**PSYC 2301**

**Departmental Final Exam Workbook**

**King**

***The Science of Psychology* 3E**

**INSTRUCTIONS**

The exercises in this workbook will help you prepare your own study guide for the departmental final exam. You will find the majority of answers in your textbook. Refer to the *Final Exam Review* slides and the Addendum on the last few pages of this workbook to locate answers that are not found in your textbook.

**CHAPTER 1: WHAT IS PSYCHOLOGY?**

**Objective 1.1**

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 1.2**

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

**Key Terms**

behaviorism

psychoanalysis

humanistic psychology

cognitive psychology

evolutionary psychology

biological psychology

sociocultural approach

**Exercises**

1. Fill in the chart below.

|  |  |  |
| --- | --- | --- |
| **School of Thought** | **Important Theorist(s)** | **Main Ideas** |
| Behaviorism |  |  |
| Psychoanalysis |  |  |
| Humanistic psychology |  |  |
| Cognitive psychology |  |  |
| Evolutionary psychology |  |  |
| Biological psychology |  |  |
| Sociocultural approach |  |  |

**Objective 1.3**

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.

**CHAPTER 2: PSYCHOLOGY’S SCIENTIFIC METHOD**

**Objective 2.1**

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

**Key Terms**

scientific method

**Exercises**

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

2. The steps of the scientific method are (1) identify a problem or research question, (2) design a study, (3) collect data, (4) analyze data, (5) draw conclusions, and (6) communicate 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 hypothesized 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 2.2**

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

**Key Terms**

naturalistic observation (see p. 45)

laboratory observation (see p. 45)

case study

survey

correlational research

correlation coefficient

**Exercises**

1. Fill in the chart below.

|  |  |  |
| --- | --- | --- |
| **Method** | **Uses** | **Limitations** |
| Naturalistic observation |  |  |
| Laboratory observation |  |  |
| Case study |  |  |
| Survey |  |  |
| Correlation |  |  |

2. Classify each of the following as an example of (a) naturalistic observation, (b) laboratory observation, (c) case study, (d) survey, or (e) correlation.

a. A professor compared his students' attendance rates to their grades. She found that students with fewer absences tended to get higher grades.

b. 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.

c. A telephone poll found that 37% of respondents had a favorable opinion of "Sparkle" toothpaste.

d. A hidden camera recorded the behavior of male and female research participants who were asked to wait for a long period of time in a room in which a researcher had placed a stack of pornographic magazines.

e. 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 2.3**

Describe the experimental method, state its advantages and disadvantages, and distinguish between independent and dependent variables.

**Key Terms**

experimental method

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 2.4**

Explain the rationale behind placebo-controlled experiments.

**Key Terms**

placebo

double-blind technique

placebo effect

experimenter bias

**Exercises**

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

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 2.5**

Define representative sample and explain why it is important.

**Key Terms**

sample

population

representative sample (see Addendum)

**Exercises**

1. 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).

2. 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.

3. Why are researchers concerned about the representativeness of the samples in their studies?

a. They don't want to offend anyone.

b. They hope to generalize the findings of their studies to populations of interest.

c. Representative samples are usually large enough to ensure statistical significance.

d. Scientific journals will not publish a study unless the sample is representative.

**Objective 2.6**

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.

**CHAPTER 3: BIOLOGICAL FOUNDATIONS OF BEHAVIOR**

**Objective 3.1**

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 3.2**

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 3.3**

Describe the function of the mirror neuron system (MNS).

**Key Terms**

mirror neuron system (MNS)

**Exercises**

1. What is the role of the MNS in learning from and teaching others?

**Objective 3.4**

Identify the basic components of the neuron.

**Key Terms**

neuron

dendrites

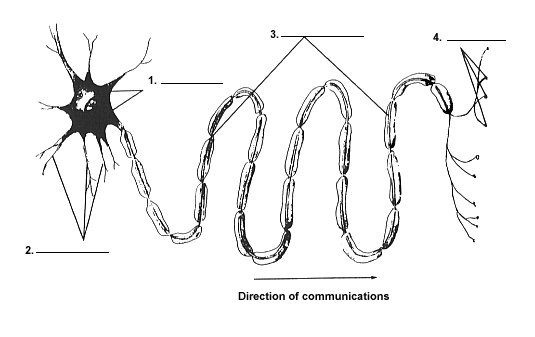
axon

cell body

**Exercises**

1. What is a neuron?

2. Label each part of the neuron.

****

**Objective 3.5**

Identify the basic components of the synapse.

