Introduction to Psychology (7th Ed.)
Rod Plotnik

LEARNING OBJECTIVE QUESTIONS & KEY TERMS for the FINAL EXAMINATION

For the comprehensive Final Exam, students are responsible for the Learning Objective Questions and Key Terms listed in this section. Learning Objective Questions and Key Terms not included in this list will not be tested on the Final Exam.

**Note:** The key terms marked with "**" indicate those that are not defined in the Plotnik’s textbook. The definitions for them are provided in the Supplementary List in the Addendum section.

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**MODULE 1: DISCOVERING PSYCHOLOGY**

**DEFINITION & GOALS**
1.1 What is psychology? (p. 4)

psychology.

**MODULE 2: PSYCHOLOGY & SCIENCE**

**ANSWERING QUESTIONS**
2.1 What are the strengths and weaknesses of each of the following methods of scientific research – the survey, the case study, and the experiment? (p. 28)

2.2 When should each of the three methods be used? (p. 28)

survey; case study; experiment.
SURVEYS
2.3 What kind of information can be obtained from surveys? (p. 29)
2.4 Why the surveys may be biased? (p. 29)

population*(see Addendum); sample*(see Addendum); representative sample*(see Addendum).

CASE STUDY
2.5 What kind of information can be obtained from a case study? (p. 30)

CULTURAL DIVERSITY: USE OF PLACEBOS
2.6 What is a placebo and what is a placebo effect? (p. 31)

placebo; placebo effect.

CORRELATION
2.7 What is a correlation? (p. 32)
2.8 What is a correlation coefficient? (p. 32)
2.9 Why is correlation different from causation (cause-effect relationships)? (p. 33)

correlation; correlation coefficient.

DECISIONS ABOUT DOING RESEARCH
2.10 What are some advantages and disadvantages of using a naturalistic setting to conduct research? (p. 35)
2.11 What are some advantages and disadvantages of using a laboratory setting to conduct research? (p. 35)

naturalistic setting; laboratory setting.

SCIENTIFIC METHOD: EXPERIMENT
2.12 What is the main advantage of doing an experiment? (p. 36)
2.13 What are the seven rules in conducting an experiment? (pp. 36-37)
2.14 What is the difference between the independent variable and the dependent variable? (p. 36)
2.15 How do the experimental and control groups differ? (p. 37)
2.16 What is the double-blind procedure? (p. 37)

hypothesis; independent variable; dependent variable; experimental group; control group; double-blind procedure.

APPLICATION: RESEARCH CONCERNS
2.17 What are some ethical guidelines governing the use of human participants in research? (p. 40)

debriefing; deception.

MODULE 3: BRAIN’S BUILDING BLOCKS

INTRODUCTION
3.1 What is Alzheimer’s disease? (p. 47)

Alzheimer’s disease.
OVERVIEW: HUMAN BRAIN
3.2 What must occur in the brain for there to be some recovery from brain damage? (p. 49)
  plasticity* (see Addendum).

NEURONS: STRUCTURE AND FUNCTION
3.3 What is a neuron, and what are its three parts? (p. 50)
3.4 What is a synapse? (p. 50)
  neuron; cell body; dendrites; axon; synapse.

SENDING INFORMATION
3.5 What is the action potential? (p. 53)
  action potential.

TRANSMITTERS
3.6 What are neurotransmitters, and what role do they play in the transmission of signals from one neuron to another? (p. 54)
3.7 How do endorphins affect behavior? [p. 55; Also discussed in Module 5, p. 113]
  neurotransmitter; receptors; endorphins.

CULTURAL DIVERSITY: PLANTS AND DRUGS
3.8 What is reuptake? (p. 59)
3.9 What are the effects of dopamine, acetylcholine, and norepinephrine on behavior as revealed from the studies of the drugs of cocaine, curare, and mescaline? (p. 59)
  reuptake; dopamine; acetylcholine; norepinephrine.

