

PSYCHOLOGY 2301
Student Supplementary Handbook
To accompany
Stangor
Introduction to Psychology

HOUSTON COMMUNITY COLLEGE SYSTEM

Psychology Faculty

2011

WHAT TO KNOW

ABOUT STUDYING PSYCHOLOGY

TEXTBOOK

The textbook for this class is free online. There is an option to read online for free on the left sign of the page after you login. Alternately, you can purchase a copy from the bookstore or purchase a pdf download or individual chapters from the online site. The textbook is

Stangor, Charles. (2011) *Introduction to Psychology*. San Francisco, Calif.: Creative Commons.

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Available at: <http://www.flatworldknowledge.com>

Enter: Houston Community College as your Search term

You do not need to purchase the study aids online. Your textbook is different from the original Stangor text, so these will not match your book in some instances.

THE PURPOSE OF THIS HANDBOOK

At Houston Community College, PSYC 2301: Introduction to Psychology includes a core set of topics and concepts. This material is covered in all classes at all campuses and is tested in a comprehensive final examination at the end of the course. This Supplementary Handbook is intended as a guide to the specific concepts, terms, and objectives representing the core topics that will be covered on the departmental final exam. You are encouraged to use this Supplementary Handbook as your guide to prepare for the final exam by responding to the Learning Objectives and defining the Key Terms.

CLASS PREPARATION AND STUDY GUIDELINES

The study of psychology is not hard, but there is a lot of material to learn. Students are expected to keep up with all of the assigned reading. You should understand the material and be able to relate it to real human behavior. The information presented below is

designed to help you learn the subject by providing the kinds of study hints you can employ successfully in any college class you take.

HOW MUCH TIME SHOULD I SPEND STUDYING PSYCHOLOGY?

To be successful, a good guideline for any college class of the amount of time you need to invest outside of class is two hours for each hour you spend in class. If you can make this commitment, you should encounter no serious problems in completing all assignments and preparing comfortably for tests. You should spend your time doing the following:

Read Ahead

The best starting place is the Course Schedule in your syllabus. It will specify the material that needs to be covered in the sequence deemed most appropriate by your instructor. You should always maintain a disciplined reading schedule so that you can stay current with assigned readings; falling behind in your reading can be disastrous. You should read ahead all the material that will be covered in the next class. This reading will acquaint you with the Learning Objective Questions and the Key Terms that will be covered in class. With this knowledge, you will be prepared to ask questions and discuss relevant topics.

Read Effectively

Create a comfortable reading environment for yourself. Avoid distractions and interruptions. Be alert and attentive. Don't rush yourself. These "little things" will increase your comprehension of the subject. Use your *Supplementary Handbook* as a guide for your reading. Keep a dictionary by your side to look up any unfamiliar words. Remember, as in sports, music, dance, or other arts,

learning takes time and effort; the more you put in, the more you will get out of the learning process.

SHOULD I ATTEND CLASS?

Studies indicate that students who attend their classes do better than students who do not attend. In class, you will not only cover important course-related information, but, additionally, announcements will be made, due dates assigned, and study suggestions offered. In college, you are largely responsible for your own learning. Your instructor is a facilitator. Use class time to ask questions, seek clarification, and participate in discussions. The more involved you are in your own learning, the more fruitful the activity will be, and the more you will learn.

WHAT SHOULD I DO DURING CLASS TIME?

There are several things you can do to improve your chances of being successful in your class. You are in control of all of them, so do the following things to maximize the benefits of being in class.

Be On Time

The start of class is an important time. Be prepared to take notes, participate, or take a test. Tardiness is disruptive to you and your classmates.

Take Good Notes

Good note taking keeps your mind focused on the subject being discussed.

Attentiveness should lead to better comprehension. Note taking provides you with documentation about what the instructor feels is the most relevant, important, difficult, or interesting information about a subject. You should couple your notes with related text material for a comprehensive understanding

of the subject. Use your notes to prepare for assignments and tests. Make sure your notes are legible, thorough, and organized.