**Key Terms**

synapse

synaptic gap

presynaptic neuron

postsynaptic neuron

**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 3.6**

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 3.7**

Identify the major neurotransmitters and explain how neurotransmitters affect behavior.

**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 3.8**

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

**Key Terms**

electroencephalograph (EEG)

computerized axial tomography (CAT or CT scan)

magnetic resonance imaging (MRI)

positron emission tomography (PET scan)

functional magnetic resonance imaging (fMRI)

**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 3.9**

Identify the medulla, pons, and cerebellum, and describe their functions.

**Key Terms**

brain stem

medulla

cerebellum

pons

**Exercises**

1. Fill in the chart:

|  |  |
| --- | --- |
| ***Structure*** | ***Function*** |
| Brain stem |  |
| Medulla |  |
| Cerebellum |  |
| Pons |  |

**Objective 3.10**

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 3.11**

List the processes regulated by the hypothalamus.

**Key Terms**

hypothalamus

**Exercises**

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

A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. The hypothalamus is located in the

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

**Objective 3.12**

Describe the components of the cerebrum and their functions.

**Key Terms**

cerebrum (see Addendum)

cerebral cortex

**Exercises**

1. What happens in the cerebrum?

2. The cerebral cortex is part of the

a. forebrain b. midbrain c. hindbrain d. peripheral nervous system

**Objective 3.13**

Explain the functions of the frontal lobes.

**Key Terms**

association areas

frontal lobes

motor cortex

**Exercises**

1. Fill in the chart:

|  |  |
| --- | --- |
| ***Structure*** | ***Function*** |
| frontal lobes |  |
| association areas |  |
| motor cortex |  |

**Objective 3.14**

Describe and list the functions of the corpus callosum and cerebral hemispheres.

**Key Terms**

corpus callosum

cerebral hemispheres

Broca’s area

Broca’s aphasia

**Exercises**

1. What is the function of the corpus callosum?

2. Complete the chart

|  |  |
| --- | --- |
| ***Functions of the Left Cerebral Hemisphere*** | ***Functions of the Right Cerebral Hemisphere*** |
|  |  |

3. Which is the best description of the language abilities of a person who suffers from Broca's aphasia?

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 3.15**

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

**Key Terms**

endocrine system

pituitary gland

hormones

adrenal glands

**Exercises**

1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a series of glands that produce \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ produce norepinephrine and epinephrine.

3. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the body's "master gland" and produces hormones that contribute to growth.

**Objective 3.16**

Define plasticity.

**Key Terms**

plasticity

**Exercises**

1. What is plasticity?

2. What is the relationship between age and plasticity?

**Objective 3.17**

Define behavioral genetics.

**Exercises**

1. Behavioral geneticists study the relative effects of \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ on behavior.

**CHAPTER 4: SENSATION AND PERCEPTION**

Not covered on final exam.

**CHAPTER 5: STATES OF CONSCIOUSNESS**

**Objective 5.1**

1. Describe the physical and psychological effects of meditation.

**Key Terms**

meditation

**Exercises**

1. List the physical effects of meditation.

2. List the psychological effects of meditation.

**CHAPTER 6: LEARNING**

**Objective 6.1**

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 6.2**

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)

generalization

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. "Learned" and "acquired" are synonyms for (unconditioned, conditioned).

4. "Natural" and "unlearned" are synonyms for (unconditioned, conditioned).

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) generalization

(B) discrimination

(C) extinction (in classical conditioning)

(D) spontaneous recovery

**Objective 6.3**

Define shaping.

**Key Terms**

shaping

successive approximations

**Exercises**

1. How does shaping change behavior?

**Objective 6.4**

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

**Key Terms**

operant conditioning

reinforcement

reinforcer

**Exercises**

1. (Voluntary, reflexive) responses are subject to operant conditioning.

2. What is a reinforcer?

**Objective 6.5**

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. (Lucy)

\_\_\_\_\_ Lucy give her 2-year-old anything the girl wants in order to stop her whining. (2-year-old)

\_\_\_\_\_ Luis studies hard to get As.

\_\_\_\_\_ Michael studies hard to avoid getting Fs.

**Objective 6.6**

Define primary reinforcer, secondary reinforcer, generalization, discrimination, and extinction.

