

I. PSYCHOLOGY AND RESEARCH: CHAPTERS 1 & 2 (PP. 1-66)

Define psychology.

Key Terms

psychology

Exercises

1. Put a check mark by each statement that is true regarding psychology.

_____ Psychologists study human behavior.

_____ Psychologists study animal behavior.

_____ Psychologists study emotions and mental processes.

_____ Psychology and "common sense" lead to the same conclusions about behavior and mental processes.

_____ Psychology is not a science.

Objective I.2

Describe the major schools of thought and theoretical perspectives in psychology.

Key Terms

behaviorism

psychoanalytic theory

humanism

cognitive perspective

evolutionary psychology

biological perspective

Exercises

1. Fill in the chart below.

School of Thought	Important Theorist(s)	Main Ideas
Behaviorism		
Psychoanalytic Theory		
Humanism		
Cognitive perspective		
Evolutionary psychology		
Biological perspective		

Objective I.3

Describe the ways in which increased interest in cultural variables has changed the field of psychology.

Key Terms

None

Exercises

1. Give two reasons why psychological researchers strive to study previously unrepresented groups.

Reason #1
Reason #2

Objective I.4

Define the scientific approach, and explain how it is used in psychology.

Key Terms

scientific approach
hypothesis

Exercises

1. What is the main purpose of the scientific approach?

2. The steps of the scientific approach are (1) formulate a hypothesis, (2) design a study, (3) collect data, (4) analyze data and draw conclusions, and (5) report findings. Identify the step associated with each of the following activities:
____ Dr. Lopez noted "absent" or "present" by each student's name on his class roll at each class meeting. He recorded students' exam scores on his roll sheet as well.
____ Dr. Lopez predicted that students who consistently attend class get higher grades than those who are absent more often.
____ Dr. Lopez published the results of his study in the *Journal of Community College Teaching*.
____ Dr. Lopez calculated the correlation between his students' rates of absence and their exam scores and found that the two variables were positively associated.
____ Dr. Lopez planned to track students' attendance and exam scores and to correlate these two variables at the end of the semester.
____ Dr. Lopez inferred that the data he collected supported his hypothesis regarding the relationship between attendance and exam scores.

Objective 1.5

Describe experiments, state their advantages and disadvantages, and distinguish between independent and dependent variables.

Key Terms

experiment
independent variable

dependent variable
experimental group

control group
random assignment

Exercises

1. What is the primary advantage of the experimental method?

2. Read the scenario and answer the questions that follow it.

In a laboratory study of sleep deprivation, researchers employed a variety of techniques to keep volunteers awake for variable amounts of time. One group of participants was kept awake for 24 hours, and the other was kept awake for 48 hours. During periods of forced wakefulness, participants were required to engage verbal learning tasks such as memorizing the definitions of obscure English words. At the conclusion of the period of forced wakefulness, participants were allowed to sleep for as long as they wanted to. When participants awakened, researchers tested them on the learning tasks they completed during the periods of forced wakefulness. The researchers discovered that participants who were deprived of sleep for 48 hours recalled less than those who had been forced to remain awake for 24 hours.

- 1a. What is the independent variable? _____
- 1b. What is the dependent variable? _____
- 1c. What is the control group? _____
- 1d. What is/are the experimental group(s)? _____

3. Why is random assignment critical to the experimental method?

Objective I.6

Define and explain the differences among the various descriptive research methods.

Key Terms

naturalistic observation
case study
survey
correlation
correlation coefficient

Exercises

1. Fill in the chart below.

Method	Uses	Limitations
Naturalistic observation		
Case study		

Survey		
Correlation		

2. Classify each of the following as an example of (a) naturalistic observation, (b) case study, (c) survey, or (d) correlation.
- A professor compared his students' attendance rates to their grades. She found that students with fewer absences tended to get higher grades.
 - Psychologists studying aggression in early childhood found that an average of four instances of hitting or pushing occurred during each hour that they spent watching a group of two-year-olds interact in a day-care classroom.
 - A telephone poll found that 37% of respondents had a favorable opinion of "Sparkle" toothpaste.
 - A psychologist who was interested in job satisfaction gathered in-depth, detailed information about organizations whose workers reported being highly satisfied with their jobs.
3. Why does correlation fail to prove causation?

Objective I.7

Define representative sample and explain why it is important.

Key Terms

sample
population

Exercises

- Barry reached into his bag of M&Ms and pulled out three pieces of candy, each of which was red. All of the M&Ms in Barry's bag are the (sample/population) of M&Ms. The three that he took out are the (sample/population).
- Each bag of M&Ms has candies of several colors. Thus, the three red M&Ms that Barry took out of his bag (are/are not) a representative sample.
- Why are researchers concerned about the representativeness of the samples in their studies?
 - They don't want to offend anyone.
 - They hope to generalize the findings of their studies to populations of interest.
 - Representative samples are usually large enough to ensure statistical significance.
 - Scientific journals will not publish a study unless the sample is representative.

Objective 1.8

Explain the rationale behind placebo-controlled experiments.

