样表1：专业类相关专业共用一张表（适用于专业基础和专业实验共享度高的相关专业类用）

心理学专业类实验教学项目设置（实体实验教学项目+虚拟仿真实验教学项目）与学生实验能力培养标准关联表

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| 毕业生须具备的实验能力要求  （知识、能力、素质）  实验培养载体属性及资源配置 | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 理论知识 | 文献查阅 | 实验设计 | 实验伦理 | 操作规范 | 实验材料管理 | 使用现代化工具和仪器 | 实验操作 | 实验记录 | 数据处理 | 问题分析与反思 | 展示与报告 |
| 课程模块 | 实验课程属性 | | 实验项目属性 | | | | 每组  人数 | 修读  要求 | 教师  配备 | 助教  配备 |
| 名 称 | 学时 | 名 称 | 实/虚 | 学时 | 类型 |
| 专业基础  实验  （心理学基础） | 普通心理学 | 96 |  | 虚拟 | 1 | 综合 | 1 | 必做 | 1/60 | 1/120 | \*\*\* | \* | \*\* | \*\*\* | \* | \*\* | \*\*\* | \*\* | \* | \* |  | \*\* |
|  | 虚拟 | 1 | 综合 | 1 | 必做 | 1/60 | 1/120 | \*\*\* | \* | \*\* | \*\*\* | \* | \*\* | \*\*\* | \*\* | \* | \* |  | \*\* |
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| 心理学经典研究 | 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 生理心理学 | 48 | 神经与行为生理心理学前沿研究实验项目-多情绪互动中亲子双方生理数据的分析 | 虚拟 | 1 | 综合 | 1 | 必做 | 1/60 | 1/120 | \*\*\* | \* | \*\* | \*\*\* | \* | \*\* | \*\*\* | \*\* | \* | \* |  | \*\* |
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| 专业基础  实验  （测量与统计类） | 心理测量 | 48 | 基于虚拟“推箱子”游戏的高级认知能力测验学习 | 虚拟 | 1 | 综合 | 1 | 必做 | 1/60 | 1/120 | \*\*\* | \* | \*\* | \*\*\* | \* | \*\* | \*\*\* | \*\* | \* | \* |  | \*\* |
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| 心理统计 | 96 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 专业基础  实验  （实验类） | 实验心理学 | 96 | “挑战杯”学生研究项目-音乐对虚拟驾驶的影响5 | 虚拟 | 1 | 基本 | 1 | 必做 | 1/60 | 1/120 | \*\*\* | \* | \*\* | \*\*\* | \* | \*\* | \*\*\* | \*\* | \* | \* |  | \*\* |
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| 高级实验技术 | 48 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 多因素实验设计 | 48 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 专业实验  （前沿交叉学科类） | 环境心理学 | 32 | 基于虚拟宇航环境的极端环境心理健康研究4 | 虚拟 | 1 | 基本 | 1 | 必做 | 1/60 | 1/120 | \*\*\* | \* | \*\* | \*\*\* | \* | \*\* | \*\*\* | \*\* | \* | \* |  | \*\* |
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| 运动心理学 | 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 航空心理学 | 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 司法心理学 | 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 网络心理学 | 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 工程心理学 | 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 专业实验  （人格与社会心理学） | 社会心理学 | 48 | Science前沿研究实验项目-由“稻米理论”到文化差异解读5 | 虚拟 | 1 | 基本 | 1 | 必做 | 1/60 | 1/120 | \*\*\* | \* | \*\* | \*\*\* | \* | \*\* | \*\*\* | \*\* | \* | \* |  | \*\* |
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| 人格心理学 | 48 | 基于互联网的气质类型量表学习2 | 虚拟 | 1 | 综合 | 1 | 必做 | 1/60 | 1/120 | \*\*\* | \* | \*\* | \*\*\* | \* | \*\* | \*\*\* | \*\* | \* | \* |  | \*\* |
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| 消费心理学 | 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 专业实验  （认知心理学） | 认知心理学 | 32 | 基于虚拟迷宫寻宝游戏的空间记忆能力测验学习5 | 虚拟 | 1 | 基本 | 1 | 必做 | 1/60 | 1/120 | \*\*\* | \* | \*\* | \*\*\* | \* | \*\* | \*\*\* | \*\* | \* | \* |  | \*\* |
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| 认知神经科学 | 48 | 认知神经科学前沿研究实验项目-记忆熟能生巧的神经机制5 | 虚拟 | 1 | 基本 | 1 | 必做 | 1/60 | 1/120 | \*\*\* | \* | \*\* | \*\*\* | \* | \*\* | \*\*\* | \*\* | \* | \* |  | \*\* |
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| 专业实验  （教育心理学） | 教育心理学 | 48 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 学习心理学 | 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 学校心理学 | 48 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 专业实验  (发展心理学） | 发展心理学 | 48 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 进化心理学 | 48 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 专业实验  （临床与咨询心理学） | 变态心理学 | 48 | 基于互联网的症状自评量表（SCL-90）学习2 | 虚拟 | 1 | 综合 | 1 | 必做 | 1/60 | 1/120 | \*\*\* | \* | \*\* | \*\*\* | \* | \*\* | \*\*\* | \*\* | \* | \* |  | \*\* |
| 健康心理学 | 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 心理咨询与治疗 | 48 | 基于虚拟电梯环境的幽闭恐惧症治疗4 | 虚拟 | 1 | 基本 | 1 | 必做 | 1/60 | 1/120 | \*\*\* | \* | \*\* | \*\*\* | \* | \*\* | \*\*\* | \*\* | \* | \* |  | \*\* |
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| 临床心理学 | 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 专业实验（人力资源与管理心理学） | 管理心理学 | 48 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 人力资源管理 | 32 | 虚拟结构化面试学习2 | 虚拟 | 1 | 综合 | 1 | 必做 | 1/60 | 1/120 | \*\*\* | \* | \*\* | \*\*\* | \* | \*\* | \*\*\* | \*\* | \* | \* |  | \*\* |
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| 专业实验  （心理学师范类课程） | 心理健康教育 | 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 教师心理学 | 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 职业生涯规划 | 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