**Key Terms**

primary reinforcer

secondary reinforcer

generalization

discrimination

extinction

**Exercises**

1. Food is an example of a (primary, secondary) reinforcer.

2. Money is an example of a (primary, secondary) reinforcer.

3. Identify each change described below as an example of (E) extinction, (G) generalization, or (D) discrimination.

\_\_\_\_\_ 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.

**Objective 6.7**

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.

2. How does timing influence the effectiveness of punishment?

**Objective 6.7**

Explain the applications of operant conditioning theory.

**Key Terms**

behavior modification

token economy (see p. 197)

biofeedback (see Addendum)

**Exercises**

1. The patients in the Happy Haven psychiatric hospital earn points for cooperating with therapists. They can exchange the points for magazines, snacks, and other items. Happy Haven is using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to manage patients' behavior.

2. Miss Jones decided to give a highly active student a sticker every time she noticed that the girls was sitting in her seat and doing her school work. Miss Jones is using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to manage the student's behavior.

3. Lucy is learning to become more aware of her heartbeat so that she can use relaxation exercises to reduce her heart rate when she is anxious. She is using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Objective 6.8**

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

**Key Terms**

None

**Exercises**

1. (Pavlov, Watson, Skinner) discovered the principles of classical conditioning in conjunction with his research on the digestive system of dogs.

2. (Pavlov, Watson, Skinner) discovered the principles of operant conditioning in laboratory experiments with rats, pigeons, and other animals.

3. (Pavlov, Watson, Skinner) demonstrated that human emotional responses can be classically conditioned.

4. (Pavlov, Watson, Skinner) conducted an experiment known as the "Little Albert" experiment in which an infant was conditioned to fear a white rat.

**Objective 6.9**

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.

**CHAPTER 7: MEMORY**

**Objective 7.1**

Explain the information processing approach to memory.

**Key Terms**

information processing approach (see p. 13)

encoding

storage

retrieval

**Exercises**

1. The information-processing approach assumes that the memory system operates similarity 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 7.2**

Describe several techniques for improving memory.

**Key Terms**

mnemonic (see Addendum)

organization

overlearning (see Addendum)

visual imagery

massed practice (see Addendum)

spaced practice (see Addendum)

self-references

elaboration

**Exercises**

1. In the list below, write O beside the example of an organizational strategy, 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)

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, spaced [distributed] practice) is the most effective way of studying for an exam.

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ would be a good strategy for associating works of art with the artists who produced them.

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the process of relating information to oneself in order to make it more memorable.

**Objective 7.3**

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 |  |
| Duration |  |

3. What is the relationship of short-term memory to working memory?

**Objective 7.4**

Describe the characteristics of long-term memory.

**Key Terms**

long-term memory

declarative (explicit) memory

semantic memory

episodic memory

nondeclarative (implicit) memory

**Exercises**

1. What is the capacity of long-term memory?

2. Add definitions to the diagram below.

Declarative Memory

Nondeclarative Memory

Semantic Memory

Episodic Memory

**Objective 7.5**

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. Schemas support the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ process by helping us fill in the gaps between fragmented memories.

**Objective 7.6**

Explain the difference between recall and recognition measures of memory.

**Key Terms**

recall

recognition

**Exercises**

1. (Recall, recognition) occurs when you remember having seen or heard of a particular piece of information in the past.

2. (Recall, recognition) occurs when you produce a needed piece of information by searching your long-term memory.

**Objective 7.7**

Describe the process of reconstructive memory (p. 231) and how it affects the accuracy of eyewitness memories (pp. 240-242).

**Key Terms**

None

**Exercises**

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

2. List the sources of bias that occur in eyewitness memory.

**Objective 7.8**

Explain the causes of forgetting.

**Key Terms**

encoding failure

decay theory

interference

motivated forgetting (see p. 239)

retrieval failure

**Exercises**

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

|  |  |
| --- | --- |
| **Theory** | **Main Idea** |
| Encoding failure |  |
| Retrieval failure |  |
| Decay theory |  |
| Interference |  |
| Motivated forgetting |  |

**Objective 7.8**

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

**Key Terms**

dementia (see Addendum)

Alzheimer's disease (see Addendum)

**Exercises**

1. Alzheimer’s disease is one type of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Transform this false statement into one that is true: Alzheimer's disease is a normal part of aging.

**CHAPTER 8: THINKING, INTELLIGENCE, AND LANGUAGE**

Not covered on final exam

**CHAPTER 9: HUMAN DEVELOPMENT**

**Objective 9.1**

Explain the difference between cross-sectional and longitudinal research designs.

