**Unit I: Scientific Foundations of Psychology (10-14%)**

Reading Schedule: pg 1-22, pg. 39-55, pg 55-68; Barron’s Chapter 1 and 2 due 9/13

Key Terms and Exam: 9/23

**Learning Objectives**  **Notecard Terms**

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| • Recognize how philosophical perspectives shaped the development of  psychological thought.  • Identify the major historical figures in psychology (e.g., Mary Whiton Calkins,  Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James,  Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn,  John B. Watson, Wilhelm Wundt).  •Describe and compare different theoretical approaches in explaining behavior:  — structuralism, functionalism, and behaviorism in the early years;  — Gestalt, psychoanalytic/psychodynamic, and humanism emerging later;  — evolutionary, biological, and cognitive as more contemporary approaches.  • Recognize the strengths and limitations of applying theories to explain behavior.  • Distinguish the different domains of psychology:  — biological, clinical, cognitive, counseling, developmental, educational,  experimental, human factors, industrial–organizational, personality,  psychometric, and social.  • Differentiate types of research (e.g., experiments, correlational studies, survey  research, naturalistic observations, and case studies) with regard to purpose,  strengths, and weaknesses.  • Describe how research design drives the reasonable conclusions that can be  drawn (e.g., experiments are useful for determining cause and effect; the use of  experimental controls reduces alternative explanations).  • Identify independent, dependent, confounding, and control variables in  experimental designs.  • Distinguish between random assignment of participants to conditions in  experiments and random selection of participants, primarily in correlational  studies and surveys.  • Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions).  • Discuss the value of reliance on operational definitions and measurement in behavioral research.  • Distinguish the purposes of descriptive statistics and inferential statistics.  • Apply basic descriptive statistical concepts, including interpreting and  constructing graphs and calculating simple descriptive statistics  (e.g., measures of central tendency, standard deviation).  • Identify how ethical issues inform and constrain research practices.  • Describe how ethical and legal guidelines (e.g., those provided by the American  Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice. | 1. Introspection 2. structuralism 3. functionalism 4. Gestalt 5. Charles Darwin 6. Dorothea Dix 7. Wilhelm Wundt 8. William James 9. Sigmund Freud 10. John B. Watson 11. G. Stanley Hall 12. Mary Whiton Calkins 13. Margaret Floy Washburn 14. humanistic perspective 15. psychoanalytic perspective 16. cognitive perspective 17. biological perspective 18. social-cultural perspective 19. behavioral perspective 20. evolutionary perspective 21. biopsychosocial perspective 22. Applied Research 23. Basic Research 24. Scientific method 25. Random assignment 26. random selection (random sample) 27. Confirmation bias 28. Hindsight Bias 29. Naturalistic observation 30. Case study 31. Survey 32. Longitudinal study 33. Cross-sectional study 34. Experiment 35. Hypothesis 36. Operational definition 37. Independent variable (IV) 38. Dependent variable (DV) 39. Experimental group 40. Control group 41. Confounding variable 42. Single-Blind Procedure 43. Double-blind procedure 44. Placebo 45. Frequency distribution 46. Skewed 47. Range 48. Standard deviation 49. Correlation coefficient 50. Descriptive Statistics 51. Inferential statistics 52. Statistical significance 53. Z Score 54. P Value 55. Reliability 56. Validity 57. IRB 58. Informed Consent 59. Coercion 60. Anonymity 61. Confidentiality 62. Debriefing |