

Diploma Programme subject outline—Group 3: individuals and societies

School name	Spojená škola, Pankúchova		School code	061749
Name of the DP subject <i>(indicate language)</i>	Psychology			
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>	
Name of the teacher who completed this outline	Michaela Artemiou	Date of IB training	November 3-December 1, 2021 Feb.2- March 2, 2022	
Date when outline was completed	January 18, 2022	Name of workshop <i>(indicate name of subject and workshop category)</i>	Learning Diversity and Inclusion (Cat. 3) Psychology (Cat.1)	

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

1. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
 - This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
 - This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is			
				45	minutes.	
			In one week there are	6	classes.	
Year 1	Introduction to, history of, & Scientific Methods of Psychology Internal Assessment (IA)	Definition of Psychology History of Psychology Research Methods Experimental Methods Validity & Reliability Ethics Qualitative Quantitative Famous Psychology Experiments Internal Assessment		3 weeks	In-class work / homework Readings / written responses Presentations Projects Section Reading Guides Unit Tests and section quizzes Research Papers Reflection Writings Carry out own interview project Case study methodology discussions The Most Unethical Study in Psychology bracket debate	http://listverse.com/2008/09/07/top-10-unethical-psychological-experiments/ http://sciencecases.lib.buffalo.edu/cs/files/gender_reassignment.pdf The Man With The Seven Second Memory (Medical Documentary) - Real Stories Bandura and Ross study for practice Psychology Study Guide for the IB Diploma (Hannibal) InThinking: Psychology (John Crane) Supplemental Materials Learning Target Guide Self-created Powerpoint Slides Film/Videos On-line resources Computer Lab Library for research

	<p>Biological approach to understanding behaviour SL/HL</p>	<p>Biology of the Neuron Neural Communication Neural Chemistry Localization of Function Technology & Research Brain Plasticity Hormones Pheromones Genetics Evolutionary Psychology Biological Ethics</p>	<p>6 weeks</p>	<p>Zombie Menu Creation Project In-class Brain localization project Content based quiz Mid-point Quizzes Unit Test (multiple, short answer, and essay) In-class work / homework Presentations Projects Section Reading Guides Research Papers Reflection Writings</p>	<p>https://aeon.co/videos/contestants-have-fiveminutes-in-an-fmri-to-love-someone-as-hard-as-they-can The smelly mystery of the human pheromone Tristram Wyatt Paul Zak: Trust, morality - and oxytocin- TED Talk Replication: https://www.theguardian.com/science/2012/jul/15/interview-dr-lovepaul-zak Various Research Studies Supplemental Materials Learning Target Guide Self-created Powerpoint Slides Film/Videos On-line resources Computer Lab Library for research Supplemental Readings; An Anthropologist On Mars, The Man Who Mistook His Wife For a Hat by Oliver Sacks Various TED Talks</p>
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	Cognitive approach to understanding behaviour SL/HL	Sensation & Perception Schema Theory Models of Memory Memory Deficiencies Reliability of Memory Thinking & Decision Making Emotion Emotion & Memory Emotional Intelligence Mindset Happiness as an Emotion	7 weeks	In-class replications with discussion Practice SAQ on memory models Content Based Quiz Mid-point Quizzes Unit Test (multiple, short answer, and essay)	Bartlett (1932) for Replication Baddeley and Hitch Replication Tversky and Kahneman Replication Why Eyewitnesses Get it Wrong- Ted Talk with Scott Fraser Various Research studies to support Learning outcomes at the CLOA Supplimental Materials Learning Target Guide Film/Videos On-line resources Computer Lab Library for research Supplimental Readings; Emotional Intelligence by Daniel Goleman Mindset by Carol Dweck Man's Search For Meaning by Viktor Frankl Various TED Talks
	Internal Assessment	Experimental Design Sampling Data analysis (descriptive and inferential) Evaluation (ethics, validity, statistical significance)	2 weeks for practice and instruction 3 weeks for Internal assessment	Checkpoint 1: Introduction and Design Checkpoint 2: Methodology and Results Checkpoint 3: Discussion and Final Form	IB Markscheme Created "How To" guide Suggested studies to Replicate IA Planning Guide

	Sociocultural approach to understanding behaviour SL/HL	Social Identity Theory Social Cognitive Theory In group v. out group Stereotypes Attribution Theory Conformity and Compliance Culture and Socialization Social Learning Theory Observational Learning Cultural Values/Norms Etic/Emic Approach Cultural Dimensions Enculturation Universalism v. relativism Prejudice & discrimination	8 weeks	Practice ERQ Content based Quiz Mid-point Quizzes Unit Test (multiple, short answer, and essay)	Various Research studies to support Learning outcomes at the SCLOA
	Human Relationships HL	Core connections to HR Social responsibility (bystanders, prosocial behavior, altruism) Interpersonal relationships (attraction, communication, change/end) Groups (Cooperation/Competition, antisocial behavior, conflict, and conflict resolution)	3 weeks		Various Research studies to support Learning outcomes at the Relationships option