**Key Terms**

cross-sectional studies

longitudinal studies

**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ studies.

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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ studies.

**Objective 9.2**

List the characteristics of the three phases of prenatal development.

**Key Terms**

zygote

germinal period

embryonic period

fetal period

**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 9.3**

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

**Key Terms**

teratogen

fetal alcohol spectrum syndrome

**Exercises**

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

|  |  |
| --- | --- |
| ***Maternal Factor*** | ***Effects*** |
| **Malnutrition** |  |
| **Alcohol use** |  |
| **Tobacco use** |  |

2. What are the symptoms of fetal alcohol spectrum syndrome?

**Objective 9.4**

Describe the process of cognitive development as Piaget explained it.

**Key Terms**

schemas

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 9.5**

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

**Key Terms**

sensorimotor stage

object permanence

preoperational stage

egocentric thought

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.

|  |  |
| --- | --- |
| ***Stage*** | ***Summary*** |
| **Sensorimotor** |  |
| **Preoperational** |  |
| **Concrete Operational** |  |
| **Formal Operational** |  |

**Objective 9.6**

Describe the relationship between contact comfort and attachment.

**Key Terms**

attachment

separation anxiety (see Addendum)

stranger anxiety (see Addendum)

**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) Stranger anxiety and separation anxiety are signs that something has gone wrong in an infant's emotional development.

**Objective 9.7**

Explain the differences among the secure, resistant, disorganized (anxious), and avoidant patterns of attachment.

**Key Terms**

secure attachment

avoidant attachment

anxious/ambivalent attachment

disorganized attachment (see Addendum)

**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 |
|  | Intense distress when separated; anger, aggression toward caregiver when s/he returns |
|  | Distressed when separated from caregiver; happy when caregiver returns |

**Objective 9.8**

Summarize the characteristics of each of Erikson's eight stages of psychosocial development. (see Addendum)

**Key Terms**

trust/mistrust

autonomy/shame and doubt

initiative/guilt

industry/inferiority

identity/identity confusion

intimacy/isolation

generativity/stagnation

ego integrity/despair

**Exercises**

1. What did Erikson mean by the term "psychosocial"?

2. Briefly summarize the characteristics of each stage.

|  |  |
| --- | --- |
| ***Stage*** | ***Summary*** |
| **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 9.9**

Explain the effects of the authoritarian, authoritative, and permissive parenting styles on children's development.

**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) \_\_\_\_\_ children develop high self-esteem

(4) \_\_\_\_\_ both demanding and responsive to children's needs

(5) \_\_\_\_\_ children develop poorer social skills

(6) \_\_\_\_\_ children more likely to be aggressive

**Objective 9.10**

Explain Kohlberg's levels and stags of moral development. (see Addendum)

**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?

|  |  |
| --- | --- |
| ***Stage*** | ***Reasons for obeying rules*** |
| **Preconventional Level** | |
| **Stage 1** |  |
| **Stage 2** |  |
| **Conventional Level** | |
| **Stage 3** |  |
| **Stage 4** |  |
| **Postconventional Level** | |
| **Stage 5** |  |
| **Stage 6** |  |

**CHAPTER 10: MOTIVATION AND EMOTION**

**Objective 10.1**

Explain Maslow’s hierarchy of needs

**Key Terms**

hierarchy of needs

**Exercises**

1. Fill in the name and definition of each level in Maslow’s hierarchy of needs.

**CHAPTER 11: GENDER, SEX, AND SEXUALITY**

**Objective 11.1**

Explain the difference between sex and gender.

**Key Terms**

sex

gender

gender identity

**Exercises**

1. Match each of the following as consistent with (A) sex, (B) gender, or (C) gender identity.

(1) \_\_\_\_\_ personal sense of psychological maleness or femaleness

(2) \_\_\_\_\_ determined by sex chromosomes

(3) \_\_\_\_\_ psychological and social factors associated with being male or female

**Objective 11.2**

Explain the difference between the social-cognitive and gender schema theory explanations of gender role development. (See addendum)

**Key Terms**

gender roles

**Exercises**

1.

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.

**Objective 11.3**

Outline the proposed causes of sexual orientation.