APPLICATION: EXPERIMENTAL TREATMENTS
3.10 What is the relationship between Parkinson's disease and dopamine? (p. 60)

MODULE 4: INCREDIBLE NERVOUS SYSTEM

STUDYING THE LIVING BRAIN
4.1 What are some methods that researchers have used to learn about brain structure and function? (pp. 70-71)
4.2 What is an electroencephalogram (EEG) [Module 7, p. 152]
  MRI (magnetic resonance imaging); functional MRI (fMRI); PET scan (positron-emission tomography); EEG (electroencephalogram); CT (or CAT) scan (computerized axial tomography)* (see Addendum).

ORGANIZATION OF THE BRAIN
4.3 What is the peripheral nervous system? (p. 72)
4.4 What are the roles of the sympathetic and parasympathetic nervous systems? (p. 72; also see p. 81)
4.5 What is the crucial function of the reticular formation (in the midbrain)? (p. 73)
4.6 What are the crucial functions handled by the medulla in the hindbrain? (p. 73)
4.7 What are the primary functions of the cerebellum? (p. 73)
peripheral nervous system; autonomic nervous system; sympathetic nervous system; parasympathetic nervous system; reticular formation; medulla; cerebellum.

CONTROL CENTERS: FOUR LOBES
4.8 What is the cortex? (p. 74)
4.9 What are some of the main areas within the frontal lobes, and what are their functions? (pp. 75-76; see p. 78 for Broca's area)

cortex; frontal lobes; Broca's area.

LIMBIC SYSTEM: OLD BRAIN
4.10 What is the role of the limbic system? (p. 80)
4.11 What are some of the processes regulated by the hypothalamus? (p. 80)

limbic system; amygdala; hippocampus; hypothalamus.

ENDOCRINE SYSTEM
4.12 What is the endocrine system, and what are some of the glands within it? (p. 82)

endocrine system; hormone; pituitary gland; adrenal glands.

APPLICATION: SPLIT BRAIN
4.13 What is the corpus callosum? (p. 86)
4.14 What are the basic functions of the left and right hemispheres? (p. 87)

hemispheres, corpus callosum.

MODULE 9: CLASSICAL CONDITIONING

INTRODUCTION
9.1 What is learning? (p. 195)

Learning.

THREE KINDS OF LEARNING
9.2 What is classical conditioning and who established this type of learning? (p. 196)
9.3 What is operant conditioning and who initially researched this type of learning? (p. 196)
9.4 What is cognitive or observational learning and whose research demonstrated this type of learning? (p. 196)

classical conditioning; law of effect; operant conditioning; cognitive learning (or observational learning).

PROCEDURE: CLASSICAL CONDITIONING
9.5 How was classical conditioning accomplished in Pavlov's work? (p. 197)
9.6 What are the steps in the classical conditioning procedure? (p. 198)

neutral stimulus, unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response.
OTHER CONDITIONING CONCEPTS
9.7 What is generalization in classical conditioning? (p. 199)
9.8 What is discrimination in classical conditioning? (p. 199)
9.9 What is extinction, and how is it accomplished in classical conditioning? (p. 199)
9.10 What is spontaneous recovery? (p. 199)

generalization, discrimination, extinction, spontaneous recovery.

RESEARCH FOCUS: CONDITIONING LITTLE ALBERT
9.11 How did Watson demonstrate that fear could be classically conditioned? (p. 204)

APPLICATION: CONDITIONED FEAR & NAUSEA
9.12 What types of responses can be acquired through classical conditioning and how can the conditioned responses be unconditioned (or unlearned)? (pp. 206-207)

MODULE 10: OPERANT & COGNITIVE APPROACHES

OPERANT CONDITIONING
10.1 How are responses acquired through operant conditioning? (pp. 214-216)
10.2 How is shaping used to condition a response? (p. 215)

Skinner box, shaping.

REINFORCERS
10.3 What is reinforcement? (p. 218)
10.4 What is punishment? (p. 219)
10.5 What is the goal of both positive reinforcement and negative reinforcement, and how is the goal accomplished with each? (p. 218)

reinforcement, punishment, positive reinforcement, negative reinforcement.

OTHER CONDITIONING CONCEPTS
10.6 How is extinction accomplished in operant conditioning? (p. 222)

extinction.

