A CURRICULUM BASED ON THE HALF-UNIT PSYCHOLOGY ELECTIVE IN TEXAS HIGH SCHOOLS

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

By

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Denton, Texas
August, 1974
Greenstone, James L., A Curriculum Based on the Half-Unit Psychology Elective in Texas High Schools. Doctor of Education (College Teaching), August, 1974, 144 pp., 3 tables, bibliography, 51 titles.

This study constructs a curriculum guide to supplement the half-unit elective in Texas high school psychology. The guide is designed to provide a basic course structure to assist the secondary-level psychology teacher.

Material already in existence in high school psychology was determined from The Educational Index, Psychological Abstracts, Dissertation Abstracts, and the Education Research Information Center. The Texas Education Agency provided guidelines for teaching secondary psychology and all other state-level information on high school psychology. The American Psychological Association furnished information about their work in secondary psychology, and the fifty state departments of education provided other state-level information. Further, a survey was conducted of the 111 high school psychology teachers in the 85 schools in the State of Texas which offer secondary-level psychology courses. An equal number of counselors within these same schools was also surveyed, as well as an expert panel of six judges. Points of emphasis in high school psychology textbooks were determined from the tables of contents in the eight such texts voluntarily used in the state.
Relatively little published information provides guidelines for a high school psychology curriculum. The survey of the fifty state departments of education produced no statewide curriculum guides.

The survey of teachers, counselors, and experts confirmed the desirability of five basic course areas recommended by the Texas Education Agency and five recommended by this researcher. The survey of textbook authors also supported these results, and the curriculum guide developed includes all ten areas. Each curriculum area included concepts to be conveyed, content to be taught, and instructional strategies suggested to the classroom teacher.

This study recommends that this curriculum guide be piloted in Texas high school psychology classrooms, that it be updated to meet current needs, and that it be revised to improve its effectiveness.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>Limitations</td>
<td></td>
</tr>
<tr>
<td>Method of Procedure</td>
<td></td>
</tr>
<tr>
<td>Format for the Study</td>
<td></td>
</tr>
<tr>
<td>Significance of the Study</td>
<td></td>
</tr>
<tr>
<td>II. BACKGROUND AND RELATED RESEARCH</td>
<td>12</td>
</tr>
<tr>
<td>III. RESULTS OF SURVEYS</td>
<td>19</td>
</tr>
<tr>
<td>IV. THE CURRICULUM GUIDE</td>
<td>22</td>
</tr>
<tr>
<td>Area I--Learning and Study Skills</td>
<td></td>
</tr>
<tr>
<td>Area II--Behavior Patterns</td>
<td></td>
</tr>
<tr>
<td>Area III--Adjustment to the Social Environment</td>
<td></td>
</tr>
<tr>
<td>Area IV--Development of Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Area V--Sensitivity to Needs and Feelings</td>
<td></td>
</tr>
<tr>
<td>of Others</td>
<td></td>
</tr>
<tr>
<td>Area VI--Physiological Psychology</td>
<td></td>
</tr>
<tr>
<td>Area VII--Experimental Psychology</td>
<td></td>
</tr>
<tr>
<td>Area VIII--Human Growth and Development</td>
<td></td>
</tr>
<tr>
<td>Area IX--Self-Esteem</td>
<td></td>
</tr>
<tr>
<td>Area X--Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>V. DISCUSSION</td>
<td>119</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>121</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>132</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Percentage of Total Textbook Devoted to Each Designated Curriculum Area.</td>
<td>22</td>
</tr>
<tr>
<td>II. Survey of Teachers' Rankings of Proposed Curriculum Areas</td>
<td>24</td>
</tr>
<tr>
<td>III. Survey of Panel Rankings of Proposed Curriculum Areas</td>
<td>26</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Psychology in the public secondary schools of Texas is a recent addition to the teaching curriculum (5, p. 1). Courses were begun in 1969, and provision for one-half unit of elective credit was included in the social studies program in 1970 (6, p. 23). The existing framework for psychology was determined by the Texas Education Agency after extensive input. Guidelines and curriculum guides from other state departments of education, staff research into the teaching of secondary school psychology, analysis of psychology textbooks, opinions of college professors of psychology as to what should be taught, and information from Texas public schools regarding what was currently being taught, formed the basis for the framework. Also, approximately 300 school districts sent representatives to twenty regional conferences in February and March of 1967. Input from the conferences and subsequent opinionnaire reports represented approximately 7,500 social studies teachers, supervisors, curriculum directors, and administrators. Representatives from teacher education, as well as academic departments from colleges and universities, were also involved in the process. Subsequent to the
consideration of this material, five Texas Education Agency social studies staff members developed the actual framework document. In July, 1969, the State Board of Education gave its approval (see Appendix II). Aside from this general framework no statewide curriculum exists to date. Although some school districts have developed their own, this study provided a needed framework to be used on a statewide basis for the uniform teaching of high school psychology (Appendix I).

Courses in psychology are often taught by individuals who are minimally qualified in psychology, and who may already be teaching in other subject areas. Most frequently, these teachers are trained in social studies, within a program for which no course in psychology is required (2, pp. 197-201). The psychology courses taught in high school are based on a wide variety of subject material and are often assembled according to personal preference and/or availability, rather than on the basis of a standard curricula designed to convey with clarity and expertise the discipline of psychology. Across the country, in many instances great reliance is placed on available textbooks and guides rather than on personal proficiency (1).

Basic guidelines were needed to present psychology in the most accurate framework possible (Appendix I). Because of the existing confusion as to what to teach, how to teach,
assistance was needed to help the instructor present a course that would expose the student to the field in a meaningful way. Whether or not what is learned in a high school psychology class is beneficial either personally, socially, academically, or vocationally, may well depend on this first exposure (7).

Statement of the Problem

The problem of this study was to construct a curriculum guide to supplement the half-unit elective in psychology for high schools in the State of Texas.

Purpose of the Study

The purpose of this study, through the development of a curriculum guide, was to assist the psychology teacher at the secondary level by providing a foundation structure for his course.

Definition of Terms

For the purposes of this study, the following definitions have been formulated:

Psychology—Psychology is defined as the study of human behavior including some of the factors involved in learning, adjustment to the social environment, critical thinking about human behavior and heightened sensitivity to the feelings and needs of others.
Curriculum Guide--Curriculum guide is defined as the development of basic concepts, supportive content, and instructional strategies for the secondary school course in psychology as defined above.

Limitations

This study was limited to the development of curriculum guidelines for use specifically within the State of Texas. Specifications of the Texas Education Agency were followed and the work designed to make the high school psychology course maximally useful to the student. There was no reason to suppose that the usefulness of this study would differ in any significant way for secondary school psychology courses taught outside the State of Texas.

Method of Procedure

The following procedures were used in developing the curriculum guide.

1. Research was conducted to determine material already in existence in the area of high school psychology. The sources consulted included (a) The Educational Index, (b) Psychological Abstracts, (c) Dissertation Abstracts, and (d) the Education Research Information Center.

2. The Texas Education Agency was contacted to obtain guidelines for the teaching of secondary school psychology, and all other available information regarding high school psychology that was available on a state level.
3. The American Psychological Association was contacted concerning their work in the area of secondary school psychology.

4. A survey of the fifty state departments of education was conducted to determine what material was available in the United States in the field of high school psychology on a state level (see Appendix III). A letter was sent requesting all available curricula materials from each state.

5. A survey was conducted of the 111 high school psychology teachers in the 85 schools in the State of Texas which offer secondary level psychology courses (Appendix V). This procedure was approved by the Texas Education Agency. An equal number of counselors within these same schools were also surveyed. The survey was also sent to a panel of six judges who will be utilized throughout this study. Those surveyed were asked to rate the appropriateness of the five areas of state social studies framework in psychology for inclusion in a basic psychology course at the high school level, plus five additional areas added by the researcher. Each individual surveyed was asked to respond to the questions in terms of how they perceive the needs of the student from their own particular vantage point as teacher, counselor, or expert.

Every effort was exerted to insure a 70 percent return from the survey for teachers and counselors, and a 100
percent return from the panel. As suggested by The Texas Education Agency, care was taken not to harass the respondents. Two weeks subsequent to the initial mailing of the survey, a postcard reminder was sent as a follow-up to those who had not returned the questionnaire.

6. Points of emphasis of authors of high school level psychology textbooks were also determined. This was accomplished by a review of the tables of contents of the eight high school psychology texts voluntarily used in the State of Texas as indicated by a list provided by the Texas Education Agency.

7. The expert panel included individuals whose professions would render them knowledgeable in the area under discussion, and in the area of curriculum development. Individuals suggested for such a panel included:


b. Mrs. Kathryn Eilers, Supervisor in Social Studies, San Angelo, Texas.

c. Dr. Frances Neismith, Supervisor in Social Studies, Austin, Texas.

d. Dr. Lillian Solomon, Child Psychologist, Dallas, Texas.

e. Dr. Ruby Morris, Dallas Independent School District, Dallas, Texas.
f. Josephine Kearly, Psychology Teacher,
R. L. Turner High School, Farmers Branch, Texas.

8. Upon completion of steps 1 through 7, the curriculum guide was developed. This guide included basic concepts, supporting content, and instructional strategies for a secondary school psychology course. The information received in steps 1, 2, 3, 4, 5, and 6 was utilized as a basis for the development of guidelines.

9. Subsequent to the completion of the curriculum guide based on all of the above, a topical outline of the total guide was sent to the panel of judges and to thirty randomly selected teachers of psychology in the state. Selection of the teachers was limited to those who returned the initial questionnaire. A rating scale was developed to ascertain the reactions of the judges and teachers in a systematic manner. The scale provided for ratings from 1 to 10, with 10 indicating high desirability for inclusion and 1 indicating low desirability for inclusion (Appendix VI). Items were considered proper for inclusion in the final publication of the suggested curriculum guide if the average rating on each item by at least 70 percent of the judges and teachers was at least 7 for the item on the 10-point scale. Each group was asked for their appraisal of the suggested curriculum, as well as for any suggestions for inclusion in the final copy. Such suggestions were considered for inclusion if they were suggested by at least
70 percent of the total panel to which the suggested guidelines were submitted.

**Format for the Study**

The form used in this study is as follows:

**Chapter I**

This chapter includes the Statement of the Problem and Its Purpose, Definition of Terms, Method of Procedure, and Significance of the Problem.

**Chapter II**

Chapter II contains the review of the background and related research pertinent to this study, and to subsequent development of the curriculum guide.

**Chapter III**

Results of all surveys conducted during the course of this study are detailed. The surveys include (a) survey of the state departments of education, (b) survey of the teachers, counselors, and expert panelists, and (c) review of the textbook tables of contents.

**Chapter IV**

The curriculum guide, including concepts, supporting content, and instructional strategies and tactics, for teaching the basic psychology course in the high school are outlined in detail. Strategies are defined as broad
spectrum approaches, and tactics are specific activities used to encourage student participation and learning. Such strategies and tactics were gathered from the review of the literature as well as from information gained in the surveys.

Chapter V

Based on this study, conclusions were reached concerning the development of course content and presentation techniques, i.e., instructional strategies and tactics, in teaching psychology at the secondary level. These conclusions are discussed, and on the basis of these findings, further recommendations are made for further and more comprehensive development of this area.

Significance of the Study

The 1971-1972 enrollment figures for psychology courses offered at the secondary level in Texas have increased to 6,437 in this school year from 2,957 in the 1970-1971 school year, and have almost quadrupled in total since the school year of 1969-1970 (5, p. 1). While general guidelines have been written for use in Texas, no specific and comprehensive curriculum guide has been developed to date at the state level (6, p. 23). In the State of Texas, psychology in the high schools is usually taught by social studies teachers who may lack adequate
preparation in this area (6, pp. 197-201). These teachers rely heavily on textbooks in psychology, and on curriculum guides for assistance (1). Therefore, sound planning in the area of secondary school psychology is a must, and this study is designed to assist this effort. The quality of this first exposure to psychology for high school students may determine the benefits to be derived in other areas of their lives (7).
CHAPTER BIBLIOGRAPHY


CHAPTER II

BACKGROUND AND RELATED RESEARCH

Research related to high school psychology was scarce and often difficult to find. While psychology is not new to the school curriculum, relatively little published material was readily available.