**Key Terms**

sexual orientation

**Exercises**

1. Write “Yes” by factors that have been found to contribute to sexual orientation and “No” by factors have not.

\_\_\_\_\_ Family environment during childhood

\_\_\_\_\_ Prenatal hormones

\_\_\_\_\_ Genes

\_\_\_\_\_ Brain structure

**CHAPTER 12: PERSONALITY**

**Objective 12.1**

Define personality.

**Key Terms**

personality

**Exercises**

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

**Objective 12.2**

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

**Key Terms**

unconscious

conscious

preconcious (see Addendum)

**Exercises**

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

|  |  |
| --- | --- |
| ***Level*** | ***Characteristics*** |
| Conscious |  |
| Preconscious |  |
| Unconscious |  |

**Objective 12.3**

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

**Key Terms**

id

ego

superego

**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 12.4**

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

**Key Terms**

defense mechanism

repression

projection

denial

regression

reaction formation

displacement

**Exercises**

1. What is a defense mechanism?

2. Which part of the personality produces defense mechanisms?

**Objective 12.5**

Explain the basic assumptions associated with Freud’s psychosexual stages.

**Key Terms**

psychosexual stages

**Exercises**

1. What do the names of Freud’s stages signify?

**Objective 12.6**

Explain the views of humanistic theorists regarding the personality.

**Key Terms**

humanistic psychology

**Exercises**

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

**Objective 12.7**

Explain the views of Abraham Maslow regarding self-actualization.

**Key Terms**

self-actualization

**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-actualizers had peak experiences. (true, false)

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

4. What is self-actualization?

**Objective 12.8**

Explain the Big Five personality traits.

**Key Terms**

traits

Big Five (five-factor model)

**Exercises**

1. What is a "trait"?

2. Briefly state the definition of each of the Big Five traits.

|  |  |
| --- | --- |
| ***Trait*** | ***Description*** |
| **Ocean** |  |
| **Conscientiousness** |  |
| **Extroversion** |  |
| **Agreeableness** |  |
| **Neuroticism** |  |

**Objective 12.9**

Explain Bandura's social-cognitive view of personality.

**Key Terms**

social-cognitive perspective

reciprocal determinism

self-efficacy

**Exercises**

1. What is social-cognitive theory?

2. Briefly state the contributions of cognitive, behavioral and environmental factors to psychological functioning.

|  |  |
| --- | --- |
| ***Factors*** | ***Contributions to Psychological Functioning*** |
| **Cognitive** |  |
| **Behavioral** |  |
| **Environmental** |  |

3. Briefly define self-efficacy.

**Objective 12.10**

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

**Key Terms**

None

**Exercises**

1. Transform each false statement into one that is true.

(A) Studies showing that fraternal twins who are raised apart have similar personalities suggest that heredity plays a major role in personality.

(B) Research suggests that adopted children's personalities are more similar to those of their adoptive parents than to their biological parents.

2. 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.

**Objective 12.11**

Explain the difference between objective and projective personality tests.

**Key Terms**

self-report test

projective test

**Exercises**

1. Write "O" beside each objective test (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.

**CHAPTER 13: SOCIAL PSYCHOLOGY**

Not covered on final exam

**CHAPTER 14: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**

Not covered on final exam

**CHAPTER 15: PSYCHOLOGICAL DISORDERS**

**Objective 15.1**

List the criteria for abnormal behavior.

**Key Terms**

maladaptive/dysfunctional behaviors

deviation from social/cultural norms

personal distress

**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) The terms "insanity" and "abnormal behavior" mean the same thing.

**Objective 15.2**

Describe the purpose, organization, and content of the DSM-5.

**Key Terms**

DSM-5

**Exercises**

1. What is the DSM-5?

2. Write "Y" by the items listed below that you can learn about a psychological disorder from reading the DSM-5.

(A) \_\_\_\_\_ prevalence

(B) \_\_\_\_\_ symptoms

(C) \_\_\_\_\_ treatments

(D) \_\_\_\_\_ prognosis

(E) \_\_\_\_\_ general category it belongs to

(F) \_\_\_\_\_ prevention strategies

(G) \_\_\_\_\_ diagnostic criteria

(H) \_\_\_\_\_ case studies

**Objective 15.3**

Define and describe the group of disorders called "anxiety disorders."