Participate in Class Discussions

Whenever you have the opportunity to participate, do so! Show off what you have learned, but do it in a way that contributes to a positive learning environment for you and your classmates. Be involved in the learning process. Ask relevant questions. Offer insights. Give examples. Participation should be constructive and fun.

Get to Know Your Classmates

Together you can do several things that enhance learning. Every time you explain a concept to someone else, you increase your understanding of the material. You can share ideas and information. You can check each other to make sure you are learning the material. You can “bounce” ideas around. You can study together in advance of tests. If you miss a class, you’ll know someone who will share notes with you or who can tell you about up-coming assignments or tests.

Distance Education

Complete the required orientation and go back to it if you don’t understand how to navigate the learning management system. Ask your instructor or tech support if you have question. Keep up with assignments and check in to your class at least twice a week or more often if your instructor recommends it. Do not wait until the last minute to take quizzes or complete assignments since this does not give you time to ask question or adjust to computer problems. Have a back-up plan for using computers on campus or at a library if your system is down.

Summary

These suggestions are offered to assist you in making the most of your study of psychology, and indeed, of your college experience. You are special because you chose to pursue higher learning. ***Invest in yourself and you should be successful.***

LEARNING OBJECTIVES, QUESTIONS

& KEY TERMS for the FINAL EXAMINATION

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

Section numbers listed are for the learning objectives. Use the search function inside the section for specific terms. Key terms are in the box on the left in the online version.

I. INTRODUCTION			
<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Section</i>	<i>Page</i>
1. Define psychology.	psychology	1.0	7
2. Define the scientific method, and explain how it is used in psychology.	scientific method	1.1, 2.1	10, 31
3. Describe the major schools of thought and theoretical perspectives in psychology.	behaviorism psychoanalysis humanistic psychology cognitive psychology information-processing evolutionary psychology biological psychology sociocultural approach	1.2 general terms. Specific terms in separate chapters.	13-24
4. Define and explain the differences among the various descriptive research methods.	naturalistic observation laboratory observation case study survey correlation correlation coefficient	2.2	40-46
5. Define representative sample and explain why it is important.	sample population representative sample	2.2	41
6. Describe the experimental method, state its advantages and disadvantages, and distinguish between independent and dependent variables.	experimental method hypothesis independent variable dependent variable experimental group control group random assignment	2.2 2.1 2.2 2.2 2.2 2.2 2.2	47 32 47 47 47 47 47
7. Explain the rationale behind placebo-controlled experiments.	placebo double-blind technique placebo effect	2.3	50
8. Outline the ethical standards that psychological researchers must adhere to.	None	2.1	34-38
9. Explain the difference between a psychologist and a psychiatrist.	psychologist psychiatrist	1.2	24
II. BIOLOGY AND BEHAVIOR			
<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Section</i>	<i>Page</i>
1. Identify the basic components of the neuron.	neuron dendrites	3.1	57

	axon cell body		
2. Identify the basic components of the synapse.	synapse	3.1	59
3. Define action potential, and explain the processes that occur when a neuron is activated.	action potential resting potential	3.1	58-59
4. Explain how neurotransmitters affect behavior, and identify the major neurotransmitters.	neurotransmitters acetylcholine dopamine serotonin norepinephrine endorphins	3.1	59-62
5. Identify the medulla and cerebellum, and describe their functions.	brain stem medulla cerebellum	3.2	65-66
6. List the processes regulated by the hypothalamus.	hypothalamus	3.2	67
7. Describe the limbic system, and list the responses and behaviors affected by it.	limbic system hippocampus amygdala	3.2 5.2	66-67
8. Describe the components of the cerebrum and their functions.	cerebrum corpus callosum cerebral hemispheres cerebral cortex	3.2	67 70 70 67
9. Explain the functions of the frontal lobes.	association areas frontal lobes motor cortex Broca's area Broca's aphasia	3.2	68-70
10. Describe the various methods for studying the brain and its functions.	electroencephalograph (EEG) computerized axial tomography (CAT or CT scan) magnetic resonance imaging (MRI) positron emission tomography (PET scan) functional magnetic resonance imaging (fMRI)	3.3	74-77
11. Explain the difference between the central and peripheral nervous systems.	central nervous system peripheral nervous system	3.4	56
12. Explain the functions of the sympathetic and parasympathetic nervous systems.	sympathetic nervous system parasympathetic nervous system autonomic nervous system	3.4	78-80
13. Define plasticity.	plasticity	3.2	70
14. Describe the ways in which the endocrine system, pituitary gland, and adrenal glands affect behavior.	endocrine system pituitary hormones adrenal glands	3.4	81-83

