norms
   i. Define the terms “culture” and “cultural norms”.
   ii. Examine the role of two cultural dimensions on behavior.
   iii. Using one or more examples, explain “emic” and “etic” concepts.

iv. Abnormal Psychology

a. General framework
   i. To what extent do biological, cognitive and sociocultural factors influence abnormal behavior?
   ii. Evaluate psychological research (that is, theories and/or studies) relevant to the study of abnormal behavior.

b. Concepts and diagnosis
   i. Examine the concepts of normality and abnormality.
   ii. Discuss validity and reliability of diagnosis.
   iii. Discuss cultural and ethical considerations in diagnosis.

c. Psychological disorders
   i. Describe symptoms and prevalence of one disorder from two of the following groups:
      1. anxiety disorders
      2. affective disorders
      3. eating disorders
ii. Analyze etiologies (in terms of biological, cognitive and/or sociocultural factors) of one disorder from two of the following groups:
   1. anxiety disorders
   2. affective disorders
   3. eating disorders

iii. Discuss cultural and gender variations in prevalence of disorders.

d. Implementing treatment
   i. Examine biomedical, individual, and group treatment approaches to treatment.
   ii. Evaluate the use of biomedical, individual, and group approaches to the treatment of one behavior.
   iii. Discuss the use of eclectic approaches to treatment.
   iv. Discuss the relationship between etiology and therapeutic approach in relation to one disorder.