**Key Terms**

agoraphobia (see Addendum)

panic disorder

generalized anxiety disorder

specific phobias

social anxiety disorder

**Exercises**

1. Match each term with its definition.

(1) \_\_\_\_\_ agoraphobia

(2) \_\_\_\_\_ specific phobia

(3) \_\_\_\_\_ social anxiety disorder

(4) \_\_\_\_\_ panic disorder

(A) fear of a certain object or situation

(B) persistent, irrational fear of open spaces

(C) irrational fear of embarrassment

(D) repeated episodes of extreme anxiety that interfere with a person’s functioning

2. Which of the following is suffering from a generalized anxiety disorder and which has agoraphobia?

(A) George feels fearful and nervous most of the time.

(B) Sue does all of her shopping online because being in a store causes her so much anxiety that she cannot bear to enter one.

**Objective 15.4**

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 15.5**

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 15.6**

Describe the features of major depressive disorder.

**Key Terms**

major depressive 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) \_\_\_\_\_ a normal reaction to a grief-provoking event such as loss of a loved one

(D) \_\_\_\_\_ many cases resolve without treatment

(E) \_\_\_\_\_ often recurs

**Objective 15.7**

Summarize the features of bipolar disorder.

**Key Terms**

bipolar disorder

manic episode

**Exercises**

1. What is bipolar disorder?

2. Write "M" beside each symptom of mania (manic episode).

(A) \_\_\_\_\_ extreme sleepiness

(B) \_\_\_\_\_ grandiose ideas

(C) \_\_\_\_\_ talkativeness

(D) \_\_\_\_\_ social withdrawal

(E) \_\_\_\_\_ poor judgment (i.e., lack of inhibition with regard to the risks of behavior)

**Objective 15.8**

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 15.9**

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 individuals?

**Objective 15.10**

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 15.11**

Summarize the features of the personality disorders.

**Key Terms**

personality disorders

antisocial personality disorder

paranoid personality disorder

narcissistic personality

borderline personality

**Exercises**

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

2. Define each personality disorder.

|  |  |
| --- | --- |
| **DISORDER** | **DEFINITION** |
| Antisocial personality disorder |  |
| Paranoid personality disorder |  |
| Narcisstistic personality disorder |  |
| Borderline personality disorder |  |

**Objective 15.12**

Summarize the risk factors for suicide.

**Key Terms**

None

**Exercises**

1. Which disorders are strongly associated with suicide?

2. (Males, females) are more likely to attempt suicide; (males, females) are more likely to complete suicide.

**CHAPTER 16: THERAPIES**

**Objective 16.1**

Summarize the various approaches to therapy. (see Addendum Table C)

**Key Terms**psychoanalysis

client-centered therapy

behavior therapy

cognitive therapy

biological therapy

**Exercises**

1. Briefly summarize each approach to therapy in the table below. (see Addendum)

|  |  |
| --- | --- |
| ***Approach*** | ***Summary*** |
| **Psychodynamic (psyhoanalytic) therapy** |  |
| **Client-centered (person-centered) therapy** |  |
| **Behavior therapy** |  |
| **Cognitive therapy** |  |
| **Biological therapy** |  |

**CHAPTER 17: HEALTH PSYCHOLOGY**

**Objective 17.1**

Describe the effects of stress on the immune system.

**Key Terms**

biopsychosocial model

health psychology

psychoneuroimmunology (p. 572)

**Exercises**

1. What do health psychologists do?

2. In what ways does the impact of stress on the immune system affect people's health?

**Objective 17.2**

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

**Key Terms**

Social Readjustment Rating Scale (SRRS) (see Addendum)

**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 17.3**

Describe the impact of daily hassles on stress and health.

**Key Terms**

hassles (see Addendum)

**Exercises**

1. Write "H" by each item in the list below that fits the definition of "hassles" and "M" by each item that is a major life event.

(1) \_\_\_\_\_ death of a close loved one

(2) \_\_\_\_\_ attending back-to-back classes all day long

(3) \_\_\_\_\_ getting a parking ticket while you're in class

(4) \_\_\_\_\_ deciding whether to apply to graduate school

(5) \_\_\_\_\_ standing in a long line at the campus bookstore

**Objective 17.4**

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.

|  |  |
| --- | --- |
| ***Stage*** | ***Summary*** |
| **Alarm** |  |
| **Resistance** |  |
| **Exhaustion** |  |

**Objective 17.5**

Explain the difference between problem-focused and emotion-focused coping.

**Key Terms**

problem-focused coping

emotion-focused 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 17.6**

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

**Key Terms**

resilience (see p. 351)

hardiness

social support (see p. 568)

meditation (see Chapter 5)

biofeedback (see Chapter 6)

**Exercises**

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

|  |  |
| --- | --- |
| ***Protective factor*** | ***Definition, effects on stress*** |
| **Social support** |  |
| **Optimism** |  |
| **Hardiness** |  |

# 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 textbook of Visualizing Psychology. They are ordered by sections in which they appear in the master list.

