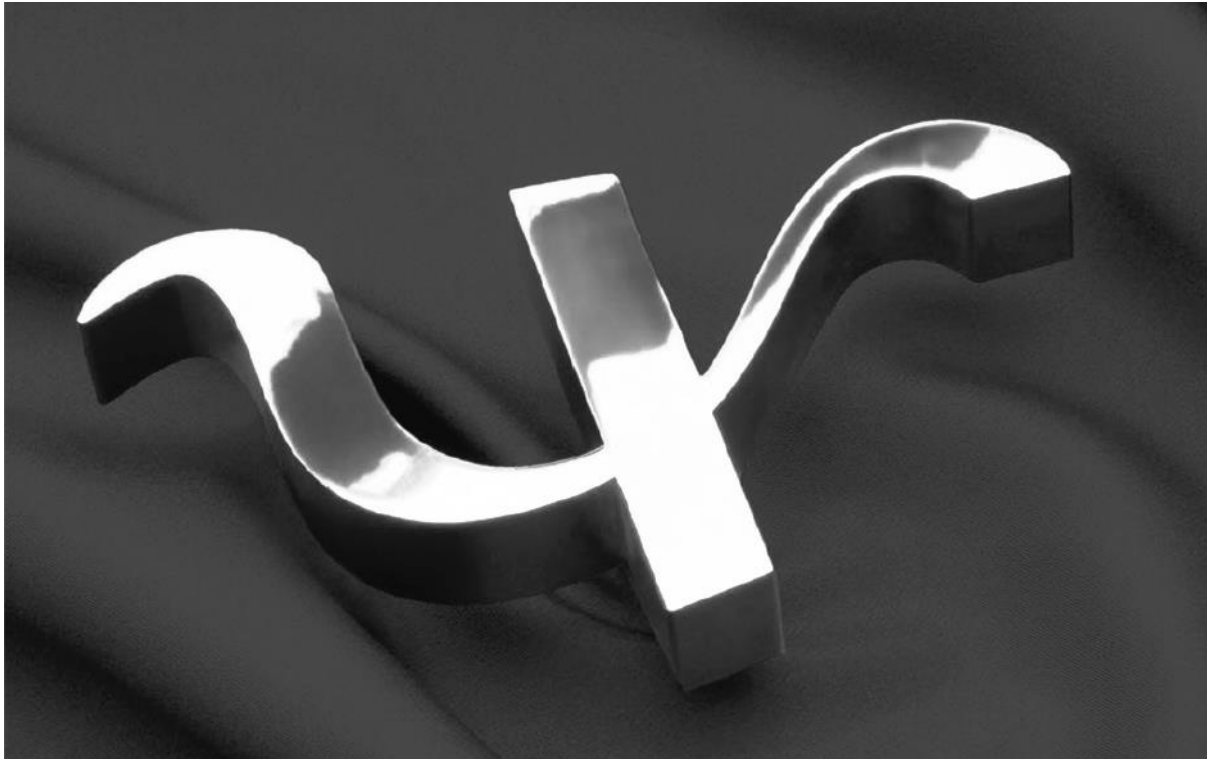


PSY 101 Study Guide



Monroe Community College

2020 – 2021

Introduction

Anyone exploring a new and unfamiliar territory can benefit from having a guide, someone who can show the way and point out important sights. For students exploring the field of psychology for the first time, the lists below can serve as a guide. Psychology covers an immensely broad array of topics, from the firing of individual neurons in the brain through the experiences of individuals struggling with addiction to the social problems of prejudice and discrimination. It is all fascinating (who isn't fascinated by the complexities of our fellow humans?), but it can also be difficult, as you try to sort out the important points while reading the book and preparing for the tests. This study guide will direct your attention to the material that is important enough to be included on the tests.

In this study guide you will find one section for each of the seven modules in the course. In each module there are 10 learning objectives, which are roughly defined by the pages and section headings included from the textbook, and marked in this study guide with the letters LO (for learning objective) followed by a number representing the chapter and section(s) in the book it covers. Within each LO there are a variety of ideas and concepts; we have listed here the ones that you will be held responsible for understanding (and the page numbers where you'll find them in the book).

We wish we could provide you an interactive study guide with questions for you to answer for each LO, but we adopted a new textbook for 2020 and then the virus changed our lives; it takes time to create the interactive study guide that we'd prefer, time that we lost to this year's circumstances. We hope you'll understand, and that you'll do well in the course following this guide.

Studying

What follows as advice for studying, for learning the material of this course, is based on psychological science. The study of the mind, and especially of memory, has been a central part of psychology for decades and we have learned quite a lot about how it works. This advice will help you to make the most of your mind as you attempt to learn and remember all the ideas and concepts that you're exposed to in this course.

1. Begin studying each module by reading the opening few paragraphs of each chapter (each module contains two chapters) and then flipping through the pages of the chapters, looking at the section headings, photo captions, and figures to get a general idea of what will be covered. This preview will help you absorb the material later, by creating a sort of container for what you will be learning.
2. After your preview, begin working through the module, one LO at a time. You will need to budget your time to work through all 10 objectives before you take the test on the module. Don't try to study them all at once. If you find that your concentration wanders after you work through a couple of objectives, you need to take a break and do something else for a while. Your ability to concentrate is crucial, as you'll see below.
3. Work with the limitations of your memory system:
 - a) First, realize that your memory cannot process information that you don't pay attention to. And human attention is extremely limited, even when we're wide awake and in a mood to concentrate. For example, despite the popularity of "multitasking," we're not good at it at all. Actually, when you multitask you are *switching* your attention from one task to another; and each time you switch it's as if you got distracted from what you *had been* doing. Unfortunately, we typically don't notice what we miss, so we wind up thinking we're doing just fine. But research clearly shows that people remember best when they appropriately focus on whatever it is they need to remember. So avoid trying to multitask. When you're studying, you should be studying. Put away the phone, find a quiet place, and pay attention to the course material. Make time for it.

