



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack – SD 33	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 33
Developed by: Steve Anderson	Date Developed: June 14, 2019
School Name: Chilliwack Secondary School	Principal's Name: Brian Fehlauer
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: “HSCeP Sessions” in Applied Psychology	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s): HSCeP 11 is prerequisite to this course.

This course is directly related to the HSCeP course and course materials are delivered on a series of Saturdays (8), 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.

Course Synopsis:

The HSCeP Sessions course is an offering of advanced exposure to a wide variety of Applied Psychology related topics and training that students will need as they move into their mentoring opportunities. High school students will spend these special Saturdays learning cutting edge psychosocial material and working with their university mentors on developing their skills as elementary school mentors. These skills are intended to be life changing to both the senior students and their elementary “buddies”.

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 on the North side (at this time). These skills are intended to be life changing to both the senior students and their elementary “buddies”.

Aboriginal Worldviews and Perspectives:

The course has First Nations awareness and perspective woven into its very fabric. Adverse Childhood Experiences, 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 Stolo 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.

Thinking and intelligence affect many aspects of everyday life.

A variety of strategies can help individuals and families prevent and/or cope with psychological disorders and life challenges.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Use inquiry processes & skills to ask questions; gather and interpret information and ideas; and communicate findings and decisions • Recognize the significance of people, theories and developments in psychology • Develop criteria and assess the credibility of sources of information • Recognize that issues in psychology have diverse points of view • Assess the significance of nature and nurture on development • Explain the interrelationship of physiology, cognitive processes, and behaviour • Apply ideas and theories of psychology to improve aspects of their lives 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Perspectives that influence areas of psychology • Research strategies that may be used by psychologists • How variations and damage to physical structures affect cognition, behaviour, and consciousness • Sociocultural aspects of psychology • Cognitive aspects of psychology • Issues and coping strategies related to psychological disorders, stress, and health • Applications of psychological theory to society

Big Ideas – Elaborations

- **mental processes:** thinking and/or perceptions
- **physiological structures, functions, and processes:** e.g., neurons; neurotransmitters, the nervous and endocrine systems; brain structures; visual, auditory, taste, touch, smell, and kinesthetic senses
- **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

- **people:** e.g., Piaget, Kohlberg, Erikson, Bandura, Freud, Maslow, Watson, Seligman, Ebbinghaus
- **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)
- **developments:** pop psychology, authentic happiness, positive psychology, pseudo psychology, use of technology and influences on the brain, etc.
- **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?
- **nature:** genetic influences
- **nurture:** environmental influences (family, friends, peers, community, culture, media, etc.)
- **aspects of their lives:** e.g., brain function, memory, thinking, relationships, use of technology, performance (sports, arts, academic, other)
- **Interactions;** with specialists from a wide variety of mental health and social justice backgrounds

Content – Elaborations

- **perspectives:** biological, cognitive, behavioural, humanistic, psychodynamic, social-cultural, behaviour genetics, evolutionary
- **research strategies:** observation, case studies, correlation, surveys, cross-sectional and longitudinal studies, experiments
- **physical structures:** e.g., the various parts of the brain; vision, hearing and other sensory systems
- **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
- **cognitive:** e.g., memory, thinking, intelligence

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:

- Direct and indirect instruction
- Demonstrations (e.g., a 3- or 4-year old child demonstrating aspects of pre-operational thought as defined by Piaget)
- Interactive instruction
- Independent instruction
- Modelling/Mentoring
- Creative applications of course concepts (brochures, posters, videos, songs, comic strips, stories, role-play, community sessions, etc.)
- Brainstorming
- 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?)
- Reading, writing, journaling, reflecting
- Cooperative group work
- PowerPoint presentations
- Analysis of commercial film and video works
- Self-reflection, quizzes, and checklists (e.g., What is Your Explanatory Style? How Optimistic are You? The Big Five Personality Assessment, etc.)

- Analyzing case studies
- In-class and field experiments (classical conditioning; caffeine, sugar and memory; surveys, etc.)
- 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](#)

- student projects and learning opportunities:
 - researching and presenting reports on psychological disorders
 - 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?)
 - evaluation of environmental effects on child development (e.g., secure and insecure attachment; impact of parenting styles)
 - 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)
 - creating a question or hypothesis and developing an experiment or research study to find an answer
- teacher-developed rubrics and assessments
- case studies
- peer assessment
- self-evaluation, including student-created rubrics
- 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, 2nd 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, 5th 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 2nd Edition
- *Psychology: The Human Experience*
- *Discovering Psychology* Series, updated edition
- *The Brain* Series, Teaching Module 2nd Ed.
- *Scientific American Frontiers* Series, 2nd Edition
- *Psychology Video Tool Kit*
- *The Neurosequential Model of Therapeutics (Child Trauma Academy)*