

**PSYC 2301 STUDENT SUPPLEMENTAL HANDBOOK**  
**WEITEN**  
**PSYCHOLOGY: THEMES & VARIATIONS, BRIEFER VERSION**  
**8<sup>TH</sup> EDITION**

<b>I. INTRODUCTION</b>		
<i>Pages</i>	<i>Learning Objectives</i>	<i>Key Terms</i> (These terms appear in either bold-face italics or non-bold italics in the text. Italicized bold-faced terms are defined in the text's glossary.)
3	1. Define psychology.	<i>psychology</i>
5-14	2. Describe the major schools of thought and theoretical perspectives in psychology.	<i>behaviorism</i> <i>psychoanalytic theory</i> <i>humanism</i> <i>cognitive perspective</i> <i>evolutionary psychology</i> <i>biological perspective</i>
12-13	3. Describe the ways in which increased interest in cultural variables has changed the field of psychology.	None
36-40	4. Define the scientific approach, and explain how it is used in psychology.	<i>scientific approach</i> <i>hypothesis</i>
40-44	5. Describe experiments, state their advantages and disadvantages, and distinguish between independent and dependent variables.	<i>experiment</i> <i>independent variable</i> <i>dependent variable</i> <i>experimental group</i> <i>control group</i> <i>random assignment</i>
44-50	6. Define and explain the differences among the various descriptive research methods.	<i>naturalistic observation</i> <i>case study</i> <i>survey</i> <i>correlation</i> <i>correlation coefficient</i>
53	7. Describe a representative sample and explain why such samples are important.	<i>sample</i> <i>population</i>
53-54	8. Explain the rationale behind the placebo-controlled procedure.	<i>placebo</i> <i>double-blind procedure</i> <i>placebo effects</i>
56-59	9. Outline the ethical standards that psychological researchers must adhere to.	None
<b>II. BIOLOGY AND BEHAVIOR</b>		
<i>Pages</i>	<i>Learning Objectives</i>	<i>Key Terms</i>
69-71	1. Identify the basic components of the neuron.	<i>neuron</i> <i>dendrites</i>

		<b>axon</b> <b>cell body (soma)</b>
71-72	2. Define action potential, and explain the processes that occur when a neuron is activated.	<b>action potential</b> <b>resting potential</b>
72-74	3. Identify the basic components of the synapse.	<b>synapse</b>
72-77	4. Explain how neurotransmitters affect behavior, and identify the major neurotransmitters.	<b>neurotransmitters</b> <b>acetylcholine</b> <b>dopamine</b> <b>serotonin</b> <b>norepinephrine</b> <b>endorphins</b>
78-80	5. Explain the difference between the central and peripheral nervous systems.	<b>central nervous system</b> <b>peripheral nervous system</b>
79-80	6. Explain the functions of the sympathetic and parasympathetic nervous systems.	<b>sympathetic nervous system</b> <b>parasympathetic nervous system</b> <b>autonomic nervous system</b>
80-82 152-153 (Consciousness and Brain Activity and Table 5.1)	7. Describe the various methods for studying the brain and its functions.	<b>electroencephalograph (EEG)</b> (p. 152) <b>computerized axial tomography (CAT or CT scan)</b> <b>magnetic resonance imaging (MRI)</b> <b>positron emission tomography (PET scan)</b> <b>functional magnetic resonance imaging (fMRI)</b>
82-83	8. Identify the medulla and cerebellum, and describe their functions.	<b>brainstem</b> <b>medulla</b> <b>cerebellum</b>
84	9. List the processes regulated by the hypothalamus.	<b>hypothalamus</b>
84-85	10. Describe the limbic system, and list the responses and behaviors affected by it.	<b>limbic system</b> <b>hippocampus</b> <b>amygdala</b>
85-92	11. Describe the components of the cerebrum and their functions.	<b>cerebrum</b> <b>corpus callosum</b> <b>cerebral hemispheres</b> <b>cerebral cortex</b>
86-87	12. Explain the functions of the frontal lobes.	<b>frontal lobes</b> <b>motor cortex</b> <b>Broca's area</b> (p. 88)
87-88	13. Define plasticity.	None
92-93	14. Describe the ways in which the endocrine system, pituitary gland, and adrenal glands affect behavior.	<b>endocrine system</b> <b>pituitary</b> <b>hormones</b>