Psychology has been in the secondary school curriculum for more than 100 years in the United States, but the content of the course and the quality of teaching varies widely (10). A study made in 1965 indicated that only the State of Louisiana did not offer a psychology course in the high schools (10). Psychology was not taught as a state approved course in the secondary schools of Texas until 1969. In forty-nine of the states the number of students enrolled in psychology courses in grades nine to twelve was 1.4 percent of the total number of students enrolled in these grades. The approximate number of students enrolled in psychology courses in the secondary grade levels in which it was offered in each of the forty-nine surveyed states was 5.4 percent of the student enrollment in those grades. Approximately 14.5 percent of the total number of high schools in states reporting on enrollment data in psychology, offered psychology as a separate course of
instruction. Additionally, most states have experienced growth in the psychology offerings in the high schools since 1970. Also, in 1965, twenty-six states had specific certification requirements for high school psychology teachers. The requirements ranged from zero in Texas (12, pp. 197-201) to thirty-four semester hours in psychology at the under-graduate level in other parts of the country. The six major texts used to instruct the secondary psychology courses emphasized personality, interpersonal relations, mental hygiene and biological foundations of behavior (16).

In the states of Oklahoma, Ohio, Indiana, and Oregon, significant studies have been done to determine the over-all status of psychology at the pre-college level. In the Ohio study, 1) High school educators favored highly practical, personal-social adjustment objectives. Fifty percent felt that a combination of the practical with a scientific treatment of basic psychology would be desirable. 2) Ninety-six percent of high school educators rejected the idea of offering a completely scientific course to high school students. 3) From an instructional viewpoint, most favored the use of lecture, discussion, films and case studies, and half of them favored laboratory work. 4) The typical teacher of psychology in this study was male, age thirty-eight, with ten years of teaching experience,
including three years in psychology. Ohio had no certification requirements. Most psychology teachers had majored in and were teaching social studies, English or physical education. These teachers earned a median of 7.6 semester credit hours in general psychology and 5.0 hours in educational psychology, plus 3.3 additional hours on the graduate level. Psychology was usually taught in addition to the subjects in which the teacher majored (11, p. 1665-A).

In the Oregon study, when considering individual objectives of teachers when compared with information from a sampling of psychology teachers, psychologists, and the literature, 1) all three criterion groups indicated that they would stress the scientific objective to a greater degree than the Oregon teachers do. 2) Both psychologists and the national teacher sample disagreed with the emphasis placed by the Oregon teachers on Learning, Family Living, and Philosophy of Life (7).

In a much earlier study in 1958 in Indiana, 1) fewer males were helped by the high school psychology course than females. 2) Students desired more help in choosing a career. 3) Students and teachers thought that the course had been helpful, but thought that there should be more outside speakers and audio-visual aids. 4) Teachers were eager for help with materials and methods, but were unable to secure much help except from dubious sources since existing psychology journals were too technical (9).
The Oklahoma study revealed that teachers of psychology in high schools relied heavily on the textbook for teaching the course. The text was an important single determinant of the content and qualify of instruction in the course (10).

While the number of psychology courses in the high schools seemed to be increasing and apparently many positive things are being provided, the material above reflected many variations, discrepancies, and needs. Some were teacher preparation needs, some were text and resource material needs, and still others were objectives and subject matter needs. In the category to be considered here of objectives and subject matter, T. L. Engle (2) observed the variation between those areas regarded as important by high school psychology teachers and those of psychologists in the community who were surveyed. Additional differences identified in this study appeared within the ranks of teachers. Some felt that a scientific emphasis is crucial while others felt that a personal problem orientation is more appropriate. Engle went on to way that the high school psychology teacher was receiving little assistance from the professional psychologist, and possibly did not know that such potential help exists. Such links would strengthen the courses that are taught on the pre-college level.
Several attempts in the direction of providing relevant experiences in the area of psychology have been reported. These include an experimental psychology course with troubled adolescents (4); psychology in the early educational years (8); high school psychology for disadvantaged youth (13); a program for junior high school psychology (6); and a conceptual approach to this subject in the high school (14). Other significant related work has been done and reported in the area of teacher preparation for pre-college psychology (1; 7; 5; and 3).

Since the problems with high school psychology curricula did exist, then the undertaking and completion of this study could provide a useful contribution to the students of discipline (Appendix I). The growing number of students taking psychology in the public high schools in Texas required that meaningful course materials be developed (15, p. 23).
CHAPTER BIBLIOGRAPHY


5. Haynes, S., "Back to School for Educational Psychology," Improving College and University Teaching, XX (Spring, 1972), 171-172.


CHAPTER III

RESULTS OF SURVEYS

The percentage of return in all surveys conformed to at least the 70 percent requirement of this study.

Seventy-four percent of the questionnaires sent to each state department of education were returned (Appendix III). Each of the thirty-seven state departments represented indicated that they do offer high school psychology courses. However, none of these states reported that they had a statewide curriculum in use at this time.

In response to the survey of experts, teachers, and counselors concerning the areas to be taught in a high school psychology course (Appendix V), 100 percent of the experts responded. Seventy-six percent of the teachers surveyed responded, and 80 percent of the counselors also returned the questionnaires.

Overwhelmingly, all three groups agreed that the ten suggested areas should be included. Areas "strongly agree" and "agree" on the survey were combined for this determination. The specific breakdown of each category is as follows:

Area 1--Learning: One hundred percent of the experts agreed on the inclusion of this area. Ninety percent of the teachers agreed as did 90 percent of the counselors.
Area 2--Behavior: Eighty-three percent of the experts concurred on this subject area. Ninety-two percent of the teachers and 83 percent of the counselors also agreed.

Area 3--Social: One hundred percent expert agreement was secured. Eighty-nine percent of the teacher response, and 84 percent of the counselor response was also favorable.

Area 4--Critical attitudes: One hundred percent of the panelists agreed on inclusion of this area. Seventy-three percent of teachers and 72 percent of the counselors also agreed.

Area 5--Sensitivity: Eighty-three percent of the experts, 96 percent of the teachers and 90 percent of the counselors favored the teaching of this area.

Area 6--Physiology: Eighty-four percent of the experts favored inclusion of this area, while 70 percent of the teachers agreed. Seventy-four percent of the counselors also voted favorably.

Area 7--Experimental: Seventy percent of the panelists, 73 percent of the teachers, and 70 percent of the counselors concurred on this area.

Area 8--Human growth and development: One hundred percent of the panelists agreed here. Eighty-four percent of the teachers voted favorably, while 87 percent of the counselors concurred.

Area 9--Self-esteem: Eighty-three percent of all panelists responding favored this area for inclusion in
the curriculum guide. Similar responses were received by 99 percent of the teachers and by 94 percent of the counselors.

Area 10—Abnormal: Seventy percent of the experts favored abnormal psychology in the high school course. Additionally, 82 percent of the teachers, and 75 percent of the counselors responded similarly.

The review of the tables of contents of current high school psychology textbooks listed by the Texas Education Agency confirmed the survey of experts, teachers, and counselors. In most cases, the ten areas suggested for inclusion in the proposed guide, were also included in the texts. Because of the differences in frames of reference between authors, method and extent of treatment varied in each case.

The degree to which each author devoted the chapters of his textbook to corresponding areas in the curriculum guide is presented in Table I. Most of the textbooks did have related chapters. Only one author did not have a chapter relating to learning and study skills. Physiological Psychology was also not mentioned by this author. Three authors did not include Experimental Psychology in their texts. Other subject areas were suggested that were not included in the proposed curriculum guide. Six authors included an introductory chapter which this author feels is subsumed within the ten suggested curriculum areas.
TABLE I
PERCENTAGE OF TOTAL TEXTBOOK DEVOTED TO EACH DESIGNATED CURRICULUM AREA

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Other areas singularly represented include: 1) parapsychology, 2) Freud, and 3) statistics.

The area for which the greatest percentage of text material was written was the area concerning the development of self-esteem. The second ranked area was Abnormal Psychology, with Behavior Patterns, Social Psychology, and Sensitivity to Others ranking third, fourth, and fifth, respectively. Those areas rated lowest included Experimental Psychology and Physiological Psychology.

The final survey of experts and teachers (Appendix VI) met all minimum requirements for number returned and minimum ratings needed for inclusion of each developed curriculum area in the final guide. No suggestions were made for the development and inclusion of additional areas.

Table II reflects the results of the final survey of teachers. All curriculum areas were rated at the minimum 7 level by at least 70 percent of the respondents. A rating of 10 represents high desirability for inclusion, while a rating of 1 indicates low desirability for inclusion. A numerical score, consisting of the number of respondents at each rating multiplied by the value of the rating, was given to each area. The addition of all such numbers produced a final score. The scores were then ranked to show teacher preference for all ten areas. The table reflects that Areas II and III, Behavior Patterns and Social
### TABLE II

SURVEY OF TEACHERS' RANKINGS OF PROPOSED CURRICULUM AREAS

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<td>Area III</td>
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Psychology, respectively, of the curriculum guide were ranked highest, while Area VI, physiology, was ranked number 10. Area VII, Experimental Psychology, was ranked number 9. Sensitivity to Others, and Self-Esteem areas were both ranked number 3 in importance.

Table III shows the same survey submitted to the panelists in this study. Scores and rankings were obtained in the same manner described for Table II. Panel members ranked Area IX, dealing with Self-Esteem, and Area III, Social Psychology, as numbers 1 and 2, respectively. Learning and Study Skills, Behavior, and Critical Attitudes were all rated number 3. Ranked 9 and 10, respectively were Physiological and Experimental Psychology.
### TABLE III
SURVEY OF PANEL RANKINGS OF PROPOSED CURRICULUM AREAS

<table>
<thead>
<tr>
<th>Curriculum Areas</th>
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CHAPTER IV

THE CURRICULUM GUIDE

This chapter consists of the ten areas chosen for inclusion in the curriculum guidelines. Each area begins with an orientation paragraph and is followed by the concepts to be taught. With each concept is included the suggested content to be used to convey the concept. For each area, suggested teaching strategies and delivery systems are also prepared and are placed at the end of each area. While no attempt has been made to provide all possible concepts, content material, or teaching strategies, enough is presented to provide for coverage of each subject. Teachers are urged to explore additional content material and to make use of all available resources. Students are also urged to find as many ways as possible to fully experience the learning material.

Caution is extended that all material must be updated with current developments in the field of psychology. Also, it should be noted that, while various schools of thought are represented, no attempt has been made to include all possible points of view. To do this would only unduly encumber the guide. Bias of the author may also appear. Therefore it is recognized that some teachers may disagree
with certain items which either represent these various schools, or the personal opinions of the author.
AREA I

LEARNING AND STUDY SKILLS

The ability of the student to deal effectively with course material will in large part be determined by his skills in studying this information. Material in the course should be presented in such a way as to provide the student with a meaningful experience, an experience in which the information learned can be applied to real life situations and to understanding his own behavior. Along with the over-all learning experience, the student will be required to take a certain amount of recorded evaluations. In order to prepare properly for these evaluations, efficient study habits are a must. The teacher should present the following concepts to the students.

Concept 1. Learning requires effort.

a. Attend class on a regular basis and approach the class with a positive attitude. Hold as your main objective the obtaining of the best education possible for yourself.

b. Analyze your work from week to week and do not drift along.

c. Try different study methods and find those that best suit your needs.

d. Have a goal in mind and plan all of the courses that you take to fit your abilities and your
ultimate objectives, i.e., professional, occupational, or personal.

e. Take courses that you feel capable of handling, and that are within your ability range.

f. Try the first course in a particular area before enrolling for more advanced instruction.

Concept 2. Time budgeting is a primary consideration.

a. It is extremely important for effectiveness in dealing with course material that you plan your work and budget your time. This is important both within and without the educational setting.

b. You must allow adequate time to get the proper amount of sleep. Approximately seven to eight hours of sleep are necessary in order to carry on sixteen to seventeen working hours. For some, this is too much. For some, too little. Find out how much you need, and try to provide for it.

c. Meals should be regular and there should be three a day. They should be eaten leisurely and away from your studies. Attempts to cram food in your mouth and information in your mind, can often lead to strong feelings of discomfort both physically and academically. The student should
d. Time must be allowed for personal grooming. Bathing and dressing are important as they may well affect your attitude toward your studies. How you feel physically, may affect how you perform academically.

e. While attendance in class is important, occasionally absences do occur. When classes are missed, notes or class assignments should be obtained from the teacher or from other students. It is the responsibility of the student to keep up with the material given in class, and to be aware of assignments and other material covered by the teacher.

f. Allow for adequate study time. Make a reasonable schedule and stick to it.

g. Scheduled construction is a must for all activities. Flexibility is important, but once your schedule has been established, try to stick to it. Block out the hours of the day that you are awake in one column and the days of the week in another. Schedule your day accordingly. Your schedule should suit your particular needs (Appendix VII). When circumstances prevent you from keeping your schedule, be sure that you make up the time that
was lost at the first possible moment. If the schedule is going to work, then you must stick to it rather than stealing from it. Study periods should be about fifty minutes long. At the end of fifty minutes, take a short break and return to your studies. This will keep you from becoming bored with the material.