Key Terms

placebo
double-blind procedure
placebo effects

Exercises

1. Why do researchers use placebos and the double-blind procedure?

2. Read the scenario and answer the questions.

Sam's psychology professor, Dr. Smith, recruited him to serve as a research assistant. Sam's job was to teach study participants a new strategy for studying textbook material. Experimental group participants were supposed to be taught the new strategy, while control group participants were to be told that they could increase their test scores by holding their textbooks at a particular angle when reading. Each group was allowed to practice the techniques they were taught on a chapter in a psychology textbook, after which Sam tested them over what they had studied. Dr. Smith was surprised to discover that the control group scored higher on the tests than the experimental group did.

(A) Did Dr. Smith's design include a placebo?
(B) If so, what was the placebo?
(C) What term refers to the outcome of Dr. Smith's study?
(D) Would it be correct to conclude that the procedure that was taught to the control group is a useful study strategy? If not, what is the correct conclusion?

Objective 1.9

Outline the ethical standards that psychological researchers must adhere to.

Key Terms

None

Exercises

Read the following statements and place a checkmark beside those that violate the APA code of ethical conduct in animal or human research.

1. ____ A researcher has been approved to collect data at a shopping mall.

2. ____ During new student orientation, a researcher appears before an assembly of orientation participants and asks them to complete a survey of racial attitudes. Some students receive a survey with a cover page that states that they must write their names on the survey so that their responses can be sent to the university counseling center to determine whether they are in need of cultural sensitivity training. The cover page on the other students' surveys state that their responses are anonymous. After collecting the surveys, the researcher discloses that the study was about the effects of anonymity on survey responses and that none of the students' responses will actually be sent to the counseling center.

3. ____ An elementary school principal conducted a study of reading skills at her school in order to complete her doctoral dissertation. Since she was the school's chief administrator, she assumed that she did not need to get students' or parents' permission to carry out the study.
4. ____ A researcher did a study in which intelligence tests were administered to all participants. She refused to allow participants access to their test results because she feared that they might be upset by them.
5. ____ A researcher sacrificed his subjects (rats) by depriving them of food them at the end of the study so that he could obtain additional data on how long a rat can live without food.

II. BIOLOGY AND BEHAVIOR: CHAPTER 3 (PP 68-104)

Objective II.1

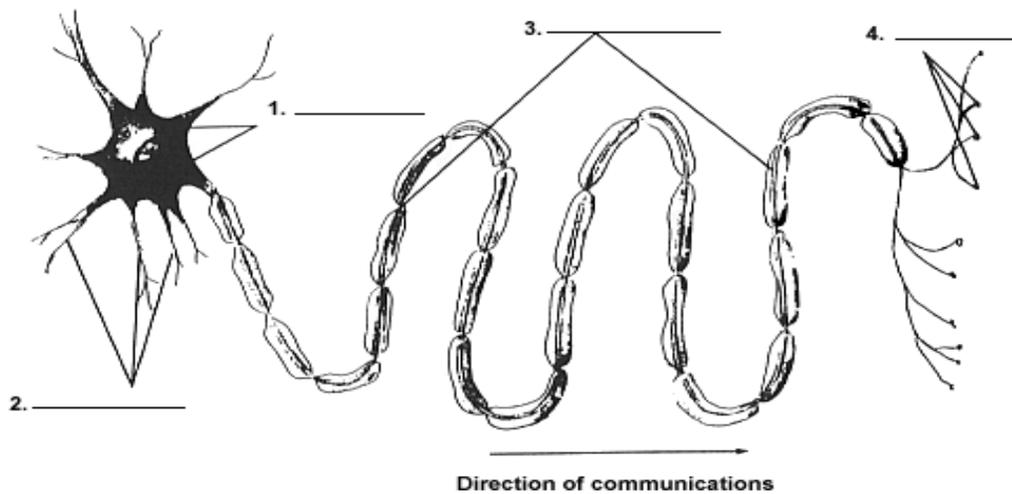
Identify the basic components of the neuron.

Key Terms

neuron
dendrites
axon
cell body (soma)

Exercises

1. What is a neuron?
2. Label each part of the neuron.



Objective II.2

Define action potential, and explain the processes that occur when a neuron is activated.

Key Terms

action potential
resting potential

Exercises

1. Number the events in the action potential in the order in which they occur.

- _____ Positively charged ions flow out of the neuron.
- _____ Positively charged ions flow into the neuron.
- _____ The cell membrane potential is positive.
- _____ The cell membrane potential is negative.

2. What is the "all or none" law?

Objective II.3

Identify the basic components of the synapse.

Key Terms

synapse

Exercises

1. Which statement about the synapse is false?
 - a. The synapse is the place where the dendrites of one neuron link up with the axon of another.
 - b. One neuron can form synapses with many others.
 - c. Synapses are filled with fluid.
 - d. Communication between neurons takes place at the synapse.

Objective II.4

Explain how neurotransmitters affect behavior, and identify the major neurotransmitters.

Key Terms

neurotransmitters
acetylcholine

dopamine
serotonin

norepinephrine
endorphins

Exercises

1. Which of the following statements about neurotransmitters is false?
 - a. Neurotransmitters allow impulses to flow from one neuron to another.
 - b. Neurotransmitters prevent impulses from flowing from one neuron to another.
 - c. Neurotransmitters are stored in the cell bodies of neurons.
 - d. Each neurotransmitter is associated with a unique receptor.
 - e. Unused neurotransmitter are recycled by neurons and used again.
2. Fill in the blank with the appropriate neurotransmitter:
 - A. _____ influences eating, alertness, wakefulness.
 - B. _____ is involved in movement and memory.
 - C. _____ affects mood and sleep.
 - D. _____ provide pain relief
 - E. _____ is involved in attention and movement.