III. LEARNING

<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Section</i>	<i>Page</i>
1. Define and identify examples of learning.	learning	4.0	88
2. Explain the process through which classical conditioning modifies an organism's responses to stimuli.	classical conditioning unconditioned stimulus (UCS)	4.1	88-91

	unconditioned response (UCR) conditioned stimulus (CS) conditioned response (CR) stimulus generalization stimulus discrimination extinction (in classical conditioning) spontaneous recovery		
3. Summarize the contributions of Pavlov and Watson to the study of learning.	None	4.1	90-93
4. Explain the process through which operant conditioning modifies an organism's responses to stimuli.	operant conditioning reinforcer extinction generalization discriminative stimulus reinforcement primary reinforcer secondary reinforcer	4.2	94 96 97 100 100 96 99 99
5. Define shaping.	shaping successive approximations	4.2	99
6. Explain the difference between positive and negative reinforcement.	positive reinforcement negative reinforcement	4.2	96
7. Define punishment and summarize the factors that influence its effectiveness.	punishment	4.2	96
8. Define behavior modification.	behavior modification token economy	4.2, 10.1	100
9. Define observational learning.	observational learning	4.4	103-105

IV. MEMORY

<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Section</i>	<i>Page</i>
1. Explain the information-processing approach to memory.	information processing approach encoding storage retrieval	5.1	116 127 129-131 131
2. Describe the functions and characteristics of short-term memory.	short-term memory working memory	5.1	124-126
3. Describe the characteristics of long-term memory.	long-term memory declarative memory semantic memory episodic memory nondeclarative memory	5.1	119-120
4. Explain the differences among recall, free recall, cued recall, and recognition.	recall free recall cued recall recognition	5.1	120
5. Explain the causes of forgetting.	encoding failure decay theory interference motivated forgetting retrieval failure	5.2	127 133 133-134 138 132

6. Describe the process of reconstructive memory.	None	5.0	116
7. Explain the functions of schemas in the memory system.	schema	5.2	135
8. Describe several techniques for improving memory.	mnemonic organization elaborative rehearsal overlearning massed practice spaced (distributed) practice	5.2; 1.2	131 136 128 131 130 130

V. LIFESPAN DEVELOPMENT

<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Section</i>	<i>Page</i>
1. Explain the difference between cross-sectional and longitudinal research designs.	cross-sectional design longitudinal design	6.2	171- 172
2. List the characteristics of the three phases of prenatal development.	zygote germinal period embryonic period fetal period	6.1	155- 156
3. Explain the effects of teratogens and other negative factors on prenatal development.	teratogen fetal alcohol syndrome	6.1	156
4. Describe the relationship between contact comfort and attachment.	attachment separation anxiety stranger anxiety	6.2	168- 169- 170
5. Explain the differences among the secure, disorganized (anxious), and avoidant patterns of attachment.	secure attachment avoidant attachment disorganized (anxious) attachment	6.2	169- 170
6. Explain the difference between the social learning and gender schema theory explanations of gender role development.	sex gender gender roles	6.2	168
7. Describe the process of cognitive development as Piaget explained it.	schemes (schemas) assimilation accommodation	6.2	163- 164
8. Summarize the characteristics of each of Piaget's four stages of cognitive development.	sensorimotor stage object permanence preoperational stage egocentrism concrete operational stage conservation formal operational stage	6.2	164- 167
9. Summarize the characteristics of each of Erikson's eight stages of psychosocial development.	psychosocial stages	6.0 and 6.2-6.5	154 175- 176
10. Explain the effects of the authoritarian, authoritative, and permissive parenting styles on children's development.	authoritarian style authoritative style permissive style	6.4	179- 180
11. Explain Kohlberg's levels and stages of moral development.	preconventional conventional postconventional	6.3	176- 178
12. Describe the symptoms and proposed causes of Alzheimer's disease.	Alzheimer's disease	6.5	185- 186