**Concept 3.** Knowing when to study may save much time.

- a. Regular study times should be scheduled.
- b. There is much unused time that is wasted that could be used for studying. There may be time between classes, after classes, before the teacher comes to class, in the halls, sitting in the office, or while waiting for someone to pick you up after school. Use these times to study also.
- c. Carry your books or study notes with you wherever you go so that during the time that you wait for a doctor's appointment, or wait on your boy friend, or girl friend, you may take advantage of this time to review or study.

**Concept 4.** Extracurricular activities and employment can hinder efficient study.

- a. The amount of time spent in extracurricular activities should be determined according to the amount of time available for such activities after
academic pursuits have been properly handled. Be sure that adequate time is scheduled for all of the necessary and vital activities before committing yourself too heavily to clubs and organizations. While such activities are very important parts of the total educational picture, allowing inadequate time for the main educational areas is unrealistic.

b. Employment should be handled in much the same way as are extracurricular activities. Under ideal conditions, one might preclude the other, but because of particular circumstances, both may be provided for. In such a situation, scheduling assumes particular significance. Tighter scheduling may be necessary than under non-work conditions.

Concept 5. Personal health must not be ignored.

a. Good health, both physical and mental is an important consideration. Along with proper eating, sleeping, exercising and grooming, illness should be attended to regardless of how small and seemingly insignificant. What appears to be minor could cause major difficulties that keep you from classes over an extended period of time. Once done, your effectiveness is diminished.
b. The mental health of the student must be considered also. Learn to deal with problems objectively and calmly. Worry is probably one of the chief causes of inefficient study. If you have concerns over your work or over personal problems, talk to someone who is competent to assist, and who will be impartial in his evaluation. A good friend may be able to provide all the help that is needed. By discussing feelings with someone, commalities are discovered and solutions are suggested. Teachers, counselors and other professionals are also available if the problems become more serious.

Concept 6. Where to study is of prime importance.

a. Have a definite place to go for study periods. If it is possible that this place can be set aside for study and for nothing else, this is preferable.

b. The place used for study should be relatively free from interruptions and distractions.

c. It should be ventilated and not too warm.

d. It should be comfortable, but not too comfortable. Too much comfort is often more conducive to sleep than to study.

e. Avoid glaring light or shadows. Adjust your light so that it will not shine directly into your eyes, but will adequately brighten your study area.
f. Have only those materials in the study area that are pertinent to what you are studying at the moment. Put all other materials out of the way as they provide distractions.

g. A good dictionary should be within easy reach. If a dictionary dealing with your subject area is available, have it nearby also.

h. Do not make a practice of borrowing textbooks or other study materials. The student should have his own books and materials so that he may use them free of reservations because they belong to someone else.

i. Get the right type of notebooks and paper suitable for the course you are taking. Check with your teacher if you are not sure what is required. As a rule, 8-1/2 x 11 paper is used, and notes should be taken in pen rather than pencil to avoid smearing and loss of the material.

Concept 7. Knowing how to study can save time and effort.

a. Start studying as soon as you sit down at your desk.

b. Do not daydream. Keep the subject that you are studying clearly on your mind and forget everything else.

c. Work while you are studying, and work intensely.
d. Try to find relationships between the material you are studying and previous material or with other courses that you are currently taking.

e. Read other material than that which is presented in your textbook. The more you know about any subject, the more interesting it becomes.

**Concept 8.** Your approach to textbook reading will be different than that used in other types of reading.

a. Skim the material in the textbook chapters first. Use the table of contents, the paragraph headings, the illustrations, and the summary in order to get an over-all view of what the chapter is about. A good approach is to begin studying a chapter by reading the summary at the end of the chapter, then skim the chapter, then reread the summary again.

b. Underscore material in the text that has particular meaning to you. Turn chapter headings or paragraph headings into questions and write the questions down.

c. Read the chapter for meaning and try to answer the questions that you have just written down. Read with the purpose of answering these questions and of gaining information from the chapter.

d. Once the main ideas have been located that answer the questions, write short cue notes under the
questions for later use. In this way you have
asked questions, then found the answers in the
chapters to these questions, and then marked them
so that when you come back to study, you will
easily have the main ideas from each part of the
chapter.

e. Review your notes on the chapter five to ten minutes
the same day that you write them, and review each
week for about an hour all the notes that you have
taken during the week and before.

Concept 9. Regardless of approach to a course, a great deal
of remembering will be necessary.

a. Remembering should be based on understanding. Be
sure that the material is definite and clear-cut.
Material that has not been taken in correctly, will
have a limited possibility of being recalled
correctly.

b. Try to associate those things which you wish to
remember with other things that can be recalled
easily. Memory seems better if the associations
are better.

c. It is important to keep in mind what you are
trying to learn, and to try to find interest in that
material.
d. The more material is reviewed, the better it is remembered. Meaningful repetition strengthens associations and the stronger associations are, the better your memory will be.

e. Believe that you are capable of remembering.

f. Becoming anxious or tense about material to be memorized often increases the rate of forgetting, and consequently defeats the purpose. Rather than getting upset about material with which you must deal, approach it directly.

g. Space your learning time, develop a pattern suitable for you.

**Concept 10.** In any course, knowledge of the specialized vocabulary used in the discipline studied, is important. Comprehension is often based on adequate understanding of the specialized terms.

a. Attempt to think about what you are learning in terms of the particular words or phrases given in class and in your textbook.

b. Use a dictionary of terms specific to your course of study and use it along with the standard dictionary, whenever you encounter words with which you are unfamiliar.

c. If necessary, compile a list of terms found in your reading and during the lectures that you can
also review during the week until you have memorized their meanings.

d. Enlarging your vocabulary is important, but should be done in a systematic way in order to aid your retention.

**Concept 11. Notetaking requires special skills.**

a. Taking notes which are accurate and legible is extremely valuable.

b. Notes should be taken while studying the textbook and also during class.

c. Often, an outline format is useful as you take notes. Attempt to list only the main ideas and the most pertinent characteristics. Notations that will suggest the main idea of the lecture of the main points made are those things that should be taken down in the notes.

d. Use 8-1/2 x 11 notebook paper and where necessary use dividers to keep each subject separate and intact. Do not mix notes from different subjects.

e. Do not plan to recopy your notes after the class period. Attempt to take the best notes possible the first time so as to eliminate the additional work of redoing them afterwards. If your notes require clarification or if they have become smudged or unclear, you should recopy them.
f. Do not doodle on your notes. This provides a
distraction that can effect your ability to
concentrate as you review your notes.

g. Review the notes that were taken in class for a
short period of time, about five minutes, on the
same day that you take them.

h. Review all of your notes at least once a week at
a specified time.

Concept 12. Examinations should be approached carefully.

a. The number of examinations will vary according to
the subject and to the teacher.

b. Learning of material for examination purposes
should begin early in the course.

c. Review all material read or taken in note form
daily for a short period of time. Review old
material from previous lectures and readings prior
to reviewing new material.

d. Set aside an adequate amount of time each week to
review all the work done in each of your separate
courses.

e. Do not spend a great deal of time going over
material that you are certain that you have
mastered.

f. Spend most of the time dealing with material that
is still hazy or unclear.
g. Attempt to determine the way in which material will be asked on an examination and study accordingly.

h. After studying, go to the examination with a clear mind and a well-rested body. Last-minute cramming is almost useless and many times is an inhibiting factor.

Concept 13. Some exams will be objective in content.

   a. Answer all questions quickly.
   b. Do not change your answers unless you are absolutely sure that the answer marked is incorrect. First attempts are usually the best.
   c. When questions puzzle you, skip over them and come back after you have completed all of those that you do know.
   d. Answer every question unless it has been indicated that there is a penalty for guessing. Even then, a well-educated guess may reap success.

Concept 14. Some examinations will be subjective in nature.

   a. Adequate time is usually allotted for essay examinations. Time limits are set to enable the student to demonstrate an ability to organize and synthesize.
   b. Essay exams set a premium on your ability to make up your mind, to organize thoughts, and to write concisely and lucidly in a given period.
c. Utilize all of the time allowed. Do not devote all of it to writing. Devote some time to reading the question, getting it straight in your mind, and thinking through the answer.
d. See what the question means. Think about it. Jot down notes or an outline of your answer as a guide. Decide how much time you will allow to various questions.
e. Respond only to the question that is asked. Read the question carefully to see exactly what is wanted by the teacher.
f. Pay attention to key-guiding words such as, "analyze," "compare and contrast," and "describe."
g. Let the teacher know that you know what you are talking about by giving a complete answer to the question asked. Partial answers, listing of facts when not specifically asked for, or never-ending interpretations will only reflect your lack of knowledge. Support your interpretations with facts, and let your facts be points of departure for your thinking.
h. Write legibly. If it's unreadable, it's ungradable.
i. Be careful with your words. Say what you mean, write simply. Avoid the unnecessary.
j. When asked for identifications, be precise and do not give general answers that could apply to more
than just the person, place or thing, that you are identifying.

**Concept 15.** There are some additional clues for effective examination-taking.

a. Along with regular class attendance, attempt to gain information about possible test questions from the instructor's remarks as well as from the text chapters.

b. Look for main themes and the major points of emphasis.

c. Decide how the questions or bits of information could be asked for on the tests, i.e., essay, multiple choice.

d. Carefully inspect the material and try to decide what will be asked by the teacher. You will be correct more than you might expect.
SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. Have each member of the class construct a personal schedule of their activities. Use an 8-1/2 x 11 sheet of paper. Across the top, list the seven days of the week. Down the right-hand column, record all of the waking or working hours in half-hour intervals. Then draw horizontal and vertical lines to separate the various time zones. The student should then list all of his activities from waking until going to sleep in the evening. All essential elements such as those described in the class lectures should be included, i.e., meals, etc. (Appendix VII). Flexibility should be stressed, however, the student should construct a reasonable schedule that he could abide by on a consistent basis. Discuss the problems that occur when more than one activity competes for the same time frame, i.e., work time versus study time. Have each student exchange schedules with another student, and let them compare and discuss the strengths and weaknesses of each other's work.

2. Divide the class into small discussion groups of even numbers. Assign a topic from the text to be read by each member of each of the groups. Instruct the students to proceed as though they were studying the material. They should make cue notes as described in the previous outline, underline important areas, and try to pick out the
most salient features of the assigned portion. Special attention should be given to those areas that would be most likely to be asked on an exam. When they have completed their task, let them exchange material and discuss among themselves how each has done. Differences between students in how they decided what to highlight should be the focus of the interaction between group members, and is designed to strengthen each student's approach to the material.

3. The same procedure as noted above can be employed for an exercise in notetaking, and determination of test questions from lecture notes taken and from textbook reading.

4. Conduct a class discussion of the problems encountered in trying to arrange for adequate study time, and in trying to abide by effective study habits.

5. Invite resource people who have achieved a notable measure of educational and professional success to talk to your class about effective study methods. Allow time for a question and answer period.

6. Have the class write mnemonic devices to help them in remembering various lists of names, dates, procedures and the like. To be maximally effective, these devices must be rich in association power, and often, the more humorous or ridiculous, the better the association will be. Utilize jingles, funny phrases, and coined words.
The motivation behind all behavior has been the subject of controversy since early times. Ancients invoked the supernatural to explain behavior, and poets and philosophers have referred to it constantly. Only in recent psychological thought has the scientific interest in what moves man to do what he does been given serious consideration.

**Concept 1.** In any action of meaningful consequence, the behavior is goal-oriented.

a. An animal deprived of food or air will neglect everything else to attain these items.

b. Stimulation associated with basic tissue needs is the simplest form of motivation.

**Concept 2.** Many explanations have been offered for motivation.

a. Earliest attempts to explain motivation tended to be one-sided and over-simplified.

b. Some felt that the most important elements were external to the body, while others, pursued the idea that internal mechanisms needed to be understood.

c. K. S. Lashly (1938) felt that motivation was controlled by the responses of the central nervous
system and a complex set of stimuli both internal and external to the body.

d. The relationships between motivation and learning must be inferred from observation.

1) There is considerable difficulty in determining in a given situation, that only motivation is operating.