COGNITIVE LEARNING
10.7 What is observational learning (as a form of cognitive learning)? (pp. 223-224)
10.8 What is Bandura's social cognitive theory? (p. 225)

observational learning, modeling, model.

APPLICATION: BEHAVIOR MODIFICATION
10.9 How are the principles of operant conditioning applied in behavior modification? (pp. 232-233)
10.10 What are some disadvantages of punishment? (p. 233)
10.11 How can the effectiveness of punishment be increased and the undesirable effects of punishment be decreased? (p. 233)

behavior modification.
MODULE 11: TYPES OF MEMORY

INTRODUCTION
11.1 What are the three processes of memory? (p. 239)
   encoding; storing (storage); retrieving (retrieval).

SHORT-TERM MEMORY: WORKING
11.2 What are the characteristics of short-term memory? (pp. 242-243)
   short-term memory (STM); maintenance rehearsal.

LONG-TERM MEMORY: STORING
11.3 What are the characteristics of long-term memory? (p. 244)
11.4 What are the subcategories of long-term memory? (p. 246)
11.5 What is the primacy-recency effect (or serial position effect)? (p. 245)
   long-term memory (LTM); declarative memory; semantic memory; episodic memory;
   procedural or nondeclarative memory; primacy-recency effect (or serial position
   effect); primacy effect; recency effect.

ENCODING: TRANSFERRING
11.6 What is elaborative rehearsal and how does it aid memory? (p. 249)
   elaborative rehearsal.

APPLICATION: UNUSUAL MEMORIES
11.7 What is the nature of memory, pictures versus impressions? (p. 255)

MODULE 12: REMEMBERING & FORGETTING

INTRODUCTION
12.1 What are the differences between recall and recognition tasks? (p. 261)
   recall; recognition.

REASONS FOR FORGETTING
12.2 What are some common causes of forgetting? (p. 265)
12.3 What is interference? (p. 266)
12.4 How can poor retrieval cues (retrieval failure) lead to forgetting, and how can one form
   effective retrieval cues? (p. 267)
   repression; motivated forgetting* (see Addendum); amnesia; interference; retrieval cues; tip-of-the-tongue
   phenomenon.

BIOLOGICAL BASES OF MEMORY
12.5 What role does the hippocampus play in memory? (p. 268)
12.6 What is long-term potentiation (LTP), and how does it affect the making of a long-term memory? (p. 269)
   Hippocampus; long-term potentiation (LTP).
MNEMONICS: MEMORIZATION METHODS
12.7 What are some tips for improving memory? (p. 271)

overlearning* (see Addendum); massed practice (vs. spaced practice)* (see Addendum)

RESEARCH FOCUS: FALSE MEMORIES
12.8 How can distortion in memory and false memories occur? (p. 273)

reconstructive memory* (see Addendum).

MODULE 17: INFANCY & CHILDHOOD

INTRODUCTION
17.1 What is developmental psychology? (p. 377)

developmental psychology.

PREGNATAL INFLUENCES
17.2 What are the three periods (stages) of prenatal development? (p. 379)
17.3 What are some hazards to prenatal development, and during what time is their impact greatest? (pp. 380-381)

prenatal period; germinal stage; embryonic stage; fetal stage; teratogens; fetal alcohol syndrome (FAS).

EMOTIONAL DEVELOPMENT
17.4 How did Harlow's studies reveal about the importance of contact comfort on attachment formation in infant monkeys? [see contact comfort in Addendum]
17.5 What are the two basic attachment patterns that Ainsworth identified in infants? (p. 385)

contact comfort* (see Addendum); attachment, secure attachment, insecure attachment.

COGNITIVE DEVELOPMENT
17.6 What occurs during Piaget's sensorimotor stage? (p. 389)
17.7 What cognitive limitations characterize a child's thinking during the preoperational stage? (p. 389)
17.8 What cognitive abilities do children acquire during the concrete operations stage? (p. 390)
17.9 What new capability characterizes the formal operations stage? (p. 390)

sensorimotor stage; object permanence; preoperational stage; egocentric thinking; conservation; concrete operations stage; reversibility* (see Addendum); formal operations stage.