- b) Memory needs some time of its own. As you read, the things you are reading will be in your short-term memory; this memory system is really short, like just a few seconds. What you need to do is transfer the information to your long-term memory. If you bombard your short-term memory with too much information, it can't keep up. It works best if you can *think* about each thing so that it connects with something that's already in your long-term memory (such as those "containers" mentioned in point number 1, above). We'll describe some strategies for this below, but notice now: it requires some time and mental effort.
- c) Long-term memory gets overwhelmed, too. You need to break up your study work into smaller episodes, repeated over time. We call this "distributed practice"; you want to distribute your studying over days and not try to cram it into a short period just before you need information. Also, your long-term memory needs breaks to save the new information; this is called memory consolidation, and it happens when you aren't putting memory under pressure, which is why we advise you to study for about an hour and then take a mindless break, and we also advise you to get a full night of sleep because memory also uses phases of sleep to consolidate new information.
- d) How you read and think about the information will influence how well it gets consolidated into your long-term memory. You can think of your memories as being stored somehow between shallow and deep; a shallow memory is weak and easily forgotten, while a deep memory is easily remembered. Obviously, you want to create memories for the material that are as deep as possible. The best ways to do this are:
 - 1. Elaborate. This means connecting new information to anything that you already know and remember. You elaborate when you stop and wonder if the information fits to something else. This means you have to stop and wonder. The best elaboration is when you connect information to your personal life. Stop and wonder what it means to you, or whether there was something in your life that related to it.
 - 2. Write it down. Take notes, from your book, from lectures, from class discussions. This helps in two ways: one, it provides a recording of the information that is not dependent on your memory, so even if you forget what was said you can look at your notes; two, the act of writing is going to create its own memory for whatever you are writing. We call this "dual coding" because you are creating a visual memory (seeing your notes) as well as a thought memory. Two codes are better than one.
 - 3. Practice remembering. We call this retrieval practice, or self-testing. You are going to practice bringing the newly remembered information back to your thoughts. In other words, you've just put the memory in, now practice getting it back out. But don't do this right away – that's too easy. Wait a few minutes and then practice retrieving what should be there. Test yourself often.
 - 4. Do it all again. We all overestimate how smart we are, how ready we are for something. But you're not as ready as you think. You need to work more on it. Sometimes you'll notice which parts you're better at and which you're worse at. If so, take advantage of the awareness and work extra on the parts that you're worse at. But don't be misled: it's easy to think you're good at something when you're not yet good enough. Overlearning is best.
- 4. Avoid useless habits. Many of us grew up developing study habits that just don't work very well. We might have learned to highlight or underline whatever seems important while we're reading. But highlighting readings is a weak study skill. It's relatively passive, and only helps us to skim the material when we go back and re-read it. But re-reading is itself of limited value. We tend to think that if we repeat something over and over it will simply sink into memory. If it does, however, it does so shallowly. Rehearsal, the act of repeating something over and over, works okay to *maintain* something in the short-term memory (which would self-destruct in 10 seconds without rehearsal),

but it typically creates only a shallow long-term memory. When you re-read, re-read with purpose, always trying to elaborate.

5. And try to avoid making excuses. Most of us have self-doubts that we might keep secret or we might proudly tell others. We've all heard people say, "I'm no good at math." There's pride in that claim. But it's an excuse, a self-defeating belief. A person who *believes* they're no good at math simply won't try as hard as someone who doesn't believe it. Some of these excuses and self-defeating thoughts are less obvious. People like to say they are "a visual learner" as if their brains work differently from the normal. The problem is, this just isn't true. Sure, it's easier to watch a film rather than read a book, but that's true for your mind as well as your professor's. What happens is, like the person who says "I'm no good at math," the person who claims to be this or that "kind of learner" just won't try as hard when it comes to doing the thing they believe they're not good at. I can't cook, I can't sing, I can't write love letters. But you know as well as we do that you can if you work on it. Stick to the advice above.

The work of studying might seem complex and time-consuming, but hey, it's college and you're here to work. Notice, though, that it only involves *reading* the textbook once. If you spend the effort up front, reading it carefully and thinking about the material as you read, it will pay off in not having to read it much again. You will instead spend the time and energy in reviewing your notes and developing your memories, which will give you the most benefit in terms of improved learning. As an added benefit, knowing about study skills is a part of the course (and it's on the test): take a look at LO 10 in Module 1.

And now, we wish you every success in this course.

Your PSY 101 professors



Psychology

MONROE COMMUNITY COLLEGE

PSY 101 Study Guide – Grison and Gazzaniga, Psychology in Your Life, 3rd ed.

Module 1: Chapter 1, Appendix, Scientific American Article

LO1: 1.1, 1.2, Psychology Explains; Psychology Teaches Critical Thinking

- Definition of psychology (p. 5)
- Steps in critical thinking (pp. 7-9)

LO2: 1.5, Conscious and Unconscious Mind

- Experimental psychology begins (p. 14)
- Structuralism (pp. 14-15)
- Functionalism (p. 16)
- Psychoanalytic theory (pp. 16-17)

LO3: 1.6, Psychologists Explore Behavior and Mental Activity

- Gestalt psychology (pp. 17 -18)
- Behaviorism (p. 18)
- Humanistic psychology (pp. 18-19)
- Cognitive psychology (p. 19)

LO 4: 1.7, Psychologists Investigate Many Topics

- Table 1.2 – Subfields of psychology (p. 20)
- Diverse settings (pp. 21-22)