2) The past and the present play a role in motivation.

Concept 3. Motivation influences behavior in two basic ways.

a. Motives determine the direction of behavior and thus change the organism relationship to his environment.

b. Motives release and make available energy for the required activity.

Concept 4. When a goal is achieved, the demand for satisfying other goals becomes more insistent.

a. The achievement of one goal may lead to the formation of other goals.

b. Incompatible motives may render ineffective others that would normally be strong.

Concept 5. The internal conditions responsible for an individual’s responses to the environment are divided into two groups.
a. The first category is biological drives resulting from basic tissue needs such as the need for food or water or air. These are innate.
b. The second category is psychological drives resulting from such needs as those for social approval and self-esteem. These are acquired.

Concept 6. Biological drives can be measured.
   a. Gross motor activity can be observed.
   b. A record is kept of response rate.
   c. Amount of obstruction required to keep organism from reaching goal is noted.
   d. When a choice of goals is given, which one is preferred.
   e. Force of the response is an important indicator.
   f. Speed of learning a given response is observed.

Concept 7. The nature of the hunger drive is quite complex.
   a. The hunger stimulus tells us that we should eat.
   b. The mechanisms for hunger satisfaction include taste, quantities of food passing through the mouth and post intestinal factors.
   c. Hunger and cessation of eating seem to operate through the hypothalamus in the brain.
   d. The hungry organism is more sensitive to this environment.
e. In states of semistarvation, awareness of food is much more insistent. After several days of abstinence from food, hunger disappears almost completely.

f. Specific hungers develop when there is a dietary deficiency.

Concept 8. The thirst drive is another one of the basic drives of man. It is a regulatory device which controls intake of water into the body.

Concept 9. Air hunger, and the importance of a continual oxygen supply to the brain cannot be over-emphasized. Oxygen starvation results in loss of memory, coordination and over-estimation of abilities.

Concept 10. Fatigue and the need for sleep are powerful human drives.

Concept 11. The avoidance of extremes of heat or cold serves as important drives.

Concept 12. Sex as a drive is a learned process.

Concept 13. Pain is a drive necessary for protection of the organism.
Concept 14. Bowel and bladder tensions are drives which have less significance in adult motivation than during childhood when their role is most important.

Concept 15. The need for contact comfort has been demonstrated in the studies of monkeys and mother substitutes.

Concept 16. Biological drives serve as homeostatic mechanisms.
   a. The organism will go to remarkable lengths to maintain his physiological equilibrium.
   b. Many homeostatic activities are internal and automatic such as the maintenance of constant body temperature, proper balance of oxygen and carbon dioxide in the blood stream, and the maintenance of a constant level of sugar in the blood stream.

Concept 17. Psychological needs are equal in importance to the physical or biological needs.

Concept 18. The need to investigate and the need to achieve are examples of two psychological needs.

Concept 19. The power of symbolic rewards is evidence that many of the things we strive for are things we have learned to want.
Concept 20. Models are important in the learning of aggressiveness, the learning of dependency, and the learning and development of values.

Concept 21. There is a relationship between motivation and work.
   a. Knowledge of the results of work serves as a motivator.
   b. The level of achievement intended also acts as a motivator.

Concept 22. Elements in our environment may prevent and hence frustrate the attainment of our goals.
   a. Elements in the physical environment include earthquakes, floods, and the like. Also, there may be many petty frustrations such as traffic tie-ups, and barking dogs.
   b. In the social environment, such things as laws and social conventions may serve as a source of frustration.

Concept 23. Personal frustrations are also present in our lives. Feelings of inferiority, or inability to perform a certain task are examples of personal frustrations.
Concept 24. Conflict frustration results because of the opposition of desired or undesired goals.

a. Approach-Approach conflict occurs when two mutually exclusive goals are desired, and when both are of a positive nature, but only one can be obtained.

b. Avoidance-Avoidance conflict occurs when the two goals are both negative or unpleasant. Both are to be avoided, however, one cannot be avoided without encountering the other.

c. Approach-Avoidance conflict is involved when a singular goal has both attracting and repelling qualities to it.

d. Double Approach-Avoidance conflict occurs when two mutually exclusive goals have both positive and negative qualities associated with each.

Concept 26. The more ego-involving the frustrations are, the more painful and the more need there is for immediate resolution.

Concept 27. The human organism often takes defensive action to cope with unresolved frustrations.

a. Aggressive reactions are often utilized in the form of displaced aggression such as scapegoating, free-floating anger or suicide. Controlled aggressiveness is also seen as
controlled expression, or through the placing of taboos on aggressive behavior.

b. Withdrawal reactions may be present in the form of repression, fantasy, nomadism, beatnikism or regression.

c. Compromise reactions take the form of sublimation and substitution.
   1) Sublimating is accepting an alternative.
   2) Substitution is frustrated impulses expressed by activities in which the conscious quality of the desire is not fundamentally changed.

d. Reaction formation helps the individual to guard himself against his unacceptable impulses.

e. Projection occurs when personal unacceptable impulses or desires are attributed to the behaviors of someone else.

f. Compensation is a reaction to frustration wherein a behavioral extreme is manifest in order to reduce the anxiety over frustration in another area.

g. Intellectualization in the form of rationalization, isolation, and undoing are also utilized to cope with unresolved frustration.

**Concept 28.** Frustration that is unresolved may also be handled by a variety of neurotic and psychotic reactions.
Additionally, the abuse of hard drugs, alcohol, and compulsive gambling may be seen to result.
SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. Have each member of the class describe an example of recent personal behavior and speculate as to the motivation for that behavior. Ask for comments from the rest of the class as to additional motives involved.

2. Ask each member of the class to write a description of a behavior of another person and to speculate on the motivation behind the behavior. Exchange papers, and let another class member comment on the first student's analysis of the behavior. Continue this exchange several times. Then ask for either class or small group participation.

3. With the participation of the class, list on the blackboard, all of those elements which could influence a person's behavior.

4. Ask the class to find examples of various types of behavior in literature and to speculate as to the author's motivation.

5. Divide into discussion groups and deal with such issues as:
   a. How do you measure degree of motivation?
   b. Why do different people react differently to the apparently same situation?
c. What are common examples of physical or environmental frustration? Personal frustration? Conflict frustration?

6. Ask members of the class to study particular defenses to frustration and the resulting anxiety. At the next class period, have each student who was asked, portray the defense that he studied, and let the class decide which defense mechanism is being represented.

7. Encourage library research and directed readings into the areas of alcoholism and drug abuse.
AREA III

ADJUSTMENT TO THE SOCIAL ENVIRONMENT

Adjustment within the social environment is a complex process. Behavior is determined by many things including the standards of the culture or subgroup in which we find or place ourselves. How we are is as dependent on the group itself as it is on how we desire to be. The basic unit in which we find ourselves within our environment is the group.

Concept 1. A group is a social unit consisting of a number of individuals who are associated usually for a purpose. They have status and role relationships and arrange themselves in a hierarchy. They possess norms which control the members of the group at least in matters of consequence to the group.

a. A family may be a group.
b. Some classes could be considered a group.
c. The size of a group is not critical but most groups are usually small.
e. Larger, more formal groups may be subdivided into smaller informal groupings.
f. Groups may be task-oriented or interaction-oriented.
g. Groups may be open or closed in nature. If open, they attempt to include as many people as want to belong. If closed, exclusivity exists and selectivity is utilized to obtain membership.

Concept 2. There exists a relationship between the size of a group and its efficiency in accomplishing its goals.

a. An important factor is whether or not each member of the group has an opportunity to participate and to express his or her ideas.

b. Some ways of increasing the efficiency of a group meeting include:

1) Prepare an agenda of those items to be discussed.
2) Have all essential materials at hand before the meeting begins.
3) Set a time to start and to stop the meeting.
4) Short breaks are helpful during long meetings.
5) Encourage face-to-face communications between group members.

Concept 3. Different types of groups draw different people.

a. One determiner of which group a person will join is related to how well he likes to engage in the activities of that group.

b. Certain groups offer needed security to certain people.
c. Groups can give special status to their members.
d. Professional or business groups are often joined for encouragement of one's own occupation.

Concept 4. There are disadvantages to membership in a small group.
a. Frustration can result from decisions made through the group process.
b. Some groups have difficulty getting any meaningful work done.
c. At times, genuine feelings about an issue may not be expressed.
d. A group may cause its members to have one-sided opinions.
e. The group may be used as an outlet for strictly personal opinions.

Concept 5. All people belong or want to belong to some group.
a. Adult membership in groups is quite extensive.
b. Some people belong to groups, but are not active in them.
c. Persons with more formal education are more likely to join groups and become active.
d. Family income appears related to group membership. Higher income people tend to join groups more often.
e. As a person ages and matures to about fifty years, involvement in group activities increases. After that time, group activity decreases.

Concept 6. Group cohesiveness refers to the general attraction between members of a group. This may be great or small depending on over-all commonalities between the persons involved.

Concept 7. Attitudes of group members toward the group and its ideals is an important characteristic of group interaction. The degree to which attitudes are positive and loyalties are strong to that degree will the group function effectively.

Concept 8. The emotional state of a group effects its activity and productivity.

Concept 9. The general climate of a particular group may be determined by the type of leadership present over a period of time.

Concept 10. Different people act differently in different groups.

a. A role in a group refers to both function and position.

b. Participation in different groups may require adjustment to various roles.
c. Changes in roles occur as a person matures.
d. Through playing out roles in groups, group members often seek success, socialibility and attainment of group goals.

Concept 11. Communication between members of a group is necessary for effective group functioning.
a. Communication can be accomplished through expressions of empathy, utilization of the group's special language, and through ritualistic behaviors such as handshakes.

Concept 12. Communication and feedback in small groups can help clarify individual ideas and affect one's status within the group.
a. Having assistance from other group members in discussing an idea may result in greater clarity.
b. Feedback from other group members will determine our status in the group.

Concept 13. Group judgments may influence individual judgments.
a. The way others in a group respond on various issues may determine the response of an individual.
b. Peer pressure may cause alteration in a decision made while alone.
Concept 14. Having a person in the group who agrees with your decision, makes your position stronger and less likely to be changed by pressure.

Concept 15. Norms of a group affect the behavior of group members in matters of consequence to the group and depending on existing environmental circumstances. 

a. Rather than risking disapproval, a member of a group will tend toward the norms of the group.

b. Social conditions such as war or peace, etc., may affect how strict the adherence is to the accepted group norms.
SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. Ask different class members to give their reasons for joining a particular group. Allow the class to ask questions for the purpose of comparing and contrasting the various reasons.

2. List on the blackboard all of the types of groups that the class members can think of. Separately, also list those collections of people who would not be considered a group.

3. Instruct the class to divide into groups. Give no other directions. Once completed, have the group members discuss the reasons that they grouped in the way that they did.

4. Give the class a hypothetical or real problem to solve. Group the class in two's, then three's, then five's, ten's, etc. Have them note the differences in amount of time required to decide on a solution to the problem.

5. Video tape a class discussion. Run the tape for the class with no sound. Ask the class to pick out the non-verbal signs of communication between group members.

6. Play the board game "Blacks and Whites" (Communications/Research/Machines, Anaheim, California, 1970). Discuss it afterwards.

7. Prior to class, instruct several of your best students that they are to give incorrect answers to your
questions in class but must insist together that they are correct. In class, after hearing the response of these students, call on a "non-instructed" student for his answer. Note whether or not the "non-instructed" student's answers tends to be closer to the better, instructed student's answers. Discuss the effect of social pressures.
Psychology is a discipline based on curiosity, and on man's desire to describe, predict, understand and control situations and conditions in himself and in the world around him. While proof is not possible, the establishing of meaningful retentionships between variables in human behavior is a major goal of the student of psychology. Knowledge of a situation, its variables and possible retentionships become more important than standard answers reflecting cause and effect. Where man's mind is concerned, it is to oversimplify grossly to assume that all people respond similarly under similar conditions.

**Concept 1.** Psychology has as its goal the accurate description of man's behavior.

a. Other disciplines have different goals.

b. Objective description of behavior is difficult to achieve.

c. The complexity of the human organism inhibits objective observation of behavior.

d. Biases of observer can distort descriptions taken of man's behavior.

   1) The observer strives to eliminate his biases.
2) A scientist is always cognizant of his own expectations and tries to avoid letting them color his observational findings.

**Concept 2.** The social scientist tries to understand the complexities of the world around him.

a. Understanding requires that facts gathered are grouped according to aspects of similarity.

b. Qualitative classification systems group facts or items according to particular characteristics shares in common.