Objective II.5

Explain the difference between the central and peripheral nervous systems.

Key Terms

central nervous system
peripheral nervous system

Exercises

1. Label each structure as belonging to the (a) central nervous system or (b) peripheral nervous system
 - A. _____ spinal cord
 - B. _____ nerves that carry messages from the brain to the body
 - C. _____ brain
 - D. _____ nerves that carry messages from the body to the brain

Objective II.6

Explain the functions of the sympathetic and parasympathetic nervous systems.

Key Terms

sympathetic nervous system
parasympathetic nervous system
autonomic nervous system

Exercises

1. During an emergency, your _____ nervous system prepares you for action.
2. After an emergency passes, your _____ nervous system restores your physical functions to a normal state.
3. Nerves that enable your body to carry out involuntary functions are part of the _____ nervous system.

Objective II.7

Describe the various methods for studying the brain and its functions.

Key Terms

electroencephalograph (EEG)	positron emission tomography (PET scan)
computerized axial tomography (CAT or CT scan)	functional magnetic resonance imaging (fMRI)
magnetic resonance imaging (MRI)	

Exercises

1. Write the name of each technique in the blank beside its description
 - A. _____ produces a record of electrical activity in the brain
 - B. _____ produces images of brain structure and function
 - C. _____ produces images of metabolic activity in the brain
 - D. _____ uses X-rays to produce images of brain structures
 - E. _____ uses magnetic impulses to produce images of brain structures

Objective II.8

Identify the medulla and cerebellum, and describe their functions.

Key Terms

brain stem
medulla
cerebellum

Exercises

1. Fill in the chart:

<i>Structure</i>	<i>Function</i>
Medulla	
Cerebellum	

Objective II.9

List the processes regulated by the hypothalamus.

Key Terms

hypothalamus

Exercises

1. List the four processes that are regulated by the hypothalamus:

- A. _____
- B. _____
- C. _____
- D. _____

2. The hypothalamus is located in the

- a. forebrain
- b. hindbrain
- c. midbrain
- d. spinal cord

Objective II.10

Describe the limbic system, and list the responses and behaviors affected by it.

Key Terms

limbic system

hippocampus

amygdala

Exercises

- 1. _____ plays an important role in emotion, especially fear.
- 2. _____ enables the brain to store memories.
- 3. _____ a group of structures that are involved in emotions and memory.

Objective II.11

Describe the components of the cerebrum and their functions.

Key Terms

cerebrum
corpus callosum

cerebral hemispheres
cerebral cortex

Exercises

1. What happens in the cerebrum?

2. Label each of the following descriptions as (a) corpus callosum, (b) cerebral hemispheres, and (c) cerebral cortex.

- _____ convoluted covering of the cerebrum
- _____ membrane that connects the cerebral hemispheres
- _____ right and left halves of the cerebrum

Objective II.12

Explain the functions of the frontal lobes.

Key Terms

frontal lobes
motor cortex
Broca's area

Exercises

1. Fill in the chart:

<i>Structure</i>	<i>Functions</i>
frontal lobes	
motor cortex	
Broca's area	

2. Which is the best description of the language abilities of a person who suffers damage to Broca's area?

- a. They cannot understand spoken language.
- b. They can only understand the speech of others who speak very slowly.
- c. Their speech cannot be understood by others.
- d. They must put forth a great deal of effort to speak.

Objective II.13

Define plasticity.

Key Terms

None

Exercises

1. What is plasticity?

2. What is the relationship between age and plasticity?

Objective II.14

Describe the ways in which the endocrine system, pituitary gland, and adrenal glands affect behavior.

Key Terms

endocrine system

pituitary

hormones

Exercises

1. The _____ is a series of glands that produce _____.
2. The _____ produce hormones that help the body cope with an emergency.
3. The _____ is the body's "master gland" and produces hormones that contribute to growth.

III. LEARNING: CHAPTER 6 (PP. 186-222)

Objective III.1

Define and identify examples of learning.

Key Terms

learning

Exercises

Put a check mark by each example of change that fits the definition of learning.

- _____ an infant starts walking
- _____ a three-year-old acquires the ability to recite the entire alphabet
- _____ a college student acquires the ability to solve quadratic equations in a college algebra class
- _____ an elderly man loses the ability to walk after having a stroke.

Objective III.2

Explain the process through which classical conditioning modifies an organism's responses to stimuli.

Key Terms

classical conditioning
unconditioned stimulus
(UCS)
unconditioned response
(UCR)

conditioned stimulus
(CS)
conditioned response
(CR)
stimulus generalization

stimulus discrimination
extinction (in classical
conditioning)
spontaneous recovery

Exercises

1. (Voluntary, reflexive) responses are subject to classical conditioning.
2. In the table below, identify each element in Pavlov's original experiment.