LO5: 1.8, Scientific Method

- Four goals of science (pp. 22-23)
- Five steps in the cycle of the scientific method (pp. 23-27)
 - Formulate a theory (p. 25)
 - Develop a testable hypothesis (p. 25)
 - Test the hypothesis with a research method (p. 26)
 - Analyze the data (pp. 26-27)
 - Share the results and conduct more research (p. 27)

LO6: 1.9, Descriptive Methods

- Definition of descriptive methods (pp. 27-28)
- Observational studies (pp. 28-29)
 - Observer bias (p. 29)
 - Reactivity (p. 29)
- Self-reports (pp. 29-30)
 - Self-report bias (pp. 29-30)
- Case studies (p. 30)

LO7: 1.10, 1.11, Correlational and Experimental Methods

- Correlational methods (pp. 31 -32)
 - Correlation is not causality (p. 31)
 - Directionality problem (p. 31)
 - Third variable problem (p. 32)
- Experimental methods (pp. 33-35)
 - Variables in an experiment (pp. 33-34)
 - Independent and dependent variables (p. 34)
 - Operational definitions (pp. 34-35)
 - Groups in an experiment (p. 35)
 - Control group (p. 35)
 - Experimental group (p. 35)
 - Between-groups design (p. 35)
 - Within-subject design (p. 35)

LO8: 1.11, Control, Random Samples, Random Assignment

- Control and determining causality (p. 36)
- Random samples and generalization of results (pp. 36-37)
 - Population versus sample (p. 36)
 - Random sample (p. 36)
 - Convenience sample (p. 37)
- Random assignment (p. 37)

LO9: Correlations

- Correlations measure relationships (Appendix, pp. A4-A6)

LO10: Inferential Statistics, Study Skills (Appendix, *Scientific American* article)

- Inferential statistics rule out chance findings (Appendix, p. A6)
 - Statistical significance (Appendix, p. A6)
- Study skills (*Scientific American* article)
 - What works (pp. 49-51)
 - Self-testing (p. 49)
 - Distributed practice (p. 49)
 - Elaborative interrogation (pp. 50-51)
 - Self-explanation (p. 51)
 - What doesn't work (p. 52)
 - Highlighting without further work (p. 52)
 - Rereading (not as good as active strategies) (p. 52)

Module 2: Chapters 2 and 3

LO1: 2.1, Your Nervous System is the Basis of Mental Activity and Behavior

- Nervous system, definition (p. 47)
- Divisions of nervous system (pp. 47-48)
 - Central nervous system and peripheral nervous system (pp. 47-48)
- Neurons and their structure (pp. 48-50)
 - Dendrites, cell body, axon, terminal buttons, synapse, neurotransmitters (p. 49)

LO2: 2.2-2.3, Neurons Communicate, Neurotransmitters

- Transmission phase, reception phase, integration phase (pp. 50-51)
- Electrical properties of neurons (pp. 51-52)
 - Resting state (p. 51)
 - Action potential (p. 52)
 - Refractory period (p. 52)
- Myelin sheath (p. 52)
- Neurotransmitters (p. 53)
- How neurotransmitters transmit signals (pp. 53-54)
 - Presynaptic neuron, postsynaptic neuron (p. 53)
 - Receptors, reuptake, enzyme degradation (p. 54)
- Excitatory and inhibitory signals (p. 54)
- Drugs alter neurotransmitter functioning (pp. 54-55)
 - Agonists and antagonists (pp. 54-55)

LO3: 2.5, 2.6, Hindbrain, Midbrain, Forebrain

- Spinal cord (p. 62)
- Hindbrain (pp. 62-63)
 - Medulla, pons, cerebellum (pp. 62-63)
 - Midbrain (p. 63)
- Forebrain subcortical structures (pp. 63-65)
 - Limbic system: thalamus, hypothalamus, hippocampus, amygdala (pp. 63-65)

LO4: 2.7, Cerebral Cortex Processes Complex Mental Activity

- Four lobes (pp. 66-69 and figure 2.16)
 - Hemispheres, Corpus callosum (p. 66)
 - Occipital lobes, primary visual cortex (p. 67)
 - Parietal lobes, primary somatosensory cortex and homunculus (pp. 67-68)
 - Temporal lobes, primary auditory cortex (p. 68)
 - Frontal lobes, primary motor cortex, prefrontal cortex, Phineas Gage (pp. 69-70)

LO5: 2.8, 2.9, How Your Brain Communicates With Your Body

- Somatic nervous system (pp. 71-72)
- Autonomic nervous system (pp. 72-73)
 - Sympathetic nervous system (p. 73)
 - Parasympathetic nervous system (p. 73)

LO6: 2.11, 2.12, 2.13, How Nature and Nurture Affect Your Brain

- Genes affect mental activity and behavior (pp. 76-77)
 - Genotype, phenotype (p. 77)
- Genes interact with environment (pp. 77-79)
 - Behavioral genetics, twin studies, monozygotic and dizygotic twins adoption studies (pp. 77-78)
 - Epigenetics (p. 79)
- Environment changes the brain (pp. 79-81)
 - Plasticity: neurogenesis, changing connections, neural pruning, reorganization (pp. 80-81)

LO7: 3.1, 3.2, 3.3, Consciousness Is Subjective Experience, Results from Brain Activity, and Involves Attention

- Definition of consciousness (p. 89)
- Experience of consciousness varies (pp. 89-90)
 - Levels of awareness: conscious, unconscious (pp. 89-90)
 - States of awareness: normal, altered (p. 90)
- The mind-body problem, dualism, materialism (pp. 90-91)
- The global workspace model (p. 91)
- Traumatic brain injury, concussions (pp. 92-93)
- Coma (pp. 92-93)
- The two-track mind: automatic processing and controlled processing (Kahneman) (pp. 93-94)
- Limited attention affects consciousness (p. 94)
 - Change blindness (p. 94)