VI. PERSONALITY

<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Section</i>	<i>Page</i>
1. Define personality.	personality	8.0	232
2. Describe the processes that take place in the conscious,	unconscious	8.2	245

unconscious, and preconscious mind.	conscious preconscious		
3. Define and identify the functions of the id, ego, and superego.	id ego superego reality principle pleasure principle	8.2	245
4. Explain the purpose of defense mechanisms in Freud's theory.	defense mechanism	8.2	246
5. Summarize the characteristics of each of Freud's psychosexual stages.	psychosexual stages	8.2	246- 248
6. Explain the Big Five personality traits.	trait Big Five	8.1	234- 237
7. Explain the views of humanistic theorists regarding the personality.	humanistic psychology	8.2	250- 251
8. Explain the views of Abraham Maslow regarding self-actualization.	self-actualization hierarchy of needs	8.2	250- 251
9. Explain the evidence for and against the view that personality is inherited.	behavior genetics	8.3	255- 258
10. Explain the difference between objective (inventory) and projective personality tests.	inventory projective test	8.1	239- 241
VII. STRESS AND HEALTH			
<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Section</i>	<i>Page</i>
1. Describe the stages of the General Adaptation Syndrome (GAS).	general adaptation syndrome (GAS)	7.1	196- 197
2. Describe the features of post-traumatic stress disorder (PTSD).	post-traumatic stress disorder (PTSD)	7.1, 9.2 4.1	196 279- 280 92
3. Explain the difference between problem-focused and emotion-focused coping.	problem-focused coping emotion-focused coping	7.1	201- 203
4. Explain the purpose and structure of the Social Readjustment Rating Scale (SRRS).	Social Readjustment Rating Scale (SRRS)	7.1	199- 201
5. Describe the impact of daily hassles on stress and health.	hassles	7.1	201
6. Describe the effects of stress on the immune system.	biopsychosocial model health psychology psychoneuroimmunology	7.1 9.1 7.1 7.1	198- 199 266 198- 199
7. List the factors that influence individual's capacity for resisting the effects of stress.	None	7.1 7.3	214- 216
VIII. PSYCHOLOGICAL DISORDERS			
<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Section</i>	<i>Page</i>
1. List the criteria for abnormal behavior.	None	9.1	264- 270
2. Describe the purpose, organization, and content of the <i>DSM-IV</i> .	DSM-IV	9.1	270- 273
3. Define and describe the group of disorders called "phobias."	phobia specific phobia social phobia	9.2	277- 278
4. List the criteria for the diagnosis of panic disorder.	panic disorder	9.2	277
5. Describe the features of obsessive-compulsive disorder.	obsessive-compulsive disorder	9.2	278- 279

6. Describe the characteristics of dissociative identity disorder.	dissociative identity disorder	9.2	280-281
7. Describe the features of schizophrenia.	schizophrenia	9.4	289-290
8. List the possible causes of schizophrenia.	None	9.4	291-293
9. Summarize the features of the major subtypes of schizophrenia.	paranoid schizophrenia disorganized schizophrenia catatonic schizophrenia undifferentiated schizophrenia	9.4	290-291
10. Describe the features of major depressive disorder.	major depressive disorder	9.3	284
11. Summarize the features of bipolar disorder.	bipolar disorder mania (manic episode)	9.3	265
12. Summarize the risk factors for suicide.	None	9.3	284
13. Summarize the features of the personality disorders.	personality disorders antisocial personality disorder	9.5	293-295 296-297
14. List the characteristics of the somatoform disorders.	somatoform disorders hypochondriasis	9.6	297-298
IX. OTHER CONCEPTS			
<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Section</i>	<i>Page</i>
1. Explain Bandura's reciprocal determinism.	reciprocal determinism	8.2	253-254
2. Summarize the various approaches to therapy.	Psychoanalysis client-centered (person-centered) therapy behavior therapy cognitive therapy biomedical (biological) therapy	10.1 10.2	310-313 313-314 315-318 314, 317 320-326