	Unconditioned	Conditioned
Stimulus	UCS	CS
Response	UCR	CR

3. (Unconditioned, Conditioned) stimuli are previously neutral stimuli to which an organism has learned to respond.
4. (Unconditioned, Conditioned) stimuli are natural, or reflexive, stimuli that elicit responses without previous learning.
5. Match each term with its definition:
 - (1) _____ the disappearance of a response after termination of the conditioned stimulus
 - (2) _____ exhibition of a conditioned response after exposure to a stimulus that is similar to a conditioned stimulus

- (3) _____ sudden reappearance of an extinguished response
- (4) _____ response that occurs only after presentation of the original conditioned stimulus
- (A) stimulus generalization
- (B) stimulus discrimination
- (C) extinction (in classical conditioning)
- (D) spontaneous recovery.

Objective III.3

Summarize the contributions of Pavlov and Watson to the study of learning.

Key Terms

None

Exercises

1. (Pavlov, Watson) discovered the principles of classical conditioning in conjunction with his research on the digestive system of dogs.
2. (Pavlov, Watson) demonstrated that human emotional responses can be classically conditioned.
3. (Pavlov, Watson) conducted an experiment known as the "Little Albert" experiment in which an infant was conditioned to fear a white rat.

Objective III.4

Explain the process through which operant conditioning modifies an organism's responses to stimuli.

Key Terms

operant conditioning
 reinforcement
 extinction

stimulus generalization
 discriminative stimuli
 primary reinforcer

secondary reinforcer

Exercises

1. Typically, (voluntary, reflexive) responses are subject to operant conditioning.
2. What is reinforcement?
3. Identify each change described below as an example of (E) extinction, (SG) stimulus generalization, (D) discriminative stimuli, or (R) reinforcement
 - _____ Mrs. Jones starting buying tickets more often after she won \$100 playing the lottery.
 - _____ The baby stopped spitting after her parents started ignoring her every time she did it.
 - _____ The kids at ABC Elementary get quiet whenever Mr. Jones, the principal, comes into the classroom.
 - _____ Dr. Smith substituted M&Ms for rat food pellets in his Skinner box experiments and found that the rats responded to the candy in that same way that they responded to the food rewards they were accustomed to.
4. Food is an example of a (primary, secondary) reinforcer.
5. Money is an example of a (primary, secondary) reinforcer.

Objective III.5

Define shaping.

Key Terms

shaping

Exercises

1. How does shaping change behavior?

Objective III.6

Explain the difference between positive and negative reinforcement.

Key Terms

positive reinforcement

negative reinforcement

Exercises

1. Classify each of the following as (P) positive reinforcement, or (N) negative reinforcement:
_____ Bob takes aspirin whenever he gets a headache because the aspirin makes his headache go away.
_____ Dolphins learn to jump out of the water on command in order to obtain food rewards from their trainers.
_____ Ramon cleaned out the garage so that his wife would stop nagging him about it.
_____ Lucy gives her 2-year-old anything the girl wants in order to stop her whining. (How is Lucy reinforced?)
_____ Lucy gives her 2-year-old anything the girl wants in order to stop her whining. (How is the 2-year-old reinforced)
_____ Luis studies hard to get As.
_____ Michael studies hard to avoid getting Fs.

Objective III.7

Define punishment and summarize the factors that influence its effectiveness.

Key Terms

punishment

Exercises

1. Change this false statement into one that is true: Punishment always results when a behavior is followed by an aversive consequence.

Objective III.8

Define observational learning.

Key Terms

observational learning

Exercises

1. Most drivers slow down when they see another driver getting a ticket. This is an example of _____.
2. Transform this false statement into one that is true: Reinforcement plays no role in observational learning.

Objective III.9

Define behavior modification.

Key Terms

behavior modification

Exercises

1. Advocates of behavior modification assume that behavior is mainly a production of
 - (A) _____
 - (B) _____
 - (C) _____
2. The first step in a behavior modification plan is to identify a(n) _____.

IV. MEMORY: CHAPTER 7 (224-256)

Objective IV.1

Explain the information-processing approach to memory.

Key Terms

information processing theories
encoding
storage
retrieval

Exercises

1. Information-processing theories assume that the memory system operates similarly to that of a _____.
2. According to the information-processing approach, three processes are applied to information that is taken into the system. These three processes are _____, _____, and _____.

Objective IV.2

Describe the functions and characteristics of short-term memory.

Key Terms

short-term memory
working memory

Exercises

1. What happens to information in short-term memory?
2. Describe each of the features of short-term memory.

Feature	Description
Capacity	
Durability	

3. Why is short-term memory also known as working memory?

Objective IV.3

Describe the characteristics of long-term memory.

Key Terms

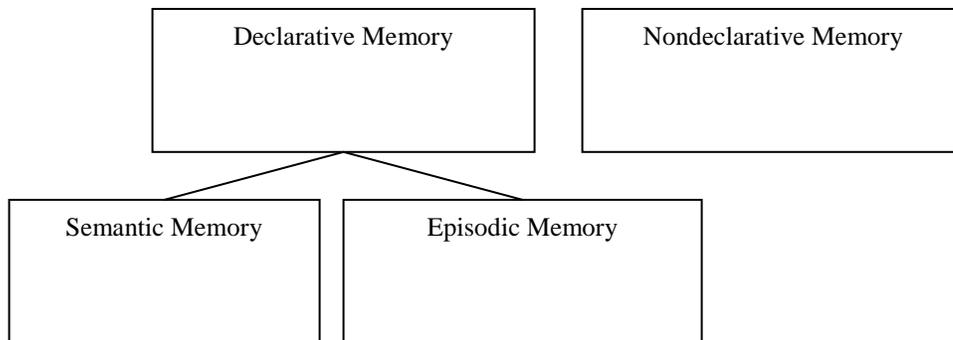
long-term memory
declarative memory

semantic memory
episodic memory

nondeclarative memory

Exercises

1. What is the capacity of long-term memory?
2. Add definitions to the diagram below.



Objective IV.4

Explain the functions of schemas in the memory system.