LO8: 3.5, 3.6, Consciousness Changes during Sleep, and Dreaming

- Circadian rhythms, pineal gland, melatonin (p. 100)
- Individual differences in sleep (pp. 100-101)
- Four stages of sleep (pp. 101-102)
 - Stage 1 and 2 sleep (p. 101)
 - Stages 3 and 4 sleep, slow-wave sleep (pp. 101-102)
 - REM sleep, a.k.a. paradoxical sleep, dreaming (p. 102)
 - Repeating sleep cycle (p. 102)
- Dreaming (pp. 102-105)
 - REM and non-REM dreams (p. 103)
 - Interpreting dreams (p. 103)
 - Activation-synthesis theory (pp. 103-104)

LO9: 3.8, 3.11, Sleep Disorders are Common, and Flow

- Sleep disorders are common (pp. 107-110)
 - Insomnia, therapies for insomnia (pp. 107-108)
 - Sleep apnea (p. 108)
 - Narcolepsy (p. 108)
 - REM behavior disorder and sleepwalking (somnambulism) (pp. 108-110)
- People can lose themselves in enjoyable activities: flow, escaping the self (pp. 114 -116)

LO10: 3.12, 3.13, Drugs and Consciousness, Addiction

- How drugs alter consciousness (pp. 116-117)
 - Stimulants, depressants, opioids, hallucinogens (p. 117 and table 3.2)
- Addiction has physical and psychological aspects (pp. 122-123)
 - Physical dependence (tolerance, withdrawal) (pp. 122-123)
 - Psychological dependence (p. 123)
 - Dopamine activity in the limbic system (p. 123)
 - Genetic predisposition (p. 123)
- Who becomes addicted (p. 123)
 - Roles of family and social environment (p. 123)

Module 3: Chapters 4 and 9

LO1: 4.1, 4.2, 4.3, Three Domains of Human Development, Prenatal Development, Substances that Affect Prenatal Development

- Definition of developmental psychology (p. 131)
- Physical domain, socio-emotional domain, cognitive domain (p. 131)
- Prenatal development: germinal, embryonic, fetal periods (pp. 132-134)
- Teratogens (pp. 134-136)
 - Types of teratogens (pp. 135-136, and table at top of p. 135)
 - Effects of mothers' and fathers' behaviors (pp. 135-136)

LO2: 4.4, 4.5, Physical/Social/Emotional Changes in Infants and Children

- Brain development (myelin, synapses, neural pruning, effects of environment) (p. 137)
- Inborn reflexes (pp. 137-138)
 - Rooting reflex, sucking reflex, grasping reflex (p. 138)
- Motor skills, maturation (p. 138)
- Sensory development: taste, hearing, vision (pp. 139- 140)
- Early attachment: crying, Harlow's research (pp. 140-141)
- Variations in attachment (pp. 141-143)
 - Separation anxiety, the strange situation test: secure attachment, avoidant attachment, ambivalent attachment (pp. 142-143)

LO3: 4.6, Cognitive Changes in Infants and Children

- Theory of mind (pp. 143-144)
- Piaget's theory of cognitive development (pp. 144-148)
 - Schemas (p. 144)
 - Assimilation and accommodation (p. 144)
 - Sensorimotor stage, object permanence (pp. 145-146)
 - Preoperational stage (pp. 146-147)
 - Concrete operational stage, conservation (p. 147)
 - Formal operational stage (pp. 147-148)

LO4: 4.7, Language Development

- Definition of language (p. 149)
 - Morphemes, phonemes, syntax (p. 149)
- Stages of language development (pp. 149-150)
 - Stage 1: Cooing (p. 150)
 - Stage 2: Babbling (p. 150)
 - Stage 3: One-word stage (p. 150)
 - Stage 4: Two-word sentence stage, telegraphic speech (p. 150)
 - Stage 5: Increasing sophistication, overregularization (p. 150)

LO5: 4.8, 4.9, 4.10, Adolescent Development (Physical, Social, Emotional, Cognitive)

- Physical development (pp. 151-153)
 - Puberty, primary and secondary sex characteristics (pp. 151-152)
 - Brain changes (pp. 152-153)
- Social and emotional development (pp. 152-155)
 - Developing Identity (pp. 153-154)
 - Culture and Ethnicity (p. 154)
 - Parents and peers, cliques (pp. 154-155)
- Cognitive development (pp. 155-156)
 - Moral reasoning and moral emotions (pp. 155-156)
 - Kohlberg's stage theory (preconventional, conventional, postconventional) (p. 156)

LO6: 4.11, 4.12, 4.13, Adult Development (Physical, Social, Emotional, Cognitive)

- Physical change in adulthood (pp. 158-159)
 - Early to middle adulthood (pp. 158-159)
 - Transition to old age (p. 159)
- Social and emotional change in adulthood (pp. 159-163)
 - Marriage (pp. 160-161)
 - Having children (pp. 161-162)
 - Finding meaning in later life (pp. 162-163)
- Cognitive change in adulthood (pp. 163-165)
 - Intelligence, learning, and memory (pp. 163-164)
 - Dementia (pp. 164-165)
 - Well-being (p. 165)

LO7: 9.1, 9.2: Factors Influencing Motivation

- Definition of motivation, general theories (p. 337)
- Drive reduction (pp. 338-340)
 - Definition of drive (p. 339)
 - Equilibrium, homeostasis , set point, habits (pp. 339-340)
- Optimal arousal and performance (pp. 340-341)
- Incentives (pp. 341-342)
 - Definition of incentives (p. 342)
- Intrinsic motivation (pp. 342-343)
- Extrinsic rewards can reduce intrinsic motivation (pp. 343-344)
 - Self-determination theory, self-perception theory (p. 343)