1) All members of the group are at least alike on those items for which they were grouped.

2) Each class member is different from all other classes in terms of the particular characteristic even though these same class members may be alike or different in other areas.

3) Much practical value can be obtained from arranging material in a qualitative classification system.

c. Quantitative classification systems are determined on the basis of the different degrees of a characteristic that are measurable.

1) All elements in this system are ranked according to the degree that they exhibit a particular characteristic.
2) Some type of measurement is essential.

3) Various dimensions can be studied with this system.
   a) Intelligence
   b) Emotional stability
   c) Reaction time

4) Scores result from measurement utilizing this system.

5) Predictions can be made more accurately and precisely when they are in quantitative terms.

d. In psychology, one of the basic tasks is the organization of facts into useful principles.
   1) This results from many observations.
   2) Evidence must be gathered and evaluated.

e. To achieve greater understanding, principles must be organized into a larger logical framework known as a theory. A theory is a statement of relationships which exist in an orderly and consistent way.
   1) One value of a theory is its ability to explain facts which were known, and to show relationships which were previously unseen.
   2) A second value of a theory is that it suggests possibilities for future research.
f. Understanding of facts for only scientific purposes is called "pure science." Practical use of obtained scientific information is known as an applied science. In the behavioral sciences, the distinctions have been lost.

**Concept 3.** Prediction of future events is a goal of psychology.

a. Scientific prediction occurs on the basis of identified, consistent relationships that have been shown to exist.

b. Predictions of academic success or failure is on such use of related facts.

**Concept 4.** Control and influence over man's behavior is another objective of the social scientist.

a. Vocational counseling based on test scores helps clients to achieve success in their particular occupation.

b. Industrial psychologists help insure successful management and labor efficiency.

c. Control also may involve modification of behavior.

1) Persons with physical handicaps can be retrained.

2) In psychotherapy, a troubled person can be helped to resolve his problems.
Concept 5. The most basic technique for studying human behavior is observation.

a. Introspection is a type of observation where the subject observes his own thinking and feeling, and then gives a report on his own conscious activities.

1) This is done in terms of the senses involved.
2) Introspection can be done only with human subjects.
3) Young children, emotionally disturbed, or any individual who is lacking any of the senses are not amenable to this technique.
4) One serious flaw in this technique is that the experiences reported cannot be checked by another individual.
5) The study of psychology cannot be based on this method of observation alone.

b. Objective observation technique takes careful note of the environment surrounding the response as well as of the response itself.

1) The researcher notes what the subject does, not what he feels.
2) With this method, the situation can be duplicated and checked.
3) Complicated apparatus is often utilized.
4) Concern is with what goes on in the external world, and what can be measured about the internal world of the individual.

5) This method by itself is not totally useful.

c. Introspection and objective observations can be utilized together to study human behavior most accurately.

**Concept 6.** Care must always be taken to understand that what is being observed may be altered as a result of the process of being observed.

a. The psychologist must never lose sight of the limitations of psychological measurement.

b. Caution is always required in accepting and interpreting all results.

c. More refined measuring instruments reduce this type of variability.

**Concept 7.** For experimental purposes all abstract behavior must be defined as an operation that can be observed.

a. Such a process is known as an operational definition.

b. Each definition has meaning in terms of the particular study being done and may be different for different experiments.
Concept 8. In interpreting results of research, it is often helpful to imagine the existence of unobservable qualities, substances or process through which observable behavior is shaped.

a. Such is called a hypothetical or logical construct.

b. It is invented or constructed by the researcher as a logical explanation of what takes place in the research study.

c. Use of these constructs can be very helpful to the psychologist in explaining behavior.

Concept 9. Within the discipline of psychology, several different methods of study often must be applied to a problem so that all areas are adequately understood. One of the major procedures used is the Field Study Method.

a. Field study is the oldest research technique.

b. The researcher makes direct observations within the natural surroundings of that which he wishes to study.

c. The cooperation of his subjects is usually not required.

d. Often, the researcher will join in the day-to-day activities of those whom he is studying.
Concept 10. The second major methods of study are the Life-History methods. These require intensive, in-depth research usually over a considerable period of time. Often, the attempt is made to discover the antecedents of a particular form of behavior.

a. The daybook method is most often used in the study of children.
   1) Observations are made and carefully recorded of the child's activities from day to day.
   2) Accumulated records of this nature help to develop standards by which normality of development can be judged.

b. The clinical method elaborates on the daybook approach, and requires three major psychological functions in order to study, to understand and to find the solutions for a social or emotional problem.
   1) A physician is required to examine the subject for any contributing physical ailment.
   2) A social worker examines the home condition.
   3) A psychometrician administers and scores various tests of personality and intelligence.
   4) All information gathered is used to make recommendations for treatment and remediation of the existing difficulties.

c. The biographical method seeks to obtain information through the writings and records of others about
the subject, or from the subject's autobiographical reports.

1) Insights can be drawn about important and influencing characteristics in a person's life.

2) One important bias in this method is the motivations of the writer. He may write for or against the subject.

3) Because biographers are often not psychologists, much important and meaningful information may be inadvertently left out of the writings.

Concept 11. The Survey Method of study can be used to obtain information about various groups of people in a short period of time.

a. Written questionnaires or oral interviews are utilized.

b. Care must be taken to choose the group to be surveyed on the basis of its representativeness of the larger group about which information is desired. Representatives of a sample are determined by drawing such a sample so that each member of the larger group has an equal opportunity of being chosen each time a choice is made.
c. The opinion poll is one of the best known of the survey methods.

**Concept 12.** The Experimental Method of study is the most formalized and highly developed procedure. It is preferred by psychologists, and offers a method of testing tentative hypotheses which have been formulated on the basis of factual observations. This particular method will be outlined in depth in another chapter.
SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. Select or stage an event or activity which all or at least most of the class witnessed. Have each student write a description and an interpretation of what he saw. Either in front of the entire class, or in smaller discussion groups, have each student read his description of the event. Discuss the differences that are reported in the descriptions. Speculate as to the reason for these differences. Are there similarities? Why?

2. Demonstrate introspective observation. After causing an unexpected loud noise to occur, ask each class member to describe his immediate feelings. Note the differences in what feelings are reported. Who is experiencing the true feelings? Why is this method unacceptable in scientific research when used by itself? Can the reports be objectified? Can the feelings be qualified? Consider how such a phenomenon could be studied objectively. How can objective observation used with introspective techniques give maximal results. Have the students, working together or alone, attempt to study an event of their choosing by introspective, objective, and the combination of both techniques. Ask that they report on their findings.

3. Invite a psychometrist to speak to your class. Ask him not only to demonstrate various testing techniques,
but also to explain to the class the limitations of tests, and how testing results should be qualified.

4. Discuss the use of operational definitions, and logical or hypothetical constructs. Ask the class to develop some of their own, and to discuss what they have done with others in small groups. Be sure they understand exactly how each works and what each is used for.

5. Discuss the following methods of study in psychology: Field Study, Life History, Clinical, Biographical, and Survey. Have the class discuss how and when each might be used. Let the student select one method or submethod, and demonstrate its use by actually trying it in a modified fashion within an appropriate setting of his choosing.
AREA V

SENSITIVITY TO NEEDS AND FEELINGS OF OTHERS

To a large extent, behavior is guided by needs present in the individual. These are affected by both internal and external conditions and influenced by perceptual factors. An understanding of these important variables is crucial to accurate and useable knowledge about why man behaves as he does. This unit will concentrate on need levels and on those factors of perception which help provide a greater sensitivity to the actions and reactions of those around us.

Concept 1. The most basic needs are those associated with physical needs of the body.

a. These must be satisfied before higher levels of need are possible.

b. Once satisfaction of needs occur at a lower level, needs at higher levels then emerge.

c. Hunger and thirst appear at this level.

d. The need for vitamin and mineral balance, and the body's attempt to establish homeostasis emerge here.

e. The individual's entire philosophy and outlook on life is affected.

f. Sexuality is seen here as little more than animalistic, and provides for release of tension.
Concept 2. The second level of need is the need for safety.
   a. Safety from pain, threats, assault, new situations are all included here.
   b. There is a preference for the known, and an avoidance for the unknown.
   c. Concerns also include housing, clothing, security, and protection for self and for family.
   d. Neurotic behavior is often seen as emanating from this area.

Concept 3. Once satisfaction has occurred at the preceding levels, the needs for affiliation and love are seen.
   a. These feelings are now felt more strongly than ever before.
   b. There is a need for the person to feel that he has a place in his group.
   c. Severe maladjustment can result from thwarting the needs at this level.
   d. Sexuality again becomes important. While originally seen at the bodily needs' level, sex is now more than just physical relations. There is a desire for affection and closeness. Love and sex are not synonymous, but are combined at this level.
   e. Love is seen as being both given and received, and both are present here.
Concept 4. Because most people have a need for a stable, well-based, high regard for themselves, the striving at this next level is toward feelings of self-worth.

a. There is a desire for strength which is gained through mastery, competence, and achievement.
b. There is a desire for reputation which is gained through status, dominance, recognition, attention, and importance.
c. Satisfaction at this level leads to feelings of self-worth, self-confidence, strength, capability, and the recognition of self as being useful and necessary.
d. Thwarting of this level needs may lead to feelings of inferiority and helplessness.
e. The feelings at this level either create additional feelings of encouragement or dictate the need for compensatory or neurotic behavior trends.
f. Real capacity and deserved respect are more important in the satisfying of these needs than external fame and improperly-attributed praise.

Concept 5. The need to become or to be self-actualizing is the highest level to be fulfilled.
a. At this level, the need is for the person to become more and more all that he can become and is capable of being.
b. Becoming is not limited to any one person or occupation, but rather varies quite widely.

c. The desire is for self-fulfillment.

d. Emergence of these needs depends highly on the degree to which the needs at previous levels have been satisfied.

e. It is a never-ending process on a level reached by few.

f. There are distinctive characteristics of the person who achieves this level of need satisfaction.

1) He has a keenness of perception of reality.

2) He has an ability to accept self, others and nature in a special and complete way.

3) Spontaneity of thoughts, impulses and inner life predominate.

4) The self-actualizer is problem-centered in his approach to the world rather than ego-centered.

5) He has the ability to cope with privacy without harm or discomfort.

6) He is independent of his environment.

7) There seems to be an extended capacity to appreciate again and again that which might be passe to most.

8) He experiences deeper relationships with other individuals in all areas of psychological life.
9) He feels that there is total democracy among and between all people.

10) He identifies and discriminates between means and ends.

11) A special sense of humor with a philosophical touch is in his life.

12) Creativity and inventiveness are his trademark.

Concept 6. Information gained from past experience as well as data received from current sensory stimulation also help to determine behavior. This process is known as perception.

a. Selectivity in what we attend to affects that which we perceive.

b. Attention acts as a set toward action or a readiness to respond.

c. Attention involves a postural response as our body adjusts to receive particular stimuli, and a clearness on what we are focusing at the moment.

d. The direction of our attention is determined by several factors.

1) Some stimuli are more potent than others in attracting attention.

2) Change attracts attention.

3) In some situations something large attracts better than something small. In other situations, the reverse is true.
4) Stimulation that is repeated attracts better than a singular response.

5) Organic conditions affect attention. Usually the strongest biological need operating at the moment attracts attention to the greatest degree.

6) Response to a stimuli varies from person to person due to individual interests.

7) Social suggestion is a powerful factor. People attend to what is pointed out to them.

8) Attention may shift involuntarily and is affected by distraction.

e. Factors in the stimulus field of the individual may affect his perception of his world and hence his behavior.

1) Nearness of elements to each other makes them appear as part of an over-all pattern.

2) Similar elements tend to be perceived as belonging together.

3) Elements within a pattern which use up the majority of the pattern will tend to be seen more rapidly than elements which only use up part of the pattern.

4) The need for closure for completeness will tend to make us fill in missing and expected parts to a pattern or situation.
5) The way a situation as a whole is perceived will influence the way in which the parts of the situation are perceived.

6) Items which form continuous patterns are usually perceived as belonging together.

7) Common movement is perceived as an indicator of belonging together.

8) Contrast between items or behaviors affects the way in which they are perceived.

Concept 7. Characteristics of the perceiver play an important role in perception.

a. Previous experience tends to bias current reality.

b. Organic conditions influence interpretations made by the perceiver.

c. Personal needs and values have a strong influence.