Key Terms

schema

Exercises

1. If you were asked to memorize the words below, which would be made easier to remember by the schemas in your long-term memory?

cake
dog
balloon
presents
window
orange

candles
grass
girl
rug

2. How do things that are consistent and inconsistent with our schemas influence our ability to remember them?

Objective IV.5

Explain the differences among recall measures, retrieval cues, and recognition measures.

Key Terms

recall measure
retrieval cues
recognition measure

Exercises

1. (Recall measures, recognition measures) test your ability to remember having seen or heard of a particular piece of information in the past.
2. (Recall measures, recognition measures) test your ability to produce a needed piece of information by searching your long-term memory without any clues or hints.
3. Check the question that includes retrieval cues.
 - (1) ____ What are the names of the basic memory processes?
 - (2) ____ The three basic memory processes are e_____, s_____, and r_____.

Objective IV.6

Describe the process of reconstructive memory.

Key Terms

None

Exercises

1. Explain why memory is not simply a recording of an event or experience.

Objective IV.7

Explain the causes of forgetting.

Key Terms

ineffective encoding

decay theory
interference theory
motivated forgetting

Exercises

1. Briefly state the main idea of each theory of forgetting in the table below.

Theory	Main Idea
Ineffective encoding	
Decay theory	
Interference theory	
Motivated forgetting	

Objective IV.8

Describe several techniques for improving memory.

Key Terms

mnemonic devices
elaboration (p. 228)
overlearning
massed practice (p. 251)
distributed practice (p. 251)

Exercises

1. In the list below, write M beside the example of the mnemonic, and E beside the example of elaboration.

- (A) _____ remembering a list of stages by making a word out of the first letters of the names of the stages
- (B) _____ using categories to remember the items on a grocery list (e.g., meat, canned goods)
- (C) _____ associating the Spanish word "azul" (blue) with the English word "azure" (light blue)
- (D) _____ remembering a common spelling pattern by memorizing "I before E, except after C, or when sounded as *a*, as in 'neighbor' and 'weigh'."

2. When you study beyond the point at which you know all of the information you need for an exam, you are engaging in _____.

3. (Massed practice, distributed practice) is the most effective way of studying for an exam.

V. LIFESPAN DEVELOPMENT: CHAPTER 10 (PP 334-374)

Objective V.1

[Explain the difference between cross-sectional and longitudinal research designs.](#)

This objective is not covered in your textbook. Visit the link above to find the answers for these exercises.

Key Terms

cross-sectional design
longitudinal design

Exercises

1. A researcher studied vocabulary development by keeping track of the number of words that a group of children learned each year for five years. All of the children in the group were two years old when the study began. This is an example of a _____ design.
2. Another research studied vocabulary development by comparing the average number of words that two groups of children knew. One group of children ranged from two to four years of age, and the other ranged from five to seven. This is an example of a _____ design.

Objective V.2

List the characteristics of the three phases of prenatal development.

Key Terms

zygote
germinal stage

embryonic stage
fetal stage

Exercises

1. Classify each of the following according to the phase of prenatal development to which it applies.
(A) _____ conception to implantation
(B) _____ implantation to eight weeks
(C) _____ major organ systems formed
(D) _____ fertilized egg travels down fallopian tube
(E) _____ eight weeks to birth

Objective V.3

Explain the effects of teratogens and other negative factors on prenatal development.

Key Terms

fetal alcohol syndrome

Exercises

1. Briefly state the effects of each of the maternal factors listed in the table below.

<i>Maternal Factor</i>	<i>Effects</i>
Malnutrition	
Alcohol use	
Tobacco use	

2. What are the symptoms of fetal alcohol syndrome?

Objective V.4

Describe the relationship between contact comfort and attachment.

Key Terms

attachment
separation anxiety

Exercises

1. Transform these false statements into ones that are true:

(A) Research shows that attachment is based on feeding, that is, infants form attachment relationships with caregivers that feed them.

(B) Separation anxiety is a sign that something has gone wrong in an infant's emotional development.

Objective V.5

Explain the differences among the secure, anxious-ambivalent, and avoidant patterns of attachment.

Key Terms

secure attachment
avoidant attachment
anxious-ambivalent attachment

Exercises

1. Identify each pattern of attachment in the table.

Pattern	Behavior
	Not upset when separated from caregiver; indifferent when caregiver returns
	Sometimes distressed when separated from caregiver; alternates happiness with indifference and, sometimes, anger, when caregiver returns
	Distressed when separated from caregiver; happy when caregiver returns

Objective V.6

[Explain the effects of the authoritarian, authoritative, and permissive parenting styles on children's development.](#)

This objective is not covered in your textbook. Visit the link above to find answers for these exercises.

