

AP Psychology

Van Over

Unit One/Two:

History and Approaches (2–4% of AP Exam)

Research Methods in Psychology (8-10% of AP Exam)

Psychology has evolved markedly since its inception as a discipline in 1879. There have been significant changes in the theories that psychologists use to explain behavior and mental processes. In addition, the methodology of psychological research has expanded to include a diversity of approaches to data gathering. For Unit Two, psychology is an empirical discipline. Psychologists develop knowledge by doing research. Research provides guidance for psychologists who develop theories to explain behavior and who apply theories to solve problems in behavior.

AP Psych Content Requirements—Unit 01:

AP students in psychology should be able to do the following:

<ol style="list-style-type: none"> 1. Recognize how philosophical and physiological perspectives shaped the development of psychological thought. 2. Describe and compare different theoretical approaches in explaining behavior: <ol style="list-style-type: none"> a. structuralism, functionalism, and behaviorism in the early years; b. Gestalt, psychoanalytic/psychodynamic, and humanism emerging later; c. evolutionary, biological, cognitive, and biopsychosocial as more contemporary approaches. 3. Recognize the strengths and limitations of applying theories to explain behavior. 4. Distinguish the different domains of psychology <ol style="list-style-type: none"> a. Biological b. Clinical c. Cognitive d. Counseling e. Developmental f. Educational g. Experimental h. human factors i. industrial–organizational j. personality k. psychometric l. social 	<ol style="list-style-type: none"> 5. Identify major historical figures in psychology <ol style="list-style-type: none"> a. Mary Whiton Calkins b. Charles Darwin c. Dorothea Dix d. Sigmund Freud e. G. Stanley Hall f. William James g. Ivan Pavlov h. Jean Piaget i. Carl Rogers j. B. F. Skinner k. Margaret Floy Washburn l. John B. Watson m. Wilhelm Wundt
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Module One:

Key Terms:

For key terms, be able to explain the meaning of the term (like with any vocabulary), but also be able to explain what is significant about the term in the context of the unit (i.e., what the book says) and in the larger context of the study of psychology. Your textbook is the first place to start. Online sources, such as Quizlet, are helpful for study and review but should not be your only source of information. Bolded terms correlate to what is shown in the AP Psychology Course Requirements.

What is Psychology	Contemporary Psychology	Contemporary Psychology	Key People
Empiricism Structuralism Functionalism Experimental Psychology Behaviorism Humanistic Psychology Cognitive Neuroscience Psychology	Nature-Nurture Issue Natural Selection Levels of Analysis Biopsychosocial Approach Biological Psychology Evolutionary Psychology Psychodynamic Psychology Behavioral Psychology Industrial/Organizational Psychology Counseling Psychology Clinical Psychology	Cognitive Psychology Social-Cultural Psychology Psychometrics Basic Research Developmental Psychology Educational Psychology Personality Psychology Social Psychology Human Factors Psychology Psychiatry SQ3R	Mary Whiton Calkins Charles Darwin Dorothea Dix Sigmund Freud G. Stanley Hall William James Ivan Pavlov Jean Piaget Carl Rogers B.F. Skinner Margaret Floy Washburn John B. Watson

			Wilhelm Wundt Socrates E.B. Titchener Plato Rosalie Rayner Aristotle Francis Bacon René Descartes John Locke Abraham Maslow
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AP Psych Content Requirements—Unit 02

AP students in psychology should be able to do the following:

1. Differentiate types of research (with regard to purpose, strengths, and weaknesses)
 - a. Experiments
 - b. correlational studies
 - c. survey research
 - d. naturalistic observations
 - e. case studies
2. Describe how research design drives the reasonable conclusions that can be drawn
 - a. experiments are useful for determining cause and effect
 - b. the use of experimental controls reduces alternative explanations
3. Identify the following in experimental designs:
 - a. Independent variables
 - b. Dependent variables
 - c. Confounding variables
 - d. Control variables
4. Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
5. Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions).
6. Distinguish the purposes of descriptive statistics and inferential statistics.
7. Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation).
8. Discuss the value of reliance on operational definitions and measurement in behavioral research.
9. Identify how ethical issues inform and constrain research practices.
10. Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice

Module Two:

Key Terms:

For key terms, be able to explain the meaning of the term (like with any vocabulary), but also be able to explain what is significant about the term in the context of the unit (i.e., what the book says) and in the larger context of the study of psychology. Your textbook is the first place to start. Online sources, such as Quizlet, are helpful for study and review but should not be your only source of information.

Hindsight Bias	Correlation Coefficient	Dependent Variable	Statistical Significance
Critical Thinking	Scatterplot	Validity	Culture
Theory	Illusory Correlation	Descriptive Statistics	Informed Consent
Hypothesis	Experiment	Mode	Debriefing
Operational Definition	Experimental Group	Mean	
Replication	Control Group (Control Variable)	Median	
Case Study	Random Assignment	Skewed Distribution	
Naturalistic Observation	Double-Blind Procedure	Range	
Survey	Placebo Effect	Standard Deviation	
Sampling Bias	Independent Variable	Normal Curve	
Population	Confounding Variable	Inferential Statistics	