SOCIAL DEVELOPMENT
17.10 What is Erikson's theory of psychosocial development? (p. 393)
17.11 What is the major source of tension for infants, according to Erikson? (p. 393)
17.12 What are the main developmental issues for Erikson's stages 2 through 4? (p. 393)

psychosocial stages; trust versus mistrust; autonomy versus shame and doubt; initiative versus guilt; industry versus inferiority.

SOCIAL DEVELOPMENT (GENDER DIFFERENCES)
17.13 What is gender identity? (p. 395)
17.14 How do children acquire gender roles? (p. 395)
What are the biological and psychological factors that contribute to gender identity and gender role development? [Module 15, pp. 338-341]

gender identity; gender roles; social role theory; cognitive development theory; gender schemas.

MODULE 18: ADOLESCENCE & ADULTHOOD

INTRODUCTION
18.1 What is adolescence? (p. 407)

adolescence.

PUBERTY & SEXUAL BEHAVIOR
18.2 What are some problems that teenagers face when they become sexually active before they are emotionally mature? (p. 409)
18.3 What is AIDS and how is AIDS transmitted? [Module 15, p. 345]
18.4 What happens to a person from the time of infection with HIV to the development of full-blown AIDS? [Module 15, p. 345]

sexually transmitted diseases (STDs)* (see Addendum); acquired immune deficiency syndrome (AIDS) [Module 15, p. 345]; HIV (human immunodeficiency virus) [Module 15, p. 345].

COGNITIVE & EMOTIONAL CHANGES
18.5 What are Kohlberg's three levels of moral reasoning and what guides moral decisions at each level? (p. 412)
18.6 What are the three parenting styles identified by Baumrind, and which is most effective? (p. 413)

preconventional level; conventional level; postconventional level; authoritarian parents; authoritative parents; permissive parents

PERSONALITY & SOCIAL CHANGES
18.7 How did Erikson explain the fifth psychosocial stage of development - identity versus role confusion? (p. 417)
18.8 What is Erikson's psychosocial task for early adulthood? (p. 417)
18.9 What changes did Erikson believe are essential for healthy personality development in middle age? (p. 417)
18.10 What is the key to a positive resolution of Erikson's eighth stage - integrity versus despair? (p. 417)

identity versus role confusion; intimacy versus isolation; generativity versus stagnation; integrity versus despair.

APPLICATION: SUICIDE
18.11 What are some of the risk factors and preventive measures for suicide?

MODULE 19: FREUDIAN & HUMANISTIC THEORIES

INTRODUCTION
19.1 How is personality defined? (p. 433)

personality.
Freud's Psychodynamic Theory

19.2 What are the two levels of consciousness? (p. 434)

- psychoanalytic/psychodynamic theories; conscious; unconscious.

Divisions of the Mind

19.3 What are the roles of the id, the ego, and the superego? (p. 436)

19.4 What is a defense mechanism? (p. 437)

19.5 What are some examples of defense mechanisms including repression? (p. 437)

- id; pleasure principle; ego; reality principle; superego; defense mechanism; rationalization; denial; repression; projection; reaction formation; displacement; regression* (see Addendum); sublimation;

Developmental Stages

19.6 What are the psychosexual stages, and what is the effect of fixation during the first three stages on the development of personality? (pp. 438-439)

- psychosexual stages; fixation; oral stage; anal stage; phallic stage; Oedipus complex; latency stage; genital stage.

Humanistic Theories

19.7 What are humanistic theories, and how do they view human nature? (p. 442)

19.8 How does Maslow's hierarchy of needs account for human motivation? (p. 443)

19.9 What is self-actualization? (p. 443)

19.10 According to Rogers, what is the relationship between the real self and the ideal self, and how does this relationship influence a person's self concept? (p. 444)

19.11 According to Rogers, what is the importance of unconditional positive regard? (p. 445)

- humanistic theories; hierarchy of needs; self-actualization; real self; ideal self; self-concept; unconditional positive regard.