<b>III. LEARNING</b>		
<b><i>Pages</i></b>	<b><i>Learning Objectives</i></b>	<b><i>Key Terms</i></b>
187	1. Define and identify examples of learning.	<b><i>learning</i></b>
188-190	2. Explain the process through which classical conditioning modifies an organism's responses to stimuli.	<b><i>classical conditioning</i></b> <b><i>unconditioned stimulus (UCS)</i></b> <b><i>unconditioned response (UCR)</i></b> <b><i>conditioned stimulus (CS)</i></b> <b><i>conditioned response (CR)</i></b> <b><i>stimulus generalization</i></b> <b><i>stimulus discrimination</i></b> <b><i>extinction (in classical conditioning)</i></b> <b><i>spontaneous recovery</i></b>
188; 193-194	3. Summarize the contributions of Pavlov and Watson to the study of learning.	None
196-207	4. Explain the process through which operant conditioning modifies an organism's responses to stimuli.	<b><i>operant conditioning</i></b> <b><i>reinforcement</i></b> <b><i>extinction</i></b> <b><i>stimulus generalization</i></b> <b><i>discriminative stimuli</i></b> <b><i>primary reinforcer</i></b> <b><i>secondary reinforcer</i></b>
198-199	5. Define shaping.	<b><i>shaping</i></b>
203-204	6. Explain the difference between positive and negative reinforcement.	<b><i>positive reinforcement</i></b> <b><i>negative reinforcement</i></b>
204-207	7. Define punishment and summarize the factors that influence its effectiveness.	<b><i>punishment</i></b>
211-213	8. Define observational learning.	<b><i>observational learning</i></b>
217-219	9. Define behavior modification.	<b><i>behavior modification</i></b>
<b>IV. MEMORY</b>		
<b><i>Pages</i></b>	<b><i>Learning Objectives</i></b>	<b><i>Key Terms</i></b>
225-226, 229	1. Explain the basic processes involved in memory, and the main ideas of information-processing theories.	<b><i>encoding</i></b> <b><i>storage</i></b> <b><i>retrieval</i></b> <b><i>information processing theories</i></b>
230-232	2. Describe the functions and characteristics of short-term memory.	<b><i>short-term memory</i></b> “working memory” (p. 231)
232-235, 247-248	3. Describe the characteristics of long-term memory.	<b><i>long-term memory</i></b> <b><i>declarative memory</i></b> <b><i>semantic memory</i></b> <b><i>episodic memory</i></b> <b><i>nondeclarative memory</i></b>
233-234	4. Explain the functions of schemas in the memory system.	<b><i>schema</i></b>

235-236; 238-239	5. Explain the differences among recall measures, retrieval cues, and recognition measures.	<i>recall measure</i> <i>retrieval cues</i> <i>recognition measure</i>
236	6. Describe the process of reconstructive memory.	None
237-241	7. Explain the causes of forgetting.	<i>ineffective encoding (pseudoforgetting)</i> <i>decay theory</i> <i>interference theory</i> <i>motivated forgetting</i>
250-253, 228	8. Describe several techniques for improving memory.	<i>mnemonic devices</i> <i>elaboration</i> <i>overlearning</i> (massed practice) (p. 251) (distributed practice) (p. 251)

## V. LIFE SPAN DEVELOPMENT

<i>Pages</i>	<i>Learning Objectives</i>	<i>Key Terms</i>
Supplementary Reading <a href="#">Methods of Studying Development</a>	1. Explain the difference between cross-sectional and longitudinal research designs.	<b>cross-sectional design</b> <b>longitudinal design</b> (These terms are bold-faced in the supplementary reading. They are not in the text.)
336-337	2. List the characteristics of the three stages of prenatal development.	<i>zygote</i> <i>germinal stage</i> <i>embryonic stage</i> <i>fetal stage</i>
337-339	3. Explain the effects of teratogens and other negative factors on prenatal development.	<i>fetal alcohol syndrome</i>
341-342	4. Describe the relationship between contact comfort and attachment.	<i>attachment</i> <i>separation anxiety</i>
342-343	5. Explain the differences among the secure, anxious-ambivalent, and avoidant patterns of attachment.	<i>secure attachment</i> <i>avoidant attachment</i> <i>anxious-ambivalent attachment</i>
Supplementary Reading <a href="#">Parenting Styles</a>	6. Explain the effects of the authoritarian, authoritative, and permissive parenting styles on children's development.	<b>authoritarian style</b> <b>authoritative style</b> <b>permissive style</b> (These terms are bold-faced in the supplementary reading. They are not in the text.)
345-346	7. Summarize the characteristics of each of Erikson's eight psychosocial crises.	<i>psychosocial crisis</i>
Supplementary Reading <a href="#">Piaget's Theory of</a>	8. Describe the process of cognitive development as Piaget explained it.	<b>schema</b> (not the same as "schema" in memory) <b>assimilation</b>

<a href="#">Cognitive Development</a>		<b>accommodation</b> (These terms are bold-faced in the supplementary reading. They are not in the text.)
346-348	9. Summarize the characteristics of each of Piaget's four stages of cognitive development.	<i>sensorimotor stage</i> <b>object permanence</b> <i>preoperational stage</i> <b>egocentrism</b> <i>concrete operational stage</i> <b>conservation</b> <i>formal operational stage</i>
350-353	10. Explain Kohlberg's levels and stages of moral development.	<i>preconventional</i> <i>conventional</i> <i>postconventional</i>
361, 366	11. Describe the symptoms and proposed causes of Alzheimer's disease and other dementias.	<b>dementia</b>
368, 370-371	12. Explain the difference between observational learning and cognitive theories of gender role development.	<b>sex</b> <b>gender</b> <b>gender roles</b>