LO8: 9.3, 9.4, 9.5: Motivation to Eat, Need to Belong

- Biological factors in eating motivation (pp. 344-247)
 - Stomach and blood chemistry (pp. 345-346)
 - Hormones: insulin, ghrelin, leptin (p. 346)
 - Brain: ventromedial hypothalamus (VMH) and hyperphagia, gustatory cortex and limbic system (pp. 346-347)
- Learning factors in eating motivation (pp. 347-348)
 - Conditioned to eat (p. 347)

- Familiarity (pp. 347-348)
- Flavor (p. 348)
- Cultural influences (p. 348)
- Need to belong (pp. 348-349)

LO9: 9.8, 9.9, 9.10, Emotions – Theories, Influence of Body and Brain, Regulation

- Three theories of emotion: James-Lange, Cannon-Bard, Two-factor (pp. 355-358)
- Body and brain influence emotions (pp. 360-363)
 - Emotions from bodily responses (pp. 360-361)
 - Emotions from brain processes, amygdala (pp. 361-363)
- Regulating emotions (pp. 363-365)
 - Thought suppression and rumination (p. 364)
 - Positive reappraisal (p. 364)
 - Humor (pp. 364-365)
 - Distraction (p. 365)

LO10: 9.11, 9.12, 9.13, Facial Expressions, Displaying Emotions, Influence on Thinking

- Facial expressions to interpret emotions (pp. 366-368)
 - Eyes and mouth (p. 366)
 - Similarity across cultures (pp. 366-367)
 - Facial expressions of pride (pp. 367-368)
- Display of emotion (pp. 368-369)
 - Display rules, varying by culture and gender (pp. 368-369)
- Emotions influence thoughts (pp. 369-370)
 - Impact on decision making and judgments (pp. 369-370)
 - Affect-as-information theory (p. 369)

Module 4: Chapters 5 and 6

LO1: 5.1, Your Senses Detect Physical Stimuli and Your Brain Processes Perception

- Sensation and perception (p. 173)
 - Sensory receptors (p. 174)
 - Transduction (p. 174)

LO2: 5.2, There Must Be a Certain Amount of Stimulus for You to Detect It

- Absolute threshold (pp. 175 – 176)
- Difference threshold (p. 176)
- Weber's Law (p. 176)
- Sensory adaptation (pp. 176-177)

LO3: 5.5, You Perceive Objects by Organizing Visual Information

- Gestalt principles of perception (pp. 183- 185)
 - Figure and ground (p. 184)
 - Grouping (p. 184)
- Bottom-up and Top-down processing (p. 185)

LO4: 5.6, 5.8, Depth Perception, object constancy

- Binocular depth perception (p. 186)
 - Binocular disparity (p. 186)
- Monocular depth perception (pp. 186-187)
 - Pictorial depth cues (pp. 186-187)
- Object constancy (pp. 188-189)

LO5: 6.1, 6.2, 6.3, Learning and Experience, Three Ways we Learn, Brain Changes

- Definition of learning (p. 215)
- John Watson, John Locke's tabula rasa (p. 215)
- B.F. Skinner (p. 215)
- Three types of learning (pp. 215-217)
 - Non-associative learning: habituation, sensitization (p. 216)
 - Associative learning: classical and operant conditioning (pp. 216-217)
 - Learning by watching others: observational learning, modeling, vicarious conditioning (p. 217)
- Long-term potentiation (LTP) (p. 217)

LO6: 6.4, Classical Conditioning

- Ivan Pavlov (p. 218)
- Steps in classical conditioning (pp. 218-221)
 - Unconditioned response (UR) (p. 219)
 - Neutral stimulus (p. 219)
 - Conditioned stimulus (CS) (p. 221)

LO7: 6.5, 6.6, 6.7, More on Classical Conditioning

- Acquisition (pp. 221-222)
- Extinction (pp. 222-223)
- Spontaneous recovery (p. 223)
- Stimulus generalization (p. 223)
- Stimulus discrimination (p. 223)
- Phobias (p. 224)
 - Little Albert and John Watson (pp. 224 – 225)
- Counterconditioning and Mary Cover Jones (p. 225)
- Systematic desensitization (p. 225)
- Evolutionary influences (p. 226)
 - Conditioned taste aversion (p. 226)
 - Biological preparedness (Seligman) (p. 226)

LO8: 6.8, 6.9, Operant Conditioning

- Edward Thorndike, the Law of Effect, and puzzle boxes (pp. 228-229)
- B.F. Skinner, operant, reinforcer, Skinner box (p. 229)
- Shaping (pp. 230-231)
- Premack Principle (p. 231)

LO9: 6.10, 6.11, More on Operant Conditioning

- Positive and negative reinforcement (pp. 232-233)
- Positive and negative punishment (p. 233)
- Continuous Reinforcement (p. 233)
- Partial reinforcement: fixed interval, variable interval, fixed ratio, variable ratio (pp. 233-234)
 - Partial reinforcement extinction effect (pp. 234-235)
- Problems with positive punishment (pp. 235 – 236)
 - Spanking (p. 236)
- Behavior modification (p. 237)
 - Token economies (p. 237)

LO10: 6.12, 6.13, Biology and Cognition Influence Operant Conditioning; Observational Learning; Vicarious Learning

- Dopamine affects reinforcement (p. 237)
- Biological constraints (pp. 238-239)
- Learning without reinforcement (pp. 239-240)
 - Tolman: cognitive maps, latent learning (pp. 239-240)
- Insight learning (p. 240)
- Observational learning (p. 241)
 - Bandura's bobo doll study (pp. 241-242)
- Learning through modeling (p. 242)
- Learning through vicarious conditioning (p. 244)
 - Acquisition versus performance (p. 244)