Year 2	Review Core	BLOA with extension CLOA with extension SCLOA with extension	3 weeks	Practice SAQs and ERQ Content Quizzes Study application	Graphic Organizers for answer structure
	Abnormal Psychology HL	Core connection to Abnormal Ethics and research methodology Diagnosing disorders (normality, validity, reliability, culture and ethics) Disorders (Anxiety, Affective, Eating) o causes, prevalence, variations Treatment Classification Systems	6 weeks	Paper 2 practice essay Inductive Content Analysis on interviews of people with mental illness Intake Forms and practice Content Quiz Unit Test	DSM V Various Research studies to support Learning outcomes at the Abnormal Option ICA Instructions from Research Method unit Rosenhan "On Being Sane in Insane Places" Various articles (current events as discussion)

	Internal Assessment	Experimental design Sampling Data Analysis Evaluation (ethics, validity, methodology)	5 weeks	Checkpoint 1: Planning Guide Checkpoint 2: Introduction and Design Checkpoint 3: Methodology and Results Checkpoint 4: Discussion and Final Form	
	Qualitative Research Methods	Why choose Qualitative over Quantitative? Methodology (ethics, sampling, expectations, bias, reliability, triangulation, reflexivity) Interview (types, considerations, inductive content analysis) Observations (types, considerations, data) Case Studies (reliability, group usage, generalization)	4 weeks	Project on Triangulation and how it is part of the research design process Paper 3 as summative Assessment Inductive Content analysis on a political interview Practice Paper Threes with studies presented as stimuli and new stimuli	Various paper 3 prompts and rubrics from the IB and from Inthinking Political article from NEWS Paper Three Rubric and static questions Various pieces of research to understand validity/reliability

2. **IB internal assessment requirement to be completed during the course**

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

Students will be introduced the IA in December of Year 1. They will be exposed to the requirements in between the CLOA and SCLOA. Beginning in December will undertake a practice IA that is set up through the teacher. Students will complete the majority of the practice IA in class over six class periods followed by a due date prior to Christmas Break. The experimentation and documentation will be teacher led.

At the end of January, students will receive a list of appropriate and manageable studies to replicated. Students will complete an IA proposal and be put into groups of no more than four (dictated by IB) to begin working on the IA. During the last week of February students will be responsible for creating materials, carrying out, and collecting data for the simple experiments. In the second week of February students will have 3 class periods to work on the IA with a rough draft due that will read by me. Students will have one chance to make any changes after my one read through. A week turn around will be given and the final draft will be due by the middle of March.

If students continue on into the HL Year of IB Psychology the final process will repeat. This will take place in October of their senior year. Studies will be changed, students will not be allowed to redo the same study from SL year. The timeline will be similar to what is stated above.

3. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
<p>Biopsychology - neural Communication</p> <p>or</p> <p>Approaches to Research</p>	<p>Ways of Knowing - Sensation and Perception - Article written by John Pollock entitled Brain in a Vat. In regards to this lesson, we discuss what it means to be alive. The question at hand is how do we define and identify the human condition of an individuals unique perspective of their sense of reality? Do we know that the reality we identify with is true? What does it mean to be alive? Is it possible that our existence is simply a series of electrical stimulations to specific neural cells. This fits the TOK curriculum within the realm of Sensation and Perception as a way of knowing.</p> <p>Replication crisis – We would read and discuss articles to gain an understanding of the nature and scope of the crisis. The goal is to see the human science of psychology as constantly evolving and to understand how technology has repeatedly and « unexpectedly » altered the course of the discipline.</p>

4. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Psychological Experimentation (internal assessment)	I believe the IA is the best example as to how my students develop the approaches to learning skills. The IA takes place over a 4 week period where students must self-manage their project and keep to a required time line. They work with a partner and must excel in communication and social interaction/management. They must carry out the experiment in front of their subjects, therefore must strengthen their leadership and speaking skills. They finally need to process the results and discuss their findings.
SocioCultural Approach	During the study on compliance, the class will evaluate methods used by advertisers/marketers to manipulate consumer purchase decisions. Students tend to believe that they are in control of their decisions as consumers and are surprised at the extent of research and actual practice that comes out of consumer behavioralism. Students will research methods, identify clear and current examples, think about the implications to the consumer, weigh the ethics involved, and begin to self manage their decisions based on this new information.

5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Abnormal Psychology	Comparing and contrasting the classification systems of the Diagnostic and Statistical Manual (DSM-V), the International Statistical Classification of Diseases and related Health Problems (ICD-10), and the Chinese Classification of Mental Disorders (CCMD-2). The students will define various disorders (such as depression), identify the symptoms as described by each classification system, and discuss the difficulty in cross cultural diagnosis, such as prevalence rates and treatments. The students are all surprised as to how different cultures can have different symptoms for the same illnesses. « Isn't depression the same regardless of culture ? »

6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Emotion/Happiness/Purpose	At the end of our Cognitive unit, the students read the book Man's Search For Meaning by Viktor Frankl. My goal for this activity is to force my students to take an indepth, reflective look at their lives and their general level of happiness. Many of our IB students are over scheduled, over stressed and very self critical. This book forces the students to see their lives in a different light and to address the issue of happiness contentment, and a positive sense of well being. One of my goals is to help our students find a sense of balance in their lives. Having classroom discussions and allowing the students to share and reflect gives them a insight into the lives and stategies of their peers. Combined with the viewpoint from the author, this unit leads to a more openminded view of the different life experiences that we all go through. By focusing on what brings us meaning , happiness, and fulfillment in our life.

7. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

Lawton, J.-M., Willard, E.: Psychology for he IB Diploma, second edition, Hodder Education, An Hachette UK Company 2018
 Instructional materials are available and sufficient. We are looking at providing access to professionals in the field.