Concept 8. Social factors are crucial to the understanding of the distortions of the perceiver.

a. Cultural opportunities and limitations influence our perception.

b. Social taboos are built into our rearing, and influence the way we view that which is going on around us.

c. We tend to perceive an object the way those around us do. This is known as social suggestion.
Concept 9. Perception is inaccurate and is in reality a distortion of what we experience in an attempt to make it conform to what we need and expect.
SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. After the completion of the section on needs, arrange the class in a circle. Smaller groups may be used if desired. Structure the purpose somewhat by asking that they confine their attention to a discussion of needs and feelings that they are aware they are operating within themselves, or that they have observed operating in others around them. Encourage open discussion, but quickly intervene if the focus seems to shift to an in-depth appraisal of personal problems. The emphasis should be for the student to recognize what needs are present within himself and to what degree these needs effect his relationships with other people. To the same degree, to what extent do the needs operating in others effect the ways in which other people react to him. Interchange of frank opinions is important, but without brutalization of anyone.

2. Have the members of the class, working alone or with partners, demonstrate practical, every-day evidence of the various perceptual elements discussed in the second half of this unit. Consider carefully the characteristics of the perceiver, social factors, and the inaccuracy of perception also. Consider why different people see the same event differently. What is the fallacy of the court room witness' attempt to give the "facts" requested? Use a
recent newspaper account of such a situation to illustrate. Speculate as to the perceptual factors involved.
AREA VI

PHYSIOLOGICAL PSYCHOLOGY

Underlying every thought, every perception, and every action is a pattern of neural activity. Any complete understanding of man's behavior must include an understanding of the neural mechanisms underlying these activities.

Concept 1. The structure of the brain is complex.

a. The main part of the brain, the cerebrum is divided into two halves.
   1) The left hemisphere controls the right side of the body.
   2) The right hemisphere controls the left side of the body.
   3) One hemisphere is a minor image of the other.
      a) There are four sections or robes in each hemisphere.
      b) The center of the cross-section is the largest portion of the brain.

b. The brain stem is the structure that lies between the cerebrum and the spinal cord.

c. The thalamus is a relay station for incoming sensory messages.

d. The cerebellum controls equilibrium.
e. The hypothalamus plays an important role in biological drives, in emotion and in the regulation of visceral organs.

**Concept 2.** Different areas of the brain are responsible for different body functions.

a. Three areas of the brain control body movements.
b. Certain regions of the brain have special body sensitivity functions.
c. The larger portion of the brain is referred to as association areas.
   1) These areas serve to correlate and integrate the simpler functions of the sensory and motor areas.
   2) Association areas are highly interrelated.

**Concept 3.** Each hemisphere has the potentiality for the full complement of perceptual learning and other cognitive functions.

**Concept 4.** The nervous system is an extremely complex structure.

a. A single nerve cell is called a neuron.
   1) Each neuron has a cell body.
   2) Dendrites and axons are at either end of the cell body.
3) Neurons vary widely in size and shape depending upon their function.

b. The impulse traveling along a nerve is similar to an electric current.

c. Nerve cells do not join each other physically.
   1) Each branch is closely associated with the next and this association is called synapse.
   2) The synapse allows impulses from converging neurons to interact with one another.

d. The nervous system has two parts.
   1) The central nervous system is made up of the brain and spinal cord.
   2) The peripheral nervous system consists of nerve fibers passing from the receptors to the central nervous and of fibers passing from the central nervous system to muscles and glands.

Concept 5. The nervous system functions at three levels of complexity.

a. Simple processes are made possible through connections in the spinal cord and the brain stem.

b. More complex processes are made possible by structures in the brain stem.

c. The cerebral cortex is a collection of cell bodies and nerve fibers.
1) Parts of it are organized to receive sensory information and initiate voluntary movements.
2) The cerebral cortex contributes to learning and thinking.

Concept 6. The relationship of mind and body has been questioned by many philosophers.

a. Descartes decided that mind and body interacted at one point only.

b. Later philosophers developed various theories.
   1) One theory was that mind and body, although independent, acted simultaneously.
   2) Mind and body were two different attributes.
   3) John Dewey and Bertrand Russell said that it was erroneous to separate mind and body.

c. The development of behavior depends on the maturation of the nervous system.
SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. Utilize charts, graphs, pictures and models of the brain and nervous system to the fullest extent possible. Encourage the class to bring in similar items that they find in journals and magazines.

2. From a local slaughter house or laboratory supply store, obtain a sheep brain specimen. Almost all structures of the human brain can be traced and seen on such a specimen. Human brains are very difficult to obtain. If such is available, display it to the students. Allow the class to handle and investigate the brain, and to compare the actual structures with those pictured in their books or on the charts presented.

3. Encourage the students to bring in information that they may read relating to the brain, nervous system, brain research, and similar related matters.

4. Have the class speculate on the relationship between body and mind. What relationship exists between the brain and the functions of the body. What ways do the two systems have interplay? Invite a psychologist to speak to the class and to expound on this relationship.

5. Visit the profoundly-mentally retarded ward of the local state school. What relationships are there between brain and body function? Speculate on this point after visiting a microcephallic child.
6. Discuss and demonstrate the areas of the brain responsible for various senses. There are nine basic senses that should be discussed: Vision, Hearing, Taste, Smell, Kinesthesia, Equilibrium, Temperature, Pain, and Pressure.
AREA VII

EXPERIMENTAL PSYCHOLOGY

The most exacting, direct, and efficient means of collecting, organizing and interpreting facts has come to be known as the scientific method. From earliest times in history, man has wanted to inquire about himself and the world around him. From this desire has come that information which we call knowledge. At first, primitive man looked for explanations of phenomena in external sources or gods. As he became more knowledgeable about his environment, his ignorance was replaced with factual information about the causes of what occurred around him. From this point, man began to accumulate scientific information and to develop scientific methodology for exploring that which he did not know, and for which he sought answers.

Concept 1. Common sense approaches differ from the scientific or experimental approach.

a. The common-sense thinker is satisfied with an explanation which reduces his immediate curiosity.

b. The scientist attempts to systematize the facts so that he may go beyond the obvious explanations.

Concept 2. The experimental method provides a procedure for testing the validity of tentative hypotheses, and
predictions that have been developed on the basis of previously-observed facts.

**Concept 3.** Four basic steps are utilized within the scientific method of arriving at factual conclusions.

a. The researcher must be alert to the detection of apparent relationships through the process of observation.

b. A researcher must be able to classify all data according to the frame of reference of his particular discipline. During the classification stage, the experimenter will guess at the cause of a relationship and form a hypothesis.

c. The researcher then devises an experiment to verify the answers that he has suggested in his hypothesis.

1) Conditions surrounding the studied phenomena are controlled.

2) The only factors varied are those whose influence he wishes to measure.

c. On the basis of having established that certain factors seem to be responsible for a phenomenon, the researcher then makes generalizations related to the specific occurrence that was studied.

**Concept 4.** The social scientist believes in the principle of determination.

a. All events have a cause.
b. These causes are able to be found.

**Concept 5.** The principle of multiple causation states that an event may have more than one cause.

**Concept 6.** The experimental technique is comprised of several major areas, all designed to determine existing relationships between relevant factors.

a. An event occurs and it is observed. From this observation, the inspiration to discover the related causes is derived. A problem is suggested.

b. A hypothesis or a number of hypotheses are developed.

1) A hypothesis is defined as a suggested answer to a problem.

2) A hypothesis must be an adequate answer to a specific problem that needs an answer.

3) A hypothesis must be the simplest answer to the presented problem.

4) It must be capable of being verified through testable means.

5) A hypothesis must be capable of being refuted.

c. A hypothesis contains two important elements.

1) An independent variable is that factor manipulated by the experiments in attempting to determine its relationship to an observed phenomena. This is the stimulus variable.
2) A dependent variable is that factor which appears, disappears, or varies as the experimenter introduces, removes, or varies the independent variable. This is the response variable.

d. The attempt to produce an event for study in a pure condition by regulating the environment around it is called controlling the experiment.

1) Confounding variables are the object of such control.

2) Confounding variables are unwanted factors that cause bias in research.

3) Controls are applied to reduce the effect of intervening variables.

   a) Control groups are utilized in an experiment to provide a base line from which deviation in the experimental group can be measured, as a result of researcher manipulations.

   b) All unwanted influencing factors should be removed from the experimental situations.

   c) Conditions in the experiment should be kept constant.

   d) Unwanted variables can be screened or blocked out by constant variables.
e) Control can be achieved through randomization of the presented variables in the experiment.

e. Experimentation is usually performed on a representative sample of the total population for which information is desired. Both experimental and control group are selected from the population to be studied.

1) Random selection procedure insures that each time a choice is made from the population, that each member of that population has an equal opportunity of being chosen.

2) Matching procedure can be used to separate experimental and control groups on the basis of similar characteristics of the participants.

f. Independent or stimulus variables are then introduced to the dependent variable.

g. The effects of variations in the independent variable or the different effects of different independent variables are noted.

h. From the results obtained, conclusions are drawn about the relationship existing between the independent and dependent variables.

1) Naturalistic observation of what actually occurs as it occurs.
2) Statistical analysis is most often used by social science researchers to evaluate the results of their experiments.

i. The final step in any research is a thorough evaluation of problems and mistakes within the experimental design. Recommendations are made for further research based on what was learned in the current experiment.

j. Scientists attempt to record, evaluate and interpret all evidence as objectively as possible. In this way, a meaningful contribution can be made to man's body of accumulated knowledge.
SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. Invite a researcher to your classroom. Ask him to conduct a simple experiment from beginning to end, and to explain his procedure.

2. On several successive days, just before the end of class, present the class with a problem, and allow ten minutes to design a complete research study. Compare the results obtained from day to day.

3. Have the class divide itself into research teams of two or three people. Have each team develop a problem of significance to them, and design an experiment to study their problem. Consult the American Psychological Association's procedure booklet for reporting research findings and have them report their findings accordingly.

4. List on the blackboard as many intervening variables as possible and let the class suggest proper controls for each.

5. Demonstrate the use of random selection technique by (a) numbering each member of the class, record each number on a separate slip of paper, and put in a hat. Select one at a time placing alternate selections in experimental and control groups. What do you notice about the randomized groups? Are they equal? Why? (b) Table of Random Numbers. Ask the same questions.
The human being is capable of, and demonstrates, changes in behavior throughout his life. The rate of change is more rapid during early years than in later life. The older one gets, the greater tendency there is to establish more stable routines of living. When psychologists talk about the development of behavior, they are interested in gross, adaptive changes that are continuous, progressive, and cumulative in their effects.

Concept 1. Prenatal development covers the period of time between conception and birth of a human being.

a. There are three stages of prenatal development.
   1) The germinal period is the first two weeks after conception.
   2) The embryonic period is the six weeks following the germinal period.
   3) The fetal period covers from eight weeks after conception to birth.

b. The intrauterine environment is quite stable. However, even minor alterations can produce serious deformities.

c. Genetic factors play the major role in determining physical characteristics.
d. The question of whether a behavioral trait is traceable to heredity or environment is not easily answered.

e. Chromosomal abnormalities may produce individuals with developmental abnormalities.

**Concept 2.** Attempts to understand human behavior begin with an examination of the newborn child.

a. Newborns have a variety of capabilities.
   1) Newborns have an enormous sensory capacity.
   2) Newborns possess a variety of reflex responses.
   3) The infant is an organism that is biased toward a particular and individual personality.

b. Psychologists have established certain norms for studying the physical development of infants.
   1) The motor development during the first two years of life can be looked at as a monthly progression.
   2) The individual's language ability is studied from sounds made at twelve weeks of age.
   3) Human babies grow in a cephalocaudal, or head-to-foot, direction.
   4) Body proportions change dramatically from birth through adolescence.
5) Experience and stimulation from the environment, as well as maturation, contribute to the physical growth of the child.

Concept 3. Emotions play a very important role in human development.

a. Fear responses to strangers appear close to the end of the first year of life.
b. Separation anxiety or maternal attachment occurs during the latter part of the first year of life.
c. Early forms of anger are observable at about the sixth month of age.
d. Under sufficiently adverse environmental conditions the emotion of depression may be experienced as early as twelve or fifteen months of age.
e. Jealousy is first observable from about eighteen months through three and one-half years.
f. Shame and guilt can be observed as early as the second year of life.
g. Pleasure or delight are observable as early as two months of age.

Concept 4. Physical maturity comes before psychological maturity.

a. There is a lag between physical developments and the process of adapting to them.
b. A person's size at the beginning of adolescence is predictive how big he is likely to be at the end.

c. Reactions to physical changes are varied among individuals.

d. Early or late maturation has psychological affects on adolescents.