Module 5: Chapters 7 and 8

LO1: 7.1, 7.2, Creating Memories; Memories are Unique

- We create memories by processing information (p. 253)
 - Encoding, storage, retrieval (pp. 253-254)
- Your memories are unique (pp. 254-256)
 - Not like computers (pp. 254-255)
 - Attention (p. 255)
 - Selective attention: filter theory, cocktail party phenomenon (pp. 255-256)

LO2: 7.3, 7.4, 7.5, Three Memory Stores; Sensory Storage; Working Memory

- Three memory stores (p. 257)
 - Sensory storage, short-term storage, long-term storage (p. 257)
- Sensory storage (pp. 259-261)
 - Duration and capacity (pp. 260-261)
- Working memory and short-term storage (pp. 261-263)
 - Duration and capacity of short-term storage, chunking (pp. 261-262)

LO3: 7.6, 7.7, Long-term Storage, Organizing Long-term Storage

- Long-term storage (p. 263)
 - Levels of processing model (pp. 263-264)
 - Maintenance rehearsal, elaborative rehearsal (pp. 263-264)
 - Dual coding (p. 264)
- Long-term storage versus short-term storage (pp. 264-265)
 - Primacy and recency effects (pp. 264-265)
- Organizing long-term storage (pp. 265-267)
 - Schemas (pp. 265-266)
 - Association networks, nodes, spreading activation (pp. 266-267)

LO4: 7.8, 7.9, 7.10, Amnesia; Explicit Memory; Implicit Memory

- Amnesia (pp. 268-269)
 - Retrograde and anterograde, H.M. (p. 269)
- Amnesia and explicit memory (pp. 270-271)
 - Lessons learned from H.M. about explicit memory (pp. 268-270)
 - Types of explicit memory: episodic, semantic (figure 7.14, p. 270)
- Implicit memory (pp. 271-273)
 - Lessons learned from H.M. about implicit memory (p. 271)
 - Implicit memories: classical conditioning, procedural memory (pp. 272-273)

LO5: 7.13, 7.14, Retrieval Cues; Forgetting

- Retrieval cues (pp. 278-280)
 - Context-dependent and state-dependent memory (pp. 278-280)
 - Mnemonics, method of loci (p. 280)
- Forgetting (pp. 280-282)
 - Forgetting curve (Ebbinghaus) (280-281)

- Interference (p. 281)
- Blocking, tip-of-the-tongue phenomenon (p. 282)
- Absentmindedness (p. 282)

LO6: 7.12, 7.16, Memory Processing in the Brain; Distorted Memories

- Memory's physical locations (pp. 274-275)
 - Hippocampus, amygdala, cerebellum, temporal lobe (figure 7.18, p. 274)
- Memory consolidation (p. 275)
- Reconsolidation of memories (p. 277)
- Memory distortion (pp. 283-287)
 - Memory bias (p. 284)
 - Flashbulb memories (pp. 284-285)
 - Misattribution, cryptomnesia (p. 285)
 - Suggestibility (pp. 285-286)
 - False memories (pp. 286-287)

LO7: 8.2, 8.3, Schemas; Schemas as Basis of Stereotypes

- Schemas (pp. 296-298)
 - Categorization, creating concepts (figure 8.5, p. 297)
- Stereotypes (pp. 299-300)
 - How schemas can lead to stereotypes (pp. 299-300)

LO8: 8.4, 8.5, Thinking in Three Ways; Biases in Decision Making

- You use thinking in three ways (pp. 302-303)
 - Reasoning (formal and informal), decision making, problem solving (pp. 302-303)
- How you think biases decision making (pp. 303-306)
 - Algorithms (p. 303)
 - Heuristics: availability, representativeness, affective heuristic (pp. 304-305)

LO9: 8.8, 8.9, 8.10, One General Factor of Intelligence; Multiple Aspects of Intelligence; Intelligence as Result of Genes and Environment

- What is intelligence (pp.312-319)
 - One general factor may underlie intelligence (pp. 312-314)
 - IQ scores (pp. 313-314)
 - General intelligence, Spearman (p. 314)
 - Multiple aspects of intelligence (pp. 314-317)
 - Fluid and crystallized intelligence (Cattell) (pp. 314-315)
 - Multiple Intelligences, triarchic theory (Gardner) (p. 316)
 - Emotional intelligence (pp. 316-317)
- Genes and environment (pp. 317-318)
 - Behavioral genetics (pp. 317-318)
 - Environmental factors (pp. 318-319)

LO10: 8.11, 8.12, 8.13, Psychometric Tests; Cognitive Performance; Group Differences

- How is intelligence measured (pp. 319-329)
 - Psychometric tests (pp. 319-325)
 - Standardization, reliability, validity (pp. 319 + 323)
 - Achievement and aptitude tests (p. 320)
 - Modern intelligence tests (p. 320)
 - Intelligence quotient (p. 320)
 - Validity and reliability (pp. 322-323)
 - Cultural bias (pp. 323-325)
 - Intelligence and cognitive performance (pp. 325-326)
 - Speed of mental processing (p. 325)
 - Working memory and attention (p. 326)
 - Savants (p. 326)
 - Reasons for group differences in intelligence (pp. 327-329)
 - Environmental differences: life circumstances; discrimination (p. 327)
 - Stereotype threat (pp. 327-329)

Module 6: Chapters 12 and 13

LO1: 12.1, 12.2, Snap Judgements; Attributions

- Snap judgements (pp. 464-465)
 - Nonverbal behavior, thin slicing, facial expressions (pp. 464-465)
- Attributions (pp. 465-466)
 - Types of attributions: personal, situational (p. 466)
 - Just-world hypothesis (p. 466)
 - Bias in attributions: fundamental attribution error, actor/observer bias (p. 466)