Key Terms

authoritarian style
authoritative style
permissive style

Exercises

1. Classify each of the following as consistent with the (A) authoritarian, (B) authoritative, or (C) permissive parenting styles.
 - (1) _____ expect children to obey parental commands "because I said so"
 - (2) _____ impose few rules on children
 - (3) _____ both demanding and responsive to children's needs
2. How do parenting styles affect children's development?

Objective V.7

Summarize the characteristics of each of Erikson's eight stages of psychosocial development.

Key Terms

psychosocial crisis

Exercises

1. What did Erikson mean by the term "psychosocial"?
2. Briefly summarize the characteristics of each stage.

<i>Stage</i>	<i>Summary</i>
Trust versus Mistrust	
Autonomy versus Shame and Doubt	
Initiative versus Guilt	
Industry versus Inferiority	
Identity versus Role Confusion	
Intimacy versus Isolation	
Generativity versus Stagnation	
Ego Integrity versus Despair	

Objective V.8

[Describe the process of cognitive development as Piaget explained it.](#)

This objective is not covered in your textbook. Visit the link above to find answers for these exercises.

Key Terms

schema (NOT the same thing as “schema” in memory.)

assimilation
accommodation

Exercises

1. What did Piaget mean by the term "schema"?

2. (Assimilation, accommodation) occurs when new information is incorporated into an existing schema.

3. (Assimilation, accommodation) occurs when a schema is changed so that new information can be incorporated.

Objective V.9

Summarize the characteristics of each of Piaget's four stages of cognitive development.

Key Terms

sensorimotor stage
object permanence
preoperational stage

egocentrism
concrete operational
stage

conservation
formal operational stage

Exercises

1. Match each term with its definition
(1) _____ object permanence
(2) _____ egocentrism
(3) _____ conservation
(A) understanding that the quantity of matter stays the same even if its appearance changes
(B) understanding that things continue to exist even when they cannot be seen
(C) tendency to look at the world from one's own point of view

2. Briefly summarize the characteristics of each stage.

<i>Stage</i>	<i>Summary</i>
Sensorimotor	
Preoperational	
Concrete Operational	
Formal Operational	

--	--

Objective V.10

Explain Kohlberg's levels and stages of moral development.

Key Terms

preconventional
conventional
postconventional

Exercises

1. Kohlberg's theory classifies individuals' responses to moral dilemmas according to a system that includes _____ levels. There are _____ stages within each level.
2. What is the primary reasons for obeying rules in each of Kohlberg's stages?

<i>Stage</i>	<i>Reasons for obeying rules</i>
Preconventional Level	
Stage 1	
Stage 2	
Conventional Level	
Stage 3	
Stage 4	
Postconventional Level	
Stage 5	
Stage 6	

Objective V.11

Describe the symptoms and proposed causes of Alzheimer's disease.

Key Terms

dementia

Exercises

1. Transform this false statement into one that is true:

(A) Alzheimer's disease is a normal part of aging.

(B) Older adults develop Alzheimer's disease because they are no longer involved in activities that make demands on their memories, such as work and school. ("Use it or lose it.")

Objective V.12

Explain the difference between the social learning and gender schema theory explanations of gender role development.

Key Terms

sex
gender
gender roles

Exercises

1. (Sex, gender) refers to the biological characteristics that differentiate males from females, while (sex, gender) refers to the psychological and social aspects of being male or female.
2. What is a gender role?
3. _____ theory emphasizes modeling and reinforcement in its explanation of gender role development.
4. _____ theory emphasizes children's development of internal rules regarding males and females in its explanation of gender role development.

VI. PERSONALITY: CHAPTER 11 (PP 376-412)

Objective VI.1

Define personality.

Key Terms

personality

Exercises

1. What is meant by the term "personality"?

Objective VI.2

Explain the Big Five personality traits.

Key Terms

personality trait
five-factor model of personality
Big Five (p. 378)

Exercises

1. What is a personality trait?
2. Briefly state the definition of each of the traits proposed by the five-factor model of personality (the “Big Five”).

<i>Trait</i>	<i>Description</i>
Openness	
Conscientiousness	
Extroversion	
Agreeableness	
Neuroticism	

Objective VI.3

Describe the processes that take place in the conscious, unconscious, and preconscious mind.

Key Terms

unconscious
conscious
preconscious

Exercises

1. Briefly summarize the characteristics of Freud's three levels of consciousness.

<i>Level</i>	<i>Characteristics</i>
Conscious	
Preconscious	
Unconscious	

--	--

Objective VI.4

Define and identify the functions of the id, ego, and superego.

Key Terms

id	superego	pleasure principle
ego	reality principle	

Exercises

1. When Jim Bob's classmates offered him the chance to look over an exam key that one of them had taken from the professor's test folder, he refused. Jim Bob's behavior was probably motivated by the component of personality that Freud called the _____.
2. "Eat, drink, and be merry, for tomorrow you may die," could be the motto of the _____.
3. Raul didn't have time to get something to eat before class because he had overslept, so he grabbed his roommate's leftover slice of pizza out of the refrigerator and wolfed it down. Raul's behavior was probably motivated by his _____.
4. Conflicts between the impulses of the _____ and the moral standards of the _____ are mediated by the _____.

Objective VI.5

Explain the purpose of defense mechanisms in Freud's theory.

Key Terms

defense mechanism

Exercises

1. What is a defense mechanism?
2. Which part of the personality produces defense mechanisms?

Objective VI.6

Summarize the characteristics of each of Freud's psychosexual stages.