#### INTRODUCTION

* 1. **Representative Sample**: a sample consists of the important subgroups (e.g., age, sex, education, income) in the same proportion as they are found in the population.

#### II. BIOLOGY AND BEHAVIOR

* 1. **Cerebrum**: The large, rounded structure of the brain occupying most of the cranial cavity, divided into two cerebral hemispheres that are joined at the bottom by the corpus callosum. It controls and integrates motor, sensory, and higher mental functions, such as thought, reason, emotion, and memory.

#### LEARNING

1. **MEMORY**
   1. **Mnemonic (Devices):** Strategies that can improve memory, especially for material that is not easily organized.
   2. **Overlearning:** Continue to study the materials after you think you know them.
   3. **Massed Practice:** Time spent learning is grouped (or massed) into long, unbroken Intervals (also known as cramming).
   4. **Spaced (or Distributed) Practice:** Learning in short practice sessions with rest periods in between.
   5. **Dementia:** Age-related cognitive deterioration characterized by impaired memory and intellect
   6. **Alzheimer's Disease:** Type of dementia caused by degeneration of brain cells (neurofibrillary tangles) characterized by progressive, irreversible, gradual deterioration of memory, reasoning, language, and physical functioning

#### LIFESPAN DEVELOPMENT

* 1. **Separation Anxiety:** An infant’s distress when a familiar caregiver leaves; most obvious between 9 and 14 months.
  2. **Stranger Anxiety (or Wariness):** An infant’s expression of concern – a quiet stare, clinging to a familiar person, or sadness – when a stranger appears**.**
  3. **Disorganized Attachment:** Infant may show distress when mother leaves and alternate between happiness, indifference, and anger when mother returns; often look away from mother or look at her with expressionless face.
  4. **Gender Schema Theory:** gender role information learned from environment serves as schema for judging gender-related behavior of self and others; desire to maintain self-esteem directs child toward culturally defined gender roles

#### PERSONALITY

* 1. **Preconscious:** Consists of things that a person is not currently aware of, but could be retrieved or brought into consciousness if desired or needed.

#### STRESS AND HEALTH

* 1. **Social Readjustment Rating Scale (SRRS):** The scale was developed by Holmes and Rahe to measure stress by ranking different life events from most to least stressful and assigning a point value to each event. Life events, negative or positive, that produce the greatest life changes and require the greatest adaptation are considered the most stressful. The 43 life events on the SRRS range from death of a spouse (100 points) to getting a traffic ticket (11 points).
  2. **Hassles:** Small problems of daily living that can accumulate and sometimes become a major source of stress.
  3. **Biofeedback:** An involuntary bodily process (such as blood pressure or heart rate) is recorded by an external monitoring device, and the information is fed back to an organism to increase voluntary control over the bodily function.

#### PSYCHOLOGICAL DISORDERS

* 1. **Agoraphobia:** An extreme fear of venturing into public places. Agoraphobia often develops following a panic attack. People with agoraphobia fear being in places from which they cannot easily escape. In severe cases, they may refuse to leave their home because this is the only place they feel safe.

#### V. LIFESPAN DEVELOPMENT

**TABLE A:**

**ERIKSON'S PSYCHOSOCIAL STAGES ("Eight Stages of (Hu)Man")**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage** | **Age** | **Significant others** | **Main task (Basic Virtue)** | **Conditions favoring positive resolution** |
| **1. Trust vs. Mistrust** | **Infancy Birth-**  **1 year** | **Parents (especially mother)** | **Lifelong sense of trust**  **("Hope")** | **Good quality of care (consistency and regularity in care)** |
| **2. Autonomy vs.**  **Shame & Doubt** | **Early Childhood**  **1 - 3 years** | **Parents** | **Sense of independence**  **("Will")** | **Parenting-patience, tolerance, firmness, no over-protection.** |
| **3. Initiative vs. Guilt** | **Middle Childhood**  **3 -6 years** | **Parents** | **Self starting Self guidance ("Purpose")** | **Parenting- same as in second stage** |
| **4. Industry vs. Inferiority** | **Elementary School years**  **6 -11 years** | **Parents Teachers** | **Sense of achievement (doing projects, making things) ("Competence")** | **Encouraging good efforts, giving positive feedback.** |
| **5. Identity vs. Role Confusion** | **Adolescence (11 - 18-22**  **years)** | **Parents Teachers Peers** | **Identity - "Who am I?" making choices.**  **Lifelong process**  **("Fidelity")** | **Freedom to explore options in life.** |
| **6. Intimacy vs. Isolation** | **Young Adulthood (22 - 35**  **years)** | **Mate, Intimate friends** | **Searching for "soul mate"**  **("Love")** | **Prerequisite- Sense of identity** |
| **7.**  **Generativity vs.**  **Stagnation** | **Middle Adulthood (35 - 65**  **years)** | **Next generation** | **To help and guide next generation**  **("Care")** | **Having made good decisions in previous stages** |
| **8. Ego integrity vs. despair** | **Late Adulthood (65 years - death)** | **Mankind** | **Reflection of one's life**  **("Wisdom")** | **Having made good decisions in previous stages** |

