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| Name of Course/Unit: Psychology Unit 1 | One teacher's sample course outline |
| Area of Study: Introduction to Psychology | |
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| Learning Outcomes | Content/Topic | Teaching/Learning Activity | Duration | Assessment | Resources |
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| <p>Outcome 1 – What is Psychology?</p> <p>The student should be able to describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.</p> | <p>scope of psychology including specialist career fields and fields of application and their contribution to understanding human behaviour</p> <p>classic and contemporary theories that have contributed to the development of psychology from philosophical beginnings to an empirical science, including the relationship between psychology and psychiatry</p> | <p>definition of Psychology</p> <p>investigation of Fields of Psychology – APS website</p> <p>relationship between psychology/psychiatry - match up game, YouTube video excerpts</p> <p>learning wheel – fields of psychology</p> <p>interview/research a psychologist/psychiatrist; role play these</p> | <p>Week 1</p> | | <p>www.psychology.org.au</p> <p>Handout – Psychology/Psychiatry</p> |
| | <p>differences between contemporary psychological research methods and non-scientific approaches to investigating and explaining human behaviour</p> | <p>design an experiment to investigate the accuracy of astrological predictions of personality</p> | <p>Week 2</p> | PowerPoint evaluation | |
| | <p>major perspectives (biological, behavioural, cognitive and socio-cultural), that govern how psychologists approach their research into human behaviour</p> | <p>student research and PowerPoint presentations on major perspectives</p> | <p>Week 3</p> | Written report | <p>Discovering Psychology Series – 'Sensation and Perception'</p> |

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| | <p>the nature and incidence of mental illness in the population across the lifespan</p> <p>cognitive and psychosocial changes in the very old: successful ageing, as informed by Paul Baltes' work</p> <p>research methods and ethics associated with the study of lifespan psychology</p> | <p>organise a mental health week for your school</p> <p>visit the Cunningham Dax Collection to examine the nature and incidence of mental illness</p> <p>obtain statistics from the Australian Bureau of Statistics (http://www.abs.gov.au) related to the incidence of mental illness across the lifespan; present this data using appropriate descriptive statistics</p> <p>select a mental illness/disorder relating to a particular stage of the lifespan and complete a brochure/pamphlet outlining the prevalence, age of onset, symptoms, treatment and agencies/places to get help</p> <p>watch a YouTube video – Aging Successfully – The Psychological Aspects of Growing Old and produce a graphic organiser to summarise main points</p> <p>ask a guest speaker (e.g. from the RDNS, a Nursing Home Representative, Salvation Army, BAPTCare) to come and talk about the issues older people face as they age, the cognitive and psychosocial changes and successful ageing</p> <p>complete a flow chart identifying the key scientific components in one of the studies by Paul Baltes</p> <p>where appropriate integrate into each mention of a study</p> <p>visit the Melbourne Zoo and complete the 'Mere Monkeys' program to examine the use of animals in research and the collection of qualitative and quantitative data</p> | <p>Week 13</p> <p>Week 14</p> <p>Week 15</p> | <p>Data analysis</p> <p>Visual presentation</p> <p>Revision test on ethical principles</p> | <p>http://www.youtube.com/watch?v=CCaUTtMY6AE</p> |
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