## VI. PERSONALITY

<b>Pages</b>	<b>Learning Objectives</b>	<b>Key Terms</b>
378	1. Define personality.	<b>personality</b>
378-379	2. Explain the five-factor model of personality.	<b>personality trait</b> <i>five-factor model of personality</i> "Big Five" (p. 378)
381	3. Describe the processes that take place in the conscious, unconscious, and preconscious mind.	<b>unconscious</b> <b>conscious</b> <b>preconscious</b>
380-381	4. Define and identify the functions of the id, ego, and superego.	<b>id</b> <b>ego</b> <b>superego</b> <b>reality principle</b> <b>pleasure principle</b>
382-383	5. Explain the purpose of defense mechanisms in Freud's theory.	<b>defense mechanism</b>
383-385	6. Summarize the characteristics of each of Freud's psychosexual stages.	<b>psychosexual stages</b>
390	7. Explain Bandura's and Mischel's approaches to personality.	<i>None</i>
392-396	8. Explain the views of humanistic theorists regarding the personality.	<b>humanism</b>
393-394	9. Explain the views of Abraham Maslow regarding self-actualizing persons.	<b>self-actualizing persons</b> <b>hierarchy of needs</b>
397-398	10. Explain the evidence for and	<i>None</i>

	against the view that personality is inherited.	
406-409	11. Explain the difference between self-report inventories and projective personality tests.	<i>self-report inventory</i> <i>projective test</i>
<b>VII. HEALTH, STRESS, AND COPING</b>		
<b><i>Pages</i></b>	<b><i>Learning Objectives</i></b>	<b><i>Key Terms</i></b>
415, A-20-A-21	1. Describe the biopsychosocial model of health and the field of health psychology.	<i>biopsychosocial model</i> health psychology (section heading on p. A-20)
416-417	2. Describe the cumulative impact of everyday hassles on stress and health.	None
417-418, 419	3. Explain the purpose and structure of the Social Readjustment Rating Scale (SRRS).	None
422-423	4. Describe the stages of the General Adaptation Syndrome (GAS).	<i>general adaptation syndrome (GAS)</i>
425-426	5. Explain the difference between constructive and defensive coping.	<i>constructive coping</i> <i>defensive coping</i>
428-429	6. Describe the effects of stress on the immune system.	None
430-431	7. List the factors that influence individuals' capacity for resisting the effects of stress.	None
<b>VIII. PSYCHOLOGICAL DISORDERS</b>		
<b><i>Pages</i></b>	<b><i>Learning Objectives</i></b>	<b><i>Key Terms</i></b>
450-451	1. List the criteria for abnormal behavior.	None
451-453	2. Describe the purpose, organization, and content of the <i>Diagnostic and Statistical Manual of Mental Disorders</i> .	<i>Diagnostic and Statistical Manual of Mental Disorders</i>
453-454	3. Define and describe phobic disorders.	<i>phobic disorder</i>
454	4. List the criteria for the diagnosis of panic disorder.	<i>panic disorder</i>
454-455	5. Describe the features of obsessive-compulsive disorder.	<i>obsessive-compulsive disorder</i>
455-456	6. Describe the features of post-traumatic stress disorder (PTSD).	<i>post-traumatic stress disorder (PTSD)</i>
458-459	7. List the characteristics of the somatoform disorders.	<i>somatoform disorders</i> <i>hypochondriasis</i>
460-461	8. Describe the characteristics of dissociative identity disorder.	<i>dissociative identity disorder</i>

461-467	9. Describe the features of the mood disorders and suicide.	<i>major depressive disorder</i> <i>bipolar disorder</i>
467-468	10. Describe the features of schizophrenic disorders	<i>schizophrenic disorders</i>
469-473	11. List the possible causes (etiology) of schizophrenia.	None
468-469	12. Summarize the features of the major subtypes of schizophrenia.	<i>paranoid schizophrenia</i> <i>disorganized schizophrenia</i> <i>catatonic schizophrenia</i> <i>undifferentiated schizophrenia</i>
Supplementary Reading <a href="#">Personality Disorders</a>	13. Summarize the features of the personality disorders.	<b>personality disorders</b> <b>antisocial personality disorder</b> (These terms are bold-faced in the supplementary reading. They are not in the text.)
<b>IX. THERAPIES</b>		
<b><i>Pages</i></b>	<b><i>Learning Objectives</i></b>	<b><i>Key Terms</i></b>
487-488	1. Explain the difference between a psychologist and a psychiatrist.	<i>psychologist</i> <i>psychiatrist</i>
485-513	2. Summarize the various approaches to therapy.	<i>psychoanalysis</i> <i>client-centered therapy</i> <i>behavior therapies</i> <i>cognitive therapy</i> <i>biomedical therapies</i>