备注：

1、毕业生具备的实验能力要求需要依据专业类培养目标和项目培养标准进行凝练，突出实验方面的知识、能力与素质要求。

2、实验项目与实验能力的关联度：填写“\*”、或“\*\*”、或“\*\*\*”，\*代表低度关联；\*\*代表中度关联；\*\*\*代表高度关联。

样表3：专业类相关专业共用一张表（适用于专业基础和专业实验共享度高的相关专业类用）

心理学专业类虚拟仿真实验教学项目内容建设指南

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 课程模块 | 实验课程属性 | | 实验项目属性 | | | 每组人数 | 修读要求 | 项目内容及实验目的简介 |
| 名 称 | 学时 | 名 称 | 学时 | 类型 |
| 专业基础实验  （心理学基础） | 实验心理学 | 128 | 小艾尔伯特的恐惧习得实验 | 1 | 基本 | 1 | 必做 | 由于实验的伦理问题以及婴幼儿被试的不可及，目前教学中难以展示和验证“情绪的后天习得”理论，本实验用虚拟仿真的方法破解了婴幼儿“恐惧”情绪后天习得实验的实施难题，从而验证和揭示了“情绪是可后天习得”的命题。 |
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| 专业基础实验  （测量与统计类） |  |  |  |  |  |  |  |  |
| 专业基础实验  （实验类） |  |  |  |  |  |  |  |  |
| 专业实验  （前沿交叉学科类） |  |  |  |  |  |  |  |  |
| 专业实验  （人格与社会心理学） |  |  |  |  |  |  |  |  |
| 专业实验  （认知心理学） |  |  |  |  |  |  |  |  |
| 专业实验  （教育心理学） |  |  |  |  |  |  |  |  |
| 专业实验  (发展心理学） |  |  |  |  |  |  |  |  |
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| 专业实验  （临床与咨询心理学） |  |  |  |  |  |  |  |  |
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| 专业实验  （人力资源与管理心理学） |  |  |  |  |  |  |  |  |
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| 专业实验  （心理学师范类课程） |  |  |  |  |  |  |  |  |