(Table Created by Dr. Joanne Hsu)

#### V. LIFESPAN DEVELOPMENT

**TABLE B:**

**KOHLBERG’S LEVELS AND STAGES OF MORAL DEVELOPMENT**

|  |  |
| --- | --- |
| **LEVELS** | **STAGES** |
| **Preconventional**  Moral judgements based on punishments and rewards. | Stage 1: Right and wrong determined by punishment; anything that is punished is wrong; anything that is not punished is acceptable. |
| Stage 2: Right and wrong determined by rewards; anything that results in a reward for oneself is morally acceptable. |
| **Conventional**  Moral judgements based on social concerns. | Stage 3: Right and wrong determined by social approval and group norms; anything that is accepted by one’s own group and results in approval from them is morally acceptable; anything the group condemns is morally unacceptable. |
| Stage 4: Right and wrong determined by need for social order based on laws that apply to all individuals and groups; whatever is legal is morally acceptable; whatever is illegal is morally unacceptable. |
| **Postconventional**  Moral judgements based on beliefs about the relationship of individual and societal priorities and rights. | Stage 5: Right and wrong based on the need to balance individual rights against society’s need for laws and order as well as the principle of the greatest good for the greatest number; whatever is legal is acceptable as long as it doesn’t violate a fundamental individual right; laws that violate individual rights must be overturned; individuals can justifiably break laws that violate individual rights but must recognize society’s need to enforce its laws. |
| Stage 6: Right and wrong based on universal ethical principles; violation of universal principles cannot be justified in terms of the greatest good for the greatest number; universal principles apply to all societies. |

(Table Created by Dr. Denise Boyd)

#### IX: THERAPIES

**TABLE C:**

**Perspectives on the causes and treatment of psychological disorders**

|  |  |  |
| --- | --- | --- |
| **Perspective** | **Cause** | **Treatment** |
| **Psychodynamic (Psychoanalytical)** | **Fixation (early childhood)**  **unresolved unconscious conflict, breakdown of ego defense mechanisms** | **Psychoanalysis**  **(free association, dream analysis, analyzing resistance, analyzing transference, interpretation) (p. 539)** |
| **Humanistic** | **Blocking of normal tendency toward growth and self actualization** | **Person-center (or Client- centered therapy) (Empathy, unconditional**  **positive regard, congruence (genuineness), active listening)**  **(pp. 540)** |
| **Behavioral** | **Learned by**   * **classical conditioning, or** * **reinforcement, or** * **observation and modeling** | **Behavior Therapy (Exposure therapy using systematic desensitization procedure, token economy, modeling, etc.) (pp. 540-542)** |
| **Cognitive** | **Faulty, irrational, negative and self—defeating thinking** | **Beck’s Cognitive Therapy, Cognitive restructuring (pp. 542-544)** |
| **Cognitive- Behavioral** | **Combination of Learned maladaptive behavior and negative thinking pattern** | **Cognitive Behavior Therapy (CBT)(“problem focused” and “action oriented”, specific strategies are used to address specific problems.)**  **(pp. 543-544)** |
| **Biological (Diathesis-Stress Model)** | **Hereditary factors, malfunctioning of the nervous**  **system or body’s biochemistry** | **Biomedical Therapies (Psychopharmacology or drug therapies, Electroconvulsive Therapy (ECT), transcranial magnetic stimulation (TMS) and psychosurgery.)**  **(pp. 546-551)** |

(Table Created by Dr. Joanne Hsu)