Key Terms

psychosexual stages

Exercises

1. Briefly define Freud's psychosexual stages and give the age range associated with each.

<i>Stage</i>	<i>Ages</i>	<i>Definition</i>
Oral		
Anal		
Phallic		
Latency		
Genital		

Objective VI.7

Explain Bandura's and Mischel's approaches to personality.

Key Terms

None

Exercises

1. What is the person-situation controversy?
2. How do Bandura's and Mischel's views on personality differ from those of Skinner?

Objective VI.8

Explain the views of humanistic theorists regarding the personality.

Key Terms

humanism

Exercises

1. What are the main ideas of humanistic personality theory?

2. Carl Rogers believed that individuals must receive (conditional/unconditional) affection from those around them in order to develop to their full potential.

3. What role does the self-concept play in personality functioning, according to Rogers?

Objective VI.9

Explain the views of Abraham Maslow regarding self-actualization.

Key Terms

self-actualizing persons

hierarchy of needs

Exercises

1. In order for a person to experience self-actualization, she must first meet more basic needs. (true, false)

2. In his research, Maslow found that many self-actualizing persons have more peak experiences than others. (true, false)

3. Maslow also found that self-actualizing persons place a great deal of importance on others' opinions of their actions. (true, false).

Objective VI.10

Explain the evidence for and against the view that personality is inherited.

Key Terms

None

Exercises

1. Explain this statement: Despite the evidence suggesting that personality traits are at least somewhat attributable to heredity, most psychologists believe that several factors interact to shape each individual's personality.

3. Why do psychologists study heredity and environment by comparing identical twins who are raised together to those who are raised apart?

Objective VI.11

Explain the difference between objective (inventory) and projective personality tests.

Key Terms

Self-report inventory
projective test

Exercises

1. Write "O" beside each objective test (self-report inventory) and "P" by each projective test.
 - (1) _____ MMPI
 - (2) _____ Rorschach
 - (3) _____ Thematic Apperception Test
2. When examinees take (objective, projective) tests, they impose their own thoughts and feelings onto ambiguous stimuli.
3. When examinees take (objective, projective) tests, they respond to standardized questionnaires.
4. (Objective, projective) tests tap into the unconscious.

VII. HEALTH AND STRESS: CHAPTER 12 (414-446)

Objective VII.1

Describe the biopsychosocial model of health and the field of health psychology.

Key Terms

biopsychosocial model
health psychology (p. A-20)

Exercises

1. How does the biopsychosocial model differ from the traditional view of physical illness as a purely biological phenomenon?

2. What do health psychologists do?

Objective VII.2

Describe the cumulative impact of everyday hassles on stress and health.

Key Terms

None

Exercises

1. How do everyday hassles affect feelings of stress and physical health?

Objective VII.4

Explain the purpose and structure of the Social Readjustment Rating Scale (SRRS).

Key Terms

None

Exercises

1. The Social Readjustment Rating Scale (SRRS) is based on the assumption that the most important cause of stress is _____.
2. Research shows that scores on the SRRS (are, are not) correlated with health problems.

Objective VII.4

Describe the stages of the General Adaptation Syndrome (GAS).

Key Terms

general adaptation syndrome (GAS)

Exercises

1. Briefly summarize the characteristics of each stage of the GAS.

<i>Stage</i>	<i>Summary</i>
Alarm	
Resistance	
Exhaustion	

Objective VII.5

Explain the difference between constructive and defensive coping.

Key Terms

constructive coping

defensive coping

Exercises

1. John cannot pay his entire electric bill, but he feels better about it after reaching an agreement with the power company in which he will pay half the bill now and the remainder in two weeks. John used _____ coping to deal with the stress caused by his financial situation.

2. Jane does not like her supervisor's management style. To manage her on-the-job stress, Jane reminds herself that her work schedule allows her to participate in her favorite hobby, rock-climbing. Even though she doesn't care for her supervisor, she values her job for that reason. Jane uses _____ coping to deal with her work-related stress.

Objective VII.6

Describe the effects of stress on the immune system.

Key Terms

None

Exercises

1. How does stress affect the immune system's ability to fight bacteria, viruses, and other foreign substances?

Objective VII.7

List the factors that influence individual's capacity for resisting the effects of stress.

Key Terms

None

Exercises

1. Define and explain the effects of each protective factor in the table.

<i>Protective factor</i>	<i>Definition, effects on stress</i>
Social support	
Conscientiousness	
Optimism	

2. What are the positive effects of stress?

VIII. PSYCHOLOGICAL DISORDERS: CHAPTER 13 (PP 448-482)

Objective VIII.1

List the criteria for abnormal behavior.

Key Terms

None

Exercises

1. Transform these false statements into ones that are true

(A) Most people who exhibit abnormal behavior are not particularly troubled by it.

(B) Value judgments usually have little to do with definitions of abnormal behavior.

Objective VIII.2

Describe the purpose, organization, and content of the DSM-IV.

Key Terms

Diagnostic and Statistical Manual of Mental Disorders

Exercises

1. What is the DSM-IV?

2. Write "Y" by Axis I disorders.

(A) ____ mood disorders

(B) ____ eating disorders

(C) ____ mental retardation

(D) ____ general medical conditions

(E) ____ personality disorders

(F) ____ homelessness

(G) ____ anxiety disorders

(H) ____ global assessment of functioning

Objective VIII.3

Define and describe phobic disorders.