Application: Assessment - Projective Tests

19.12 How do projective tests attempt to provide insight into personality, and what are two of the most commonly used projective tests? (pp. 450-451)

- projective test; Rorschach Inkblot Test; Thematic Apperception Test (TAT).

Module 20: Social Cognitive & Trait Theories

Social/Cognitive Theory

20.1 According to the social cognitive theorists, what are the three factors or components that interact in shaping personality? (p. 458)

20.2 What is Albert Bandura's view of personality and describe his concept of self-efficacy? (pp. 459-461)

- reciprocal determinism* (see Addendum); self-efficacy.

Trait Theory

20.3 What are the "Big Five" personality dimensions in the five-factor model? (pp. 462-463)

- trait; trait theory; five-factor model.
GENETIC INFLUENCES ON TRAITS
20.4 What is behavior genetics, and what has research in behavioral genetics revealed about the influence of the genes and the environment on personality? (pp. 466-467)

behavioral genetics; heritability.

APPLICATION: ASSESSMENT – OBJECTIVE TESTS
20.5 What is an objective personality test, and what is the MMPI-2 designed to reveal? (pp. 474-475)

objective personality tests; Minnesota Multiphasic Personality Inventory (MMPI).

MODULE 21: HEALTH, STRESS & COPING

INTRODUCTION
21.1 What is stress? (p. 481)

stress.

PHYSIOLOGICAL RESPONSES
21.2 What is the general adaptation syndrome? (p. 487)
21.3 What are the effects of psychological factors on the immune system? (pp. 488-489)

general adaptation syndrome (GAS); alarm stage; resistance stage; exhaustion stage; psychoneuroimmunology.

STRESSFUL EXPERIENCES
21.4 What roles do hassles and uplifts play in the stress of life? (p. 490)
21.5 What was the Social Readjustment Rating Scale designed to reveal? (p. 490)
21.6 What is posttraumatic stress disorder (PTSD)? (p. 491)
21.7 How do approach-approach, avoidance-avoidance, and approach-avoidance conflicts differ? (p. 492)

hassles; uplifts; Social Readjustment Rating Scale; posttraumatic stress disorder (PTSD); approach-approach conflict; avoidance-avoidance conflict; approach-avoidance conflict.

PERSONALITY & SOCIAL FACTORS
21.8 How are hardiness, optimism, and social support associated with resistance to stress? (pp. 494-497)

hardiness; optimism; social support.

KINDS OF COPING
21.9 What is the difference between problem-focused coping and emotion-focused coping? (p. 499)

problem-focused coping; emotion-focused coping.

APPLICATION: STRESS MANAGEMENT PROGRAMS
21.10 What are some effective strategies in stress management? (pp. 502-503)
MODULE 22: ASSESSMENT & ANXIETY DISORDERS

DIAGNOSING MENTAL DISORDERS
22.1 What is the DSM-IV-TR? (p. 513)
22.2 What are the advantages and disadvantages of using the DSM-IV-TR labels? (pp. 514-516)

DSM-IV-TR.

ANXIETY DISORDERS
22.3 What are the symptoms of panic disorder? (p. 517)
22.4 What are the three types of phobias, and what are the probable causes of phobias? (p. 518)
22.5 What is obsessive-compulsive disorder? (p. 519)

panic disorder; panic attack; phobia; social phobias; specific phobias; agoraphobia; obsessive-compulsive disorder (OCD); obsession; compulsion.

MODULE 23: MOOD DISORDER AND SCHIZOPHRENIA

MOOD DISORDERS
23.1 What are the symptoms of major depressive disorder? (p. 532)
23.2 What are the extremes of mood suffered in bipolar I disorder? (p. 532)
23.3 What are some of the biological and psychosocial risk factors for mood disorders? (p. 533)
mood disorder; major depressive disorder; bipolar disorder; manic episode; serotonin.

PERSONALITY DISORDERS
23.4 What characteristics are shared by most people with personality disorders? (p. 536)
23.5 What is antisocial personality disorder? (p. 536)

personality disorder, antisocial personality disorder.