Concept 5. Physical growth is determined by a variety of factors.

a. Patterns of growth in infants are determined largely by genetic factors.

b. During childhood hormones become the major influence on the growth process.

c. Environmental considerations greatly affect growth in the later years.
   1) Children must have a healthy diet.
   2) Serious or prolonged illness can interfere with normal growth.

d. Growth in early childhood is not as dramatic as during infancy.

e. Boys and girls differ in body proportions and body form throughout their lives.

f. Proficiency or inability in various motor skills can have considerable influence on a child's social adjustment.
Physical growth, development and maturation combine to make the child appear more adult-like.

**Concept 6.** There are a variety of theorists who have defined maturity.

a. Gordon Allport stated the mature individual to be simultaneously both of himself and of others.

b. Maturity for Sigmund Freud requires the use of defenses.

c. There are human characteristics that most theorists consider to be mature.
   1) The ability to give and accept love is necessary.
   2) The ability to be sociable is important as long as there is no implication of conformity.
   3) Some clear sense of who one is, is characteristic of maturity.
SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEMS

1. There are many excellent movies available concerning the prenatal and postnatal development of the child. Consult your public library or a local university media center. Examples of such movies include "The Importance of Mother" and "Critical Times."

2. Invite a Child Psychologist to speak to your class concerning development, rearing, and management problems with children. Encourage questions and follow-up with small group discussions subsequent to the talk.

3. Ask the students to investigate their own pre- and post-natal periods. Their parents, baby books, medical records and the like, will serve as valuable resources in this regard.

4. Invite children of various age groups to visit your classroom. Allow interaction between the children and the students. Have each student record his observations to share with the class. Where possible, video-tape the child's visit for playback and further analysis. Note what behaviors are present with various age children that are not present with others. Why?

5. Discuss the cephalocaudal neuromuscular development pattern seen in the growing child. What implications does this progression have for various critical times in a child's life? I.e., toilet training, walking, holding a pencil for writing, etc.
6. Within small discussion groups, talk about the concept and process of maturing. What are the implications of this process for each of the students? Allow time for a thorough evaluation of this area. Have the groups report to the entire class.
The need to feel good about oneself is a primary motivation for behavior. Individuals make many attempts to be successful in the various aspects of life. Basically an individual's desperate urge to be loved or accepted causes him to approach life in a specific manner.

**Concept 1.** A healthy self-esteem is essential to personal happiness.

a. In order to have positive feelings about someone else, a person must first like himself.

b. Parents inculcate in children their own feelings of self-esteem whether low or high.

**Concept 2.** Self-esteem is how one feels about himself.

a. High self-esteem results from an individual's taking responsibility of his own life.

b. Low self-esteem is an accumulation of negative emotional reactions.

c. Self-esteem is a hidden feeling of which an individual may not be aware.

d. Self-esteem is not an egotistical reaction to oneself.
Concept 3. Low self-esteem is identifiable.

a. There are definite physical characteristics belonging to a person who suffers from low self-esteem.

1) One of low self-esteem may be grossly overweight, sloppy in appearance, and have a saggy posture.

2) A reluctance of inability to meet another's direct gaze, and habitually unhappy countenance may signify a person's feeling of low self-worth.

b. Various personality traits are apparent in a person of low self-esteem.

1) A person who is timid, withdrawn, and self-effacing or domineering and aggressive may be suffering from low self-esteem.

2) A person who tries to make himself "right" by endeavoring to make others "wrong" suffers from a low sense of self-worth.

3) A person who is excessively critical and condemnatory of both self and others has a low sense of self-esteem.

c. Certain psychological characteristics are apparent in a person who has a sense of low self-esteem.
1) A person who has a compulsive need to fulfill other's expectations of him may have low self-worth.

2) One who thinks of himself as a loser and is anxious and unsure of himself marks himself as having low self-esteem.

3) Another characteristic is an aching for recognition and approval, for admiration and praise.

**Concept 4.** Recognizing the causes of low self-esteem help us understand how to cope with it.

a. Most low self-esteem results from unfortunate childhood experiences.

b. The parents' feelings of self-esteem become a model for the child.

c. Values placed on money and things rather than on innate worth of individual can destroy one's self-esteem.

d. Lack of a sense of meaning and purpose in life preclude sound self-esteem.

e. Methods of reward and punishment used by parents effect the child's feelings about himself.

**Concept 5.** There are three basic approaches that can be taken to build a person's feeling of self-esteem.
a. To build sound self-esteem an individual must increase his awareness, i.e., the degree of clarity with which he perceives and understands all the factors that affect his life.

1) To increase awareness one must accept responsibility for his own life and well-being.

2) An individual profits or suffers according to the wisdom or unwisdom of his every thought and action.

3) An individual increases his awareness by learning who he is.

a) For successful self-exploration an individual must refuse to accept any blame or guilt for any characteristics he discovers about himself.

b) For successful self-exploration an individual must recognize his own authority to question and draw his own conclusion.

b. An individual must reprogram his awareness in order to build his new feelings of self-esteem.

1) He must establish a conscious program of relaxing and stating basic affirmations as to his own self-worth.

2) The procedure he follows should be a definite regular exercise.
c. The individual should follow a direct-action program aimed at doing away with low feelings and replacing them with positive feelings of self-worth.
1. Once the related materials and available text information has been covered, as much time as possible should be allowed within small groups of six to eight students, to discuss what has been given them in terms of the implications for themselves. Invite some of the school counselors to meet with these groups as often as they are available to do so. Encourage in-depth evaluation of themselves under the guidance of the counselors or other professionals, and give ample time for investigation of what they can do for themselves to improve their self-esteem. Let the class know that they may be able to help each other also to achieve this end of heightened self-esteem. It is conceivable that most of the work done in this area can be accomplished adequately through group interaction with the aid and guidance of school counselors or other professional counselors in the community who would be willing to give their time for this purpose.

2. As a class, explore reasons for lowered self-esteem other than those given in the curriculum guide. How is high self-esteem developed? What are additional signs of low self-esteem? Of high self-esteem? What is the role of the parent in developing self-esteem?

3. Discuss the importance of self-awareness in the process of developing positive self-esteem. How is this related to a "direct-action" program?
Normal behavior and abnormal behavior cannot be regarded separately, but rather as poles of the normal-abnormal continuum of human behavior. They must be studied in relation to each other and to the wide range of behaviors that lie between them. Behavior is viewed within the social context in which it is displayed. Therefore the definition of abnormality varies not only among cultures, but within a culture with respect to persons and time. The designation of appropriate social behavior in our American society has been traditionally expressed according to white middle-class values. The extension of these values to all members of society is currently being seriously questioned by the protests of minority groups and dissatisfied individuals.

Concept 1. There are many falacies associated with mental illness.

a. People who look "peculiar" are mentally ill.

b. If an individual has strange thoughts he is going crazy.

c. Most people fear that they will become mentally ill at some time during their life, especially at times when they are under great pressure.
d. There is a feeling that mental illness is a disgrace.
e. Mental illness is incomprehensible and therefore there is no cure.
f. Mental illness is hereditary.
g. Masturbation causes mental illness.
h. There is a thin line between genius and mental illness.

Concept 2. The determination of abnormal behavior is a multi-faceted problem.

a. An individual who frequently feels distressed may seek help.
   1) An individual may consider himself as disturbed when his symptoms are not apparent to others.
   2) When depression lingers and is not related to an obvious cause, the behavior is generally considered abnormal.

b. Extreme bizarre behavior is considered abnormal.
   1) Bizarre behavior may include delusions, serious memory liss, phobias, or compulsive rituals.
   2) What is considered to be bizarre in one culture may be considered normal in another culture.
   3) Individuals who respond to environmental stimuli in an unconventional manner are considered deviant.
4) False beliefs maintained despite objective fact may produce bizarre behavior.

5) Bizarre behavior is one measure of abnormality, but by itself is not a valid basis for classifying deviance.

c. Normality and abnormality change over time, and varies among different societies and among the different social classes within a society.

1) There are many cross-cultural differences in the definition of normal and abnormal.

2) The delineation of normal and abnormal functioning must be made in reference to the culture in which the behavior occurs.

3) Mental health depends on adjustment to one's environment, which includes one's social role.

4) Any behavior that severely disrupts the everyday functioning of the individual or the activities of other members of the culture is considered abnormal.

5) Behavior which occurs infrequently is differentially valued in a given culture.

6) There is some behavior that may not be regarded as normal by the majority in a culture but for which the culture may have fairly high tolerance.
d. The concept of a normal person is equated with the well-functioning person.

1) **Individuals who are capable of coordinating their feelings, thoughts and actions, and seem free of destructive conflicts are considered normal.**

2) **Self-control, personal responsibility, democratic social interest, competence, autonomy, resistance to stress and self-actualization are all criteria for mental health.**

e. **Normality can be determined statistically.**

1) The statistical approach measures the frequency of particular occurrences.

2) The statistical approach alone is inadequate because it suggests that there is a distinct dividing line between normal and abnormal.

3) The statistical approach alone would classify abnormal any deviation from the majority.

f. **Abnormality can be determined by gross disturbance of bodily functions.**

1) Damage to body tissues of an individual can occur.

2) A disturbed individual can have severe physical problems.
Concept 3. Behavior disorders are classified as either functional or organic conditions.

a. A functional defect is a pathological condition for which no organic basis has been discovered or for which it has been definitely established that there is not organic basis.
   1) An emotional situation might help bring on psychosis in the case of a poorly-adjusted person but does not by itself cause a functional psychosis.
   2) Roots of functional psychosis go back to childhood in many instances.
   3) The majority of mental illnesses are functional disturbances.

b. Organic disturbances result from structural and/or biochemical imbalance in the brain.
   1) It is very difficult to accurately determine the extent and nature of an organic brain disorder.
      a) The organic brain syndromes may be manifested by any or all of many different symptoms such as memory impairment, impairment of judgment, and other intellectual functions.
b) One of the chief difficulties in diagnosing organic brain disorders is that observable symptoms are variable and inconsistent.

c) Many of the symptoms of organic disorders may also stem from functional causes.

2) Histogenic disorders are a direct consequence of the destruction of brain tissue.

a) Brain trauma may result from a direct blow to the head.

b) Lacerations and contusions are terms which mean the bruising rupturing and destroying of brain tissue by external factors such as bullets.

3) Vascular accidents involve injury to brain tissue from blockage or breaking of cranial blood vessels.

4) Aphasia is a general category of language and memory disorders that follow various kinds of injury to the brain.

5) Organic disorders may be associated with brain infections that destroy neural tissue.

a) Encephalitis is a term that refers to inflammation of the brain.

b) The most common intracranial infection is neurosyphilis.
Concept 4. Abnormal behavior is divided into three major areas: (1) neurotic behavior, (2) psychotic behavior, and (3) character disorders.

a. Neurosis is an emotional disorder characterized primarily by anxiety which may be directly expressed or unconsciously controlled and improved by various psychological mechanisms.

1) Neurotic disorders are accompanied by neither gross distortions of reality nor severe personality disorganization.

2) Anxiety is the feeling of discomfort associated with some future situation of which the person is unaware.

3) From a psychodynamic point of view, neurotic behavior primarily results from a person's inability to specify the source of his fear.

4) In order to reduce anxiety, a neurotic personality utilizes various defense mechanisms.

a) Repression is central to all defense mechanisms.

b) Other more common defense reactions include rationalization, fixation, reaction formation, projection, denial, compensation, and displacement.
5) Behaviorists feel that anxiety can be both a learned response and a motivating state that leads to behavior change which reduces the anxiety.

6) Seven types of neurotic disorders include:
   (a) anxiety neurosis, (b) hysterical neurosis, (c) phobic neurosis, (d) obsessive-compulsive, (3) depressive, (f) neurasthenic, and (g) hypochondriacal.

b. Psychotic behavior is extremely deviant from the expected norm and appears to be beyond the individual's control. It reflects a deviant way of construing reality.

1) Psychotic behavior differs from neurotic behavior in three major areas.
   a) Psychotics are often said to be a greater danger to themselves and to others than are neurotics.
   b) Psychotic behavior renders the individual socially incapacitated and frequently in need of hospitalization.
   c) Psychotic individuals are often described as unable to distinguish between external reality and their own personal reality.
2) The three major areas of psychotic disorders include: (a) affective disorders, (b) schizophrenias, and (3) paranoid states.

3) A psychotic behavior pattern is likely to include behaviors common to several categories of psychosis diagnosis difficult.