Key Terms

phobic disorder

Exercises

1. Which of the following is suffering from a phobic disorder?
(A) George gets nervous when he drives through toll booths, because he visualizes crashing into the barriers that surround the booths. However, he represses the fear and drives through them anyway because the toll road is the fastest route to his workplace.
(B) Sue gets nervous when she drives through toll booths, because she visualizes crashing into the barriers that surround the booths. Consequently, she never drives on toll roads, even if doing so will get her to her destination more quickly.

Objective VIII.4

List the criteria for the diagnosis of panic disorder.

Key Terms

panic disorder

Exercises

1. What are the features of panic disorder?

Objective VIII.5

Describe the features of obsessive-compulsive disorder.

Key Terms

obsessive-compulsive disorder

Exercises

1. Classify each of the following as (O) obsession or (C) compulsion.
(1) ____ Rashonda feels repulsed when she thinks about all the germs that might be on the handles of public restroom doors.
(3) ____ Due to her worries about germs on restroom door handles, Rashonda carries a special handkerchief with her at all times and uses it to open the door whenever she has to use a public restroom.

Objective VII.6

Describe the features of post-traumatic stress disorder (PTSD).

Key Terms

post-traumatic stress disorder (PTSD)

Exercises

1. What are the symptoms of PTSD?

2. Transform this false statement into one that is true: Post-traumatic stress disorder occurs only after people experience a catastrophic event such as a hurricane or a terrorist attack.

Objective VIII.7

List the characteristics of the somatoform disorders.

Key Terms

somatoform disorders
hypochondriasis

Exercises

1. What characteristics do all somatoform disorders have in common?

2. Describe the behavior of a person who is suffering from hypochondriasis.

Objective VIII.8

Describe the characteristics of dissociative identity disorder.

Key Terms

dissociative identity disorder

Exercises

1. What is dissociative identity disorder?

2. By what name is dissociative identity disorder sometimes known?

Objective VIII.9

Describe the features of the mood disorders and suicide.

Key Terms

major depressive disorder
bipolar disorder

Exercises

1. Write "Y" by each statement that is true of major depressive disorder.
 - (A) _____ more men than women suffer from MDD
 - (B) _____ sleep and appetite may be affected
 - (C) _____ two weeks of sad feelings after the death of a loved one meet diagnostic criteria
 - (D) _____ not found in children and adolescents
 - (E) _____ often recurs
2. What is bipolar disorder?
3. Write "M" beside each symptom of mania (manic episode).
 - (A) _____ extreme sleepiness
 - (B) _____ euphoria
 - (C) _____ talkativeness
 - (D) _____ social withdrawal
 - (E) _____ poor judgment (i.e., lack of inhibition with regard to the risks of behavior)
4. Which disorders are associated with suicide?
5. (Males, females) are more likely to attempt suicide; (males, females) are more likely to complete suicide.

Objective VIII.10

Describe the features of schizophrenia.

Key Terms

schizophrenia

Exercises

1. Schizophrenia (is, is not) a single disorder.
2. (Most, some, all) people with schizophrenia display disordered thinking.
3. Classify each of the following as (H) hallucination or (D) delusion.

- (1) _____ Mara believes that she is Cleopatra.
 - (2) _____ Ron hears voices that tell him which women to follow around in the mall.
 - (3) _____ Lucy sometimes sees sparkling lights in the trees on campus.
 - (4) _____ Jorge believes that aliens visit him at night and put thoughts in his mind.
4. How does schizophrenia affect emotional and linguistic functioning in some sufferers?

Objective VIII.11

List the possible causes of schizophrenia.

Key Terms

None

Exercises

1. What is the evidence regarding the contribution of genes to schizophrenia?

2. The neurotransmitter _____ is believed to contribute to schizophrenia.

3. What is the possible role of stress in the development of schizophrenia?

Objective VIII.12

Summarize the features of the major subtypes of schizophrenia.

Key Terms

paranoid schizophrenia
disorganized
schizophrenia

catatonic schizophrenia
undifferentiated
schizophrenia

Exercises

1. Summarize the features of each subtype of schizophrenia.

<i>Subtype</i>	<i>Features</i>
Paranoid	
Disorganized	

Catatonic	
Undifferentiated	

Objective VIII.13

Summarize the features of the personality disorders.

Key Terms

personality disorders
antisocial personality disorder

Exercises

1. What characteristics do all personality disorders have in common?

2. What normal traits do people with antisocial personality disorder seem to lack?

IX. THERAPIES: CHAPTER 14 (PP 487- 505)

Objective IX.1

Explain the difference between a psychologist and a psychiatrist.

Key Terms

psychologist
psychiatrist

Exercises

1. A _____ must have a doctoral degree in psychology.
2. A _____ is a medical doctor with specialized training in the treatment of psychological disorders.

Objective IX.2

Summarize the various approaches to therapy.

Key Terms

psychoanalysis
client-centered therapy

behavior therapies
cognitive therapy

biomedical therapies

Exercises

1. Briefly summarize each approach to therapy in the table below.

<i>Approach</i>	<i>Summary</i>
Psychoanalysis	
Client-centered therapy	
Behavior therapies	
Cognitive therapy	
Biomedical therapies	