LO2: 12.3, 12.4, Tendency to Stereotype, Negative Effects of Stereotypes

- Stereotyping others (pp. 467-471)
 - Maintaining stereotypes: subtyping, stereotypes and perception, priming, self-fulfilling prophecy (pp. 467-468)
 - Negative effects of stereotypes
 - Prejudice and discrimination (p. 468)
 - Ingroup/outgroup bias: social identity theory, ingroup favoritism (pp. 469-470)
 - Modern prejudice, racism (p. 470)
 - Competition and cooperation (Sherif) (pp. 470-471)
 - Cooperation in the classroom, the jigsaw classroom (p. 471)

LO3: 12.5, 12.6, 12.7, Forming Attitudes; Discrepancies between Attitudes and Behavior; Persuasion

- You form attitudes through experience and socialization (pp. 472-475)
 - Attitudes can predict behavior, attitude accessibility (pp. 472-473)
 - Attitudes develop in three ways: exposure, learning, socialization (pp. 473-474)
 - Explicit and implicit attitudes (pp. 474-475)
- Discrepancies between attitudes and behavior lead to dissonance (pp. 475-476)
 - Cognitive dissonance theory (Festinger) (p. 475)
 - Justification of effort, the insufficient justification effect (p. 476)
- Persuasion (p. 477)
 - Three factors affecting persuasiveness: source, content, receiver (p. 477)
 - Two routes of persuasion (p. 477)
 - Elaboration likelihood model: central route, peripheral route (pp. 477-478)

LO4: 12.8, 12.9, Groups; Conformity & Compliance

- Groups affect your behavior (pp. 478-486)
 - Social facilitation and social loafing (p. 479)
 - Deindividuation: Stanford prison study (Zimbardo), Abu Ghraib (pp. 479-480)
 - Group decision making: risky shift, group polarization, groupthink (pp. 480-481)
- You conform to and comply with others (pp. 481-484)
 - Conformity, definition (p. 482)
 - Normative versus informational influence, Asch study (p. 482)
 - Social norms (pp. 482-483)
 - Compliance: foot-in-the-door, door-in-the-face, lowballing (pp. 483-484)

LO5: 12.10, 12.11, Obedience; You May Hurt or Help Others

- You probably obey people who have authority (pp. 484–486)
 - Milgram’s experiment (pp. 484-485)
 - Rethinking Milgram (p. 486)
- Aggression, definition (p. 486)
- Biology and the situation affect aggression (pp. 486-487)
 - Brain chemistry (p. 487)
 - Frustration-aggression hypothesis (p. 487)
- Social and cultural factors (pp. 487-488)
 - Culture of honor (p. 488)
- Prosocial behavior and altruism (pp. 488-490)
 - Prosocial behavior: altruism, reciprocal helping (pp. 488-489)
 - Bystander intervention effect, Kitty Genovese, Latane and Darley’s research, four reasons for the bystander intervention effect (pp. 489-490)

LO6: 13.1, 13.2, Self; Self-esteem

- Sense of Self (pp. 504-506)
 - Definition of personality (p. 504)
 - Self-schema (p. 505)
 - Working self-concept (pp. 505- 506)
- Self-esteem (pp. 506-510)
 - Social acceptance and rejection (p. 507)
 - Self-esteem and life outcomes (pp. 507-509)
 - Narcissism and inflated self-esteem (pp. 509-510)

LO7: 13.3, 13.4, Positive Sense of Self; Cultural Factors

- Positive sense of self (pp. 510-512)
 - The better-than-average effect (p. 510)
 - Positive illusions about self (p. 511)
 - Social comparison theory, downward and upward comparisons, temporal comparisons (p. 511)
 - Self-serving bias (pp. 511-512)
- Effect of culture on sense of self (p. 512)
 - Collectivist versus individualist (pp. 512-513)

LO8: 13.5, 13.6, 13.7, 13.8, Psychodynamic Theory; Humanistic Theory; Social Cognitive Approaches; Trait Approach

- Understanding personality (pp. 513-522)
 - Psychodynamic theory: the unconscious mind, the three structures of personality (id, ego, superego) (Freud) (pp. 514-515) Oedipus Complex (p. 517)
 - Humanistic approaches (p. 518)
 - Personality is shaped by evaluations of others (p. 519)
 - Roger’s person-centered approach: conditions of worth, unconditional positive regard (p. 519)
 - Social cognitive approaches (pp. 520-522)

- Expectancy theory (Rotter) : expectancies, values, locus of control (p. 520)
- Reciprocal determinism (Bandura) (pp. 520-521)
 - Three factors affecting behavior: environment, person factors, behavior (pp. 520-521)
- Trait Approaches (p. 522)
 - Trait theory (Eysenck) (pp. 522 + 524)
 - Introversion/extraversion (p. 522)
 - Stable/unstable (pp. 522+ 524)
 - Psychoticism/constraint (p. 524)
- Five-factor theory (pp. 524-525)
 - O-C-E-A-N (pp. 524-525)

LO9: 13.9, 13.10, Biological Basis; Influence of Genes

- Introversion/Extraversion and the reticular activating system (RAS) (Eysenck) (p. 526)
- Genetic influences (pp. 527-528)
 - Twin studies (pp. 527-528)
 - Adoption studies (p. 528)

LO10: 13.11, 13.12, Temperament; Personality Stability

- Temperament is innate (pp. 528-530)
 - Three aspects of temperament: activity, emotionality, sociability (p. 529)
 - Long-term effects of temperament (pp. 529-530)
- Personality stability (pp. 530-532)
 - Personality traits are generally stable over time (p. 532)
 - Changes over the life course (pp. 531-532)
 - Basic tendencies and characteristic adaptations (p. 531)