SCHIZOPHRENIA
23.6 What are the five areas of disorder/disturbance or symptoms in schizophrenia, and what are hallucinations and delusions? (p. 538)
23.7 What are the positive and negative symptoms of schizophrenia? (p. 541)
23.8 What are the three major subcategories of schizophrenia? (p. 538)

schizophrenia; hallucinations; delusions; positive symptoms; negative symptoms; paranoid schizophrenia; disorganized schizophrenia; catatonic schizophrenia.

DISSOCIATIVE DISORDERS
23.9 What are some of the identifying symptoms of dissociative identity disorder? (p. 545)

dissociative identity disorder.
Addendum:

Supplementary list of definitions for the key terms

This list provides the definitions of the key terms that will be covered in the PSYC2301 Final Exam but are not defined in the Plotnik's textbook. These key terms are marked with "*" in the master list. They are ordered by the Modules in which they appear in the master list.

MODULE 2: PSYCHOLOGY & SCIENCE:

Population: The entire group of individuals of interest to the researcher in a particular study.

Sample: A set of individuals selected from a population that is studied in order to draw conclusions about the population.

Representative Sample: A sample that reflects the makeup of the population of interest; it constitutes the important subgroups in the same ratios as in the population.

MODULE 3: BRAIN'S BUILDING BLOCKS:

Plasticity: The brain's ability to reorganize and change its structure and function, as evident in brain reorganization following damage (especially in children and more limited in adults).

MODULE 4: INCREDIBLE NERVOUS SYSTEM:

CT (or CAT) scan (computerized axial tomography): A brain-scanning technique that produces three-dimensional computer-generated images of the structure of the brain by combining a series of X-ray photographs from different angles. CT scan provides valuable information about the location and extent of damage and abnormalities due to tumors and strokes.

MODULE 12: REMEMBERING & FORGETTING:

Motivated forgetting: People forget certain events because they are painful, unpleasant, or anxiety-producing. Repression is one form of motivated forgetting.

Overlearning: A useful strategy in improving retention by continuing to study information after you think that you already know it.

Massed practice (vs. spaced practice): Massed practice is cramming the material in a long study session. Spaced (or distributed) practice is to learn the material over several short sessions. Spaced practice is better than massed practice in retention of information.

Reconstructive memory: Memory is often not a faithful replication of an event; it involves a reconstructive process where one pieces together a few highlights and actively shapes and builds on information as it is encoded and retrieved, causing memory errors and distortions.
MODULE 17: INFANCY & CHILDHOOD:

Contact comfort (and Harlow’s studies): Harry Harlow and his associates have conducted experiments with infant monkeys who were reared by a pair of surrogate (artificially created) mother monkeys. Both surrogate mother monkeys were wire-framed; one covered by soft terry cloth and one left uncovered. The studies revealed that infant monkeys developed a strong attachment to the cloth mother. They spent almost all their time clinging to it. This was true even when the wire mother provided the milk. Harlow concluded that it was contact comfort – comfort provided by the pleasurable touching sensation and body contact – rather than the food that provided the foundation for attachment.

Reversibility: The ability to understand that actions that affect objects, if reversed in sequence, will return the objects to their original state. According to Piaget’s theory, children are able to grasp this logical principle in the concrete operations stage.

MODULE 18: ADOLESCENCE & ADULTHOOD:

Sexually transmitted diseases (STDs): Disorders caused by infectious organisms transmitted through sexual activity. Some STDs (including chlamydia, gonorrhea, and syphilis) are caused by bacteria and in most cases can be cured with antibiotics. Other STDs (such as genital warts, genital herpes, and AIDS) are caused by viral infections and are incurable.

MODULE 19: FREUDIAN & HUMANISTIC THEORIES:

Regression: Defense mechanism in which an individual faced with anxiety retreats to an earlier developmental period. For example, a child who faces the anxious first days of school may regress to thumb sucking behavior for comfort.

MODULE 20: SOCIAL COGNITIVE & TRAIT THEORIES:

Reciprocal determinism: Bandura coined the term reciprocal determinism to refer to the way cognitive factors (or person), behaviors, and environmental factors interact to create personality (as explained on p. 458).