



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Chilliwack – SD 33	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 33
<b>Developed by:</b> Steve Anderson	<b>Date Developed:</b> June 14, 2019
<b>School Name:</b> Chilliwack Secondary School	<b>Principal's Name:</b> Brian Fehlauer
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Introductory “HSCeP Sessions” in Applied Psychology	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b>

### Board/Authority Prerequisite(s):

**None.** This course is directly related to the Human Service Career Enriched Program (HSCeP) and the HSCeP Applied Psychology course. The enrichment exercises and materials are delivered on a series of Saturdays (8) during the school year and during mentoring sessions delivered at our elementary schools over the course of the school year.

### Special Training, Facilities or Equipment Required:

The teacher should hold a University degree with some direct course work in Psychology, a degree in Psychology would be preferred. The majority of the special sessions will take place on site and will require access to the CSS Alumni Hall (or other space of equal size) complete with computer/projector and access to internet. One session each year will be scheduled to take place at UFV. The grade 10 students will be introduced to the Peer Counseling material, their university Mentors, and also the grade 12 Cohort.

### Course Synopsis:

The introductory sessions in the HSCeP Applied Psych course are laid out as an introduction to the three year enriched cohort based Applied Psych program at CSS. The course offers a wide variety of Psych related topics and training that the students will need as they move towards the child mentoring opportunities that are available in years 2 and 3. Students in the “year one cohort” will spend the special Saturday Sessions

learning recognized psychosocial material, an introduction to peer counseling, and working with their UFV mentors on building trust, relationships, and developing their skills in preparation to be elementary school mentors.

**Goals and Rationale:**

**Students will be able to:** use the special skills that they have practiced during the sessions under the tutelage of teachers, university professors, specialists from a wide array of disciplines including; Supreme Court Justice, MCFD, BBBS, UFV, First Nations, in their side by side volunteer work in the elementary schools (at this time). These skills are intended to be life changing for both the senior students and their elementary “buddies”.

**Aboriginal Worldviews and Perspectives:**

The course has a Progressive First Nations awareness and perspective content woven into its very fabric over the program’s three years. An introduction to Adverse Childhood Experiences (ACEs), Attachment Theory, Contact Comfort, Generational Trauma, Aboriginal Culture and History; is incorporated into all three years of the program with the material being delivered by Sto:lo Health Manager and leaders from the community. Prejudice, stereotypes, and discrimination are studied in a general sense, and students will be encouraged to consider personal, family, and community attitudes and influences, including the influence of residential schooling on Aboriginal peoples in Canada. Positive psychology and authentic happiness will be considered and the role these approaches play in the development of confidence, self-esteem and the well-being of self, family, and community. The depth of exposure and study of this material is increased over the 3 years with the grade 10 level being more of an introduction and overview of the topics.

**BIG IDEAS**

The science of psychology informs our understanding of behaviour and mental processes.

Physiological structures, functions, and processes influence our perceptions and behaviour.

Environmental, social, cultural, and biological factors interact to influence behaviour and mental processes.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ol style="list-style-type: none"> <li>1) Become aware of how to use inquiry processes &amp; skills to ask questions; gather and interpret information and ideas; and communicate findings and decisions</li> <li>2) To become aware of the significance of people, theories and developments in psychology</li> <li>3) Become aware of diverse points of view</li> <li>4) Assess the significance of nature and nurture on development</li> <li>5) Become aware of the interrelationship of physiology, cognitive processes, and behaviour</li> <li>6) Become aware of how ideas and theories of psychology can be used to improve aspects of their lives</li> </ol>	<p><i>Students are expected to know the following:</i></p> <ol style="list-style-type: none"> <li>1) Rudimentary basic understanding of Psychology</li> <li>2) Effects of variation and damage in the physical structure and cognition, behaviour, and consciousness.</li> <li>3) Psychology has Sociological aspects</li> <li>4) Psychology has Cognitive aspects</li> <li>5) Psychology has Biological Aspects</li> <li>6) Psychological health can be affected positively by coping strategies</li> <li>7) Psychological theory has applications to society</li> </ol>

## Big Ideas – Elaborations

- 1) **Developing understanding of Mental processes:** thinking and/or perceptions
- 2) **Developing understanding of Physiological structures, functions, and processes:** e.g., neurons; neurotransmitters, the nervous and endocrine systems; brain structures; visual, auditory, taste, touch, smell, and kinesthetic senses
- 3) **Developing understanding of Environmental, social, cultural, and biological factors:** nature (genetics and biology) and nurture (influences and learning from the environment (e.g., home, family, friends, community, media, culture) throughout the lifespan)

## Curricular Competencies – Elaborations

Students will become aware of the importance, and contributions of:

- 1) **people:** e.g., Piaget, Kohlberg, Erikson, Bandura, Freud, Maslow, Watson, Seligman, Ebbinghaus
- 2) **theories:** e.g., psychological theories related to lifespan development (e.g., Piaget's theory of cognitive development, Kohlberg's theory of moral development), personality (e.g., Freud, Horney, Adler, Rogers, Bandura), motivation (e.g., Yerkes-Dodson Law, homeostasis, intrinsic, extrinsic, achievement motivation), emotion (e.g., James-Lange, Cannon-Bard, Schachter), learning (e.g., classical conditioning, operant conditioning, observational learning)
- 3) **developments:** pop psychology, authentic happiness, positive psychology, pseudo psychology, use of technology and influences on the brain, etc.
- 4) **criteria:** e.g. Who did the research? Who paid for the research? How large was the sample size? How were the terms defined? Was the research able to be replicated?
- 5) **nature:** genetic influences
- 6) **nurture:** environmental influences (family, friends, peers, community, culture, media, etc.)
- 7) **aspects of their lives:** e.g., brain function, memory, thinking, relationships, use of technology, performance (sports, arts, academic, other)
- 8) **Interactions;** with specialists from a wide variety of mental health and social justice backgrounds

## Content – Elaborations

Students will learn an introductory level understanding of;

- 1) **perspectives:** biological, cognitive, behavioural, humanistic, psychodynamic, social-cultural, behaviour genetics, evolutionary
- 2) **research strategies:** observation, case studies, correlation, surveys, cross-sectional and longitudinal studies, experiments
- 3) **physical structures:** e.g., the various parts of the brain; vision, hearing and other sensory systems
- 4) **sociocultural aspects:** e.g., social psychology concepts such as: communication, attribution theory, the influence of attitudes on behaviour and of behaviour on attitudes, social thinking, social relations, stereotypes, prejudice and discrimination, psychology and culture, including Aboriginal culture, the impact of nature and nurture (attachment theory, parenting styles, classical and operant conditioning, observational learning), culture and gender
- 5) **cognitive:** e.g., memory, thinking, intelligence
- 6) **applications:** e.g., ways humanistic perspectives have influenced education over time; the use of classical conditioning in social media and/or advertising; ways self-image and perceptions are influenced by media messages and images; operant conditioning techniques in the justice system and their effectiveness; the development of pessimistic explanatory styles and strategies to counteract this; developing a growth mindset; parenting styles and possible effects, opportunities to put into practice with educators, parents, and children; concepts and theories learned in sessions.

### Recommended Instructional Components:

- 1) Direct and indirect instruction
- 2) Demonstrations (e.g., a 3- or 4-year old child demonstrating aspects of pre-operational thought as defined by Piaget)
- 3) Interactive instruction
- 4) Independent instruction
- 5) Modelling/Mentoring
- 6) Creative applications of course concepts (brochures, posters, videos, songs, comic strips, stories, role-play, community sessions, etc.)
- 7) Brainstorming
- 8) Critical reflection on articles, theories, applications, and current research related to psychology (e.g., the effect of technology use on memory; do video games make people violent?)
- 9) Reading, writing, journaling, reflecting
- 10) Cooperative group work
- 11) PowerPoint presentations
- 12) Analysis of commercial film and video works

- 13) Self-reflection, quizzes, and checklists (e.g., What is Your Explanatory Style? How Optimistic are You? The Big Five Personality Assessment, etc.)
- 14) Analyzing case studies
- 15) In-class and field experiments (classical conditioning; caffeine, sugar and memory; surveys, etc.)
- 16) Guest speakers (Creative Centre Society, psychologist, school counsellor, youth care worker, UFV psychology professor, etc.)

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

- 1) student projects and learning opportunities:
  - a. researching and presenting reports on psychological disorders
  - b. Exploration and critical analysis of current issues related to psychology (e.g., is there a relationship between depression and use of social media in teens?)
  - c. evaluation of environmental effects on child development (e.g., secure and insecure attachment; impact of parenting styles)
  - d. analyzing personal applications of concepts (e.g., which theory of motivation best explains your approach to education, to a hobby or sport, etc.; which theory of personality do you think best explains you?; explain environmental influences on your personal development)
  - e. creating a question or hypothesis and developing an experiment or research study to find an answer
- 2) teacher-developed rubrics and assessments
- 3) case studies
- 4) peer assessment
- 5) self-evaluation, including student-created rubrics
- 6) communication of learning and progress with parents (interim, term, and semester)

**Learning Resources:**

Resources will vary from school to school, but may include:

Thinking About Psychology: The Science of Mind and Behavior- second, third, or fourth edition (Blair-Broeker/Ernst)

Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)

Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)

Teaching of Psychology (the journal of American Psychology teachers from high school through college level)

The Critical Thinking Companion: For Introductory Psychology, 2<sup>nd</sup> Edition

Thinking About Psychology: The Science of Mind and Behaviour, Teachers' edition (Blair-Broeker/Ernst)

Thinking About Psychology: The Science of Mind and Behaviour, Teacher resource materials

Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> Edition (DSM-5)

Character Strengths and Virtues, Christopher Peterson and Martin Seligman

Authentic Happiness, Martin Seligman

**Additional Information:**

Blair-Broeker/ Ernst - PowerPoint Notes

Digital Media Archive: For Psychology

Thinking About Psychology: The Science of Mind and Behaviour, test bank

**Video (DVD) Resources:**

- *The Mind* Series 2<sup>nd</sup> Edition
- *Psychology: The Human Experience*
- *Discovering Psychology* Series, updated edition
- *The Brain* Series, Teaching Module 2<sup>nd</sup> Ed.
- *Scientific American Frontiers* Series, 2<sup>nd</sup> Edition
- *Psychology Video Tool Kit*
- *The Neurosequential Model of Therapeutics (Child Trauma Academy)*