Module 7: Chapters 14 and 15

LO1: 14.1, 14.2, 14.3, Disorders; Causes of Disorders; Categorizing and Assessing Disorders

- Psychopathology (pp. 547)
 - Four criteria to determine disorder (pp. 548)
 - Etiology, symptoms, categories, treatments (pp. 548-549)
- Causes of Disorders
 - Diathesis–stress model (pp. 549-551)
 - Biopsychosocial approach (p. 551)
- Disordered thoughts, emotions, and/or behaviors can be assessed and categorized (pp. 552-554)
 - Assessing symptoms: interviews, self-report, observation, testing (p. 552)
 - Categorizing disordered emotions, thoughts, and/or behaviors: DSM-5, dimensional approach, comorbidity (pp. 552-554)

LO2: 14.4, 14.5, Anxiety Related Disorders

- Anxiety disorders make people fearful and tense (pp. 555-558)
 - Specific phobia, social anxiety disorder, generalized anxiety disorder, panic disorder, agoraphobia (pp. 555-558)
 - Development of anxiety disorders (p. 558)
- Some disorders have unwanted and intrusive thoughts that increase anxiety (pp. 558-561)
 - Obsessive-compulsive disorder: symptoms, development (pp. 559-560)
 - Post-traumatic stress disorder (pp. 560-561)

LO3: 14.6, 14.7, 14.8, Depressive Disorders; Development of Depressive Disorders; Bipolar Disorder

- Depressive disorders (pp. 561-563)
 - Symptoms (pp. 562-563)
 - Major depressive disorder (p. 562)
 - Persistent depressive disorder (pp. 562-563)
- Factors influencing the development of depressive disorders (pp. 563-566)
 - Biological factors (p. 563)
 - Psychological factors: cognitive triad, learned helplessness (p. 564)
 - Social factors (p. 564)
- Bipolar Disorders (pp. 566-568)
 - Symptoms of bipolar disorders (pp. 566-567)
 - Manic episodes, hypomanic episodes, bipolar I, bipolar II (pp. 566-567)
 - Development of bipolar disorders: prevalence, genetic component (p. 568)

LO4: 14.9, 14.10, 14.11, Schizophrenia; Causes of Schizophrenia; Personality Disorders

- Schizophrenia (pp. 569-577)
 - Positive and negative symptoms (p. 569)
 - Five major symptoms of schizophrenia: delusions, hallucinations, disorganized speech and loosened associations, disorganized behavior, negative symptoms (pp. 570-571)
 - Schizophrenia is caused by biological and environmental factors (pp. 572-574)
 - Biological factors (pp. 572-573)
 - Environmental factors (pp. 573-574)
 - Diathesis–stress model (p. 573)
- Personality disorders (pp. 574-578)

- Borderline personality disorder (p. 576)
- Antisocial personality disorder, psychopaths (pp. 576-578)

LO5: 14.13, 14.14, 14.15, Disorders Affecting Children

- Neurodevelopmental disorders (p. 581)
- Autism spectrum disorder (pp. 582-584)
 - Symptoms, development (pp. 583-584)
- Attention deficit/hyperactivity disorder, ADHD (pp. 584-586)
 - Symptoms, development (p. 585)
 - ADHD across the lifespan (pp. 585-586)

LO6: 15.1, 15.2, 15.4, Treatment of Psychological Disorders

- Insight-oriented therapies (pp. 595-597)
 - Psychotherapy (p. 595)
 - Psychodynamic therapy, psychoanalysis (pp. 596-597)
 - Humanistic therapy, client-centered therapy: unconditional positive regard, active listening (Rogers) (p. 597)
- Behavioral and cognitive therapies (pp. 598-601)
 - Behavior therapy, token economy, social skills training, modeling (p. 598)
 - Cognitive therapy, cognitive restructuring, rational-emotive therapy (pp. 598-599)
 - Cognitive-behavioral therapy (p. 599)
 - Biological Therapies: psychotropic medications: drug classifications, treatment provided (see the first two columns of Table 15.2) (p. 602)
- Alternative treatments for extreme cases: electroconvulsive therapy, transcranial magnetic stimulation, deep brain stimulation (pp. 602-603)

LO7: 15.5, 15.6, Scientific Evidence; Providers of Treatment

- Fringe therapies (p. 604)
- Evidence-based psychological treatment, randomized clinical trials (p. 604)
- Providers of mental health treatment (p. 605)
 - Clinical psychologists, counseling psychologists, psychiatrists (Table 15.3, top three rows) (pp. 605-606)

LO8: 15.7, 15.8, Cognitive-behavioral Therapies for Anxiety and OCD; Treatments for Depressive Disorders

- Anxiety and OCD are best treated with cognitive-behavioral therapy (pp. 608-613)
 - Specific phobias, systematic desensitization (p. 610)
 - Panic disorder (pp. 610-611)
 - Obsessive-compulsive disorder, exposure and response prevention (pp. 612-613)
- Effective treatments for depressive disorders (pp. 613-617)
 - Psychotropic medications, SSRIs (pp. 613-614)
 - Cognitive-behavioral therapy (pp. 614-615)
 - Alternative treatments: phototherapy, exercise, ECT, TMS, DBS (pp. 615-617)

LO9: 15.9, 15.10, 15.11, 15.12, Treating Bipolar Disorder; Treating Schizophrenia; Treating Borderline Personality Disorder; Treating Antisocial Personality Disorder

- Bipolar disorder (pp. 617-618)
 - Lithium, atypical antipsychotics, anti-depressants