4) There are different theoretical approaches to psychoses.

c. Character disorder is a term used to describe a pattern of behavior or lack of behavior, that is troublesome to others or whose pleasure sources are socially defined as either harmful or illegal.

1) Character disorders are not as bizarre as the psychoses, nor do they manifest the anxiety pattern of the neurosis.

2) Character disorders are lifelong patterns of behavior that are difficult to change and have no organic base.

3) Ten patterns of personality disorders include: (a) passive-aggressive, (b) inadequate, (c) hysterical, (d) cyclothymic, (e) schizoid, (f) asthenic, (g) paranoid, (h) obsessive-compulsive, (i) explosive, and (j) antisocial.
4) Personality disorders are considered "deeply" ingrained and therefore are rarely treated successfully.

d. There are many avenues open for an individual to obtain help in times of emotional crisis.

1) Community agencies are available in many cities for initial testing, diagnosing of problems and in many cases psychotherapy.

2) Individual counseling is available from psychiatrists, psychologists, social workers, and counselors.

3) State and private hospitals provide custodial as well as short-term therapeutic care when necessary.
SUGGESTED INSTRUCTIONAL STRATEGIES AND DELIVERY SYSTEM

1. Have members of the class study the symptoms of various neuroses, psychoses and character disorders, and then act these out for the other class members.

2. Within small discussion groups, deal with the possible causes of mental illness.

3. Examine other fallacies about mental illness other than those presented in class. Have different groups interview students in other classes to determine their misconceptions. Report to the class.

4. Plan a trip to a mental institution. Ask for a guided tour by a member of the professional staff. Hold a discussion afterwards.

5. Have the class survey the community to determine the nature, extent, and reputability of the mental health services available.

6. Invite a local mental health professional, or perhaps a panel of same, to talk to your class and to answer questions concerning abnormal psychology.

7. Obtain audio tapes either from publishing companies or from a psychotherapist of counseling sessions which would give examples of the various mental disorders.

8. Encourage library research into ancient and archaic methods of treating mental illness. Discuss the progress
made until the present time, and project the need for improvements in the future.
CHAPTER V

DISCUSSION

In this study, a curriculum guide was developed for the teaching of high school psychology in the State of Texas. All state departments of education were surveyed to determine if such a guide existed in any of the fifty states. A survey was made of all of the high school psychology teachers in the State of Texas, and an equal number of counselors. Six expert panelists were also surveyed. In the survey, ten suggested subject areas were rated as to their desirability for inclusion in the final curriculum guide. All areas were rated positively at, at least, the required 70 percent level. A review was made of the tables of contents of the currently used high school psychology textbooks in Texas. This review compared favorably with the results of the survey sent to the teachers, counselors, and panelists. Additionally, expert panel members and teachers were asked to rate the proposed curriculum as to its desirability. All ratings were calculated at, at least, the minimum 70 percent level as prescribed in this study.

While all areas surveyed were rated by all respondents as desirable for inclusion in the final curriculum guide,
some of the areas were seen by the various groups of respondents as more or less desirable than others. The original survey of teachers, counselors, and panelists suggested that such areas as Physiological Psychology, Experimental Psychology, and Abnormal Psychology were less desirable in a high school curriculum. Personal development, social skills, and understanding of human behavior were reflected as some of the most desirable areas to be taught.

The review of psychology textbooks (see Table I) suggested that the ten proposed curriculum areas were consistent with the emphasis of the authors. As seen throughout this study, Experimental and Physiological Psychology were rated lowest in desirability for inclusion in a high school level psychology course. Ranked highest by textbook authors was the area concerning the development of self-esteem. The second, third, fourth, and fifth rated areas included Abnormal Psychology, Behavior Patterns, Social Psychology, and Sensitivity to Others, respectively.

The final survey of teachers and panelists (see Tables II and III) rated all ten curriculum areas as desirable for inclusion in the final guide. Ranked lowest in desirability for inclusion by teachers and panelists were Areas VI and VII, Physiological and Experimental Psychology. This was consistent throughout all surveys. Ranked highest by teachers were the areas of Behavior Patterns and Social
Psychology. Panelists also ranked Social Psychology as number 2, but rated the area dealing with self-esteem as number 1. Sensitivity to Others and Self-Esteem were rated number 3 by the teachers. Learning Skills, Behavior, and Critical Attitudes were all rated number 3 by the panelists.

Over-all, the surveys suggested a greater interest in assisting high school psychology students to develop personal and interpersonal adequacy than in such technical areas as physiology and experimentation. Such agreement suggests a general priority for teachers to utilize when deciding on their approach to the course itself. While all areas are important, a definite distinction in importance is indicated.

The next step for continuing research in this area is the piloting of the proposed curriculum guide in the classroom under regular classroom conditions. Ratings should then be made independently by teachers, students, supervisors, and researchers to determine over-all applicability of this guide. Alterations should be made as needed and additional teaching strategies developed to fill current voids. Assistance should be given to teachers to acquaint them with the curriculum material so that they can present the material in the most suitable manner depending upon the classroom conditions.

It is also recommended, that prior to the adoption of this guide, at any level, that a panel of psychologists be
asked to read, and to evaluate its contents and applicability. Such a task can only enhance the actual use of this material. Refinement is needed in all areas to assure the best possible course structure.
May 18, 1973

Mr. James L. Greenstone
3147 Berrymsade Lane
Austin, Texas 75234

Dear Mr. Greenstone:

I acknowledge with great interest your letter of May 7, 1973 and thank you for sharing the information on your proposed research concerning the development of a curriculum guide for psychology courses taught at the secondary level in Texas schools.

I wholeheartedly applaud your proposed endeavor and look forward with anticipation to your findings and results. There is a tremendous need for an undertaking such as yours since psychology is one of the fastest growing high school electives in enrollment in the secondary social studies program.

If I can be of any assistance, either directly or indirectly, to you in that respect, please feel free to call upon me.

Sincerely,

Leroy F. Poenick
Program Director for Social Studies
Division of Program Development

LPP: jm
cc: Dr. Watt Black
May 13, 1973

Mr. James L. Greenstone
3147 Berrymeade Lane
Dallas, Texas 75234

Dear Mr. Greenstone:

Your letter of May 7 is acknowledged. Information to your questions is provided to the best of my knowledge.

#1 How was the current framework for psychology determined?
Guidelines and/or curriculum guides from other state departments of education; staff research; textbook analysis; college professors of psychology; Texas public schools.

#2 Who determined the current framework for psychology?
TEA staff after consideration of input from sources in answer to question #1. The State Board of Education ultimately approved the Framework.

#3 How many people were involved in the development of the framework?
Approximately 300 school districts sent representatives to 20 regional conferences in February and March of 1967. Input from the conferences and subsequent opinionnaire reports represented approximately 7,500 social studies teachers, supervisors, curriculum directors, and administrators.
Teacher education—well as academic departments from colleges and universities were also involved in the process.
Five TEA social studies staff members were involved in the development of the Framework.

#4 How much leeway, do I have in developing a curriculum guide that would be useful in Texas? Do I have to conform to the framework exactly as indicated? How much leeway do teachers have in conforming to the guidelines?
Considerable leeway exists in the Framework concerning the instruction of psychology in secondary schools in Texas. The description is general enough to allow local school districts the flexibility to design a course which will be
best suitable to meet the needs of students on the local level. This same leeway would be applicable to your development of a curriculum guide.

#5 How many others in the State are doing or propose doing work similar to mine that you know of?

Some school districts have developed curriculum guides for psychology. (Austin ISD, Corpus Christi ISD, El Paso ISD)

#6 Would you please provide me with the names and addresses of all of the teachers of psychology in the Texas public schools?

The only listing presently available is for the Fall of the 1971-72 school year. This listing could be provided. A similar listing for the Fall of 1972-73 is not presently available. I do not know the exact date when the 1972-73 listing will become available.

If you are interested in the 1971-72 listing, I would need a separate letter stating the following:

a) A request to borrow our most recent list of those teaching the psychology course in Texas high schools.

b) Purpose of the request (survey, doctoral study, etc.)

c) Assurance that the survey will be conducted in the name of the individual and that no unnecessary harrassment will be imposed in order to get teachers to respond to the survey letter.

d) Agreement that the results of the survey and your findings will be shared with the social studies staff at the Texas Education Agency.

The request for the letter is rather routine, but it does provide something for my files and justifies the loan of the listing of psychology teachers to you. Please use NTSU stationary (College of Education) if possible.

#7 Additionally, I need a separate letter from you indicating your feelings as to the need for the type of study that I propose.

A copy of such a letter will be sent to you under separate cover.
If I may be of further assistance to you, please feel free to contact me.

Sincerely,

Leroy F. Fencik, Program Director
Social Studies
Division of Program Development

cc: Dr. Watt Black
APPENDIX III

April, 1973

Director
State Department of Education
State Capitol
Austin, Texas 78700

Dear Sir:

At your earliest convenience, I would appreciate receiving any available information concerning Psychology courses taught in the secondary schools of your state. Curriculum guides and course outlines would be most helpful.

This material is requested pursuant to my doctoral dissertation at North Texas State University, Denton, Texas. For your kindness in this matter, I would be happy to share the results of my study with you when it is complete. Please let me know if you desire these results.

Looking forward to the receipt of your material in the near future, I remain

Sincerely,

James L. Greenstone

3147 Berrymeade Lane
Dallas, Texas 75234

AC 214 241-5593
November 1, 1973

Dear Educator:

Enclosed you will find a questionnaire relating to the psychology course taught at the high school level. Some of you received a similar questionnaire a few weeks ago. We find that additional information is needed. It is hoped that you will not be inconvenienced by this repetition. Thank you for your valuable support.

At your very earliest convenience, please read the instructions, complete the questionnaire, and return it to me in the self-addressed, stamped envelope which is also enclosed. Additionally, please list, on the reverse side of the survey, the text(s) which you are using or have used in your course. Differentiate between school adopted texts and supplementary readings.

This study is being conducted in conjunction with my doctoral dissertation at North Texas State University, Denton, Texas, and your prompt reply is important. I hope that the final results of my work will have an impact on secondary school psychology in this state.

Your assistance is appreciated. Results of my study are available on request.

Sincerely,

James L. Greenstone
Doctoral Candidate
NTSU

Watt Black, Chairman
Doctoral Committee

Enclosures
APPENDIX V

SURVEY

Please mark the number which indicates your feelings about including each area mentioned in a high school psychology course. Your responses should be based on the current needs of students as you view them. List texts and supplementary reading books on the back of this sheet.

THE FOLLOWING SHOULD BE INCLUDED IN A BASIC PSYCHOLOGY COURSE:

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1. Factors involved in learning, and the development of study skills.

2. Analysis of behavior patterns which influence or produce in individuals such responses as aggression, creativity, and withdrawal.

3. Adjustment to the social environment and processes through which the behavior of individuals is influenced by patterns of behavior in culture groups to which they belong.

4. Development of critical attitudes toward superficial generalizations about human behavior and the recognition of the difficulty of establishing the truth of a proposition.
5. Heightened sensitivity to the feelings of others and to an understanding of their needs. 

6. The basic fundamentals of physiological psychology, including the structure and function of the brain and nervous system, and the interrelationships between body and mind.

7. Concepts of experimental psychology including basic research design and investigative procedures for studying human behavior.

8. Human growth and development emphasizing prenatal and postnatal periods, psychological and physical maturation, and the problems of the emerging adult.


10. Abnormal psychological functioning including myths and fallacies, determination of abnormality, classifications of functional and organic conditions, differentiation between such major areas as neurosis, psychosis, and character disorders, and how and where to seek help.

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*OTHER SUBJECT AREAS THAT I FEEL WOULD BE BENEFICIAL TO STUDENTS IN A SECONDARY PSYCHOLOGY COURSE ARE:

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________

YOUR NAME___________________________________________

SCHOOL______________________________________________

CITY__________________________________________________

CHECK ONE: _____TEACHER _____COUNSELOR _____PANEL MEMBER
APPENDIX VI

FINAL SURVEY OF PSYCHOLOGY TEACHERS AND EXPERT PANEL

CURRICULUM GUIDE: HIGH SCHOOL PSYCHOLOGY

After reviewing the enclosed outline for a proposed high school psychology course curriculum guide, please complete the following rating scale to reflect your opinion as to the desirability for including each area in the final guide. Return the form in the enclosed envelope.

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Additional suggestions for inclusion in the curriculum guide ____________________________________________.
APPENDIX VII

Name ___________________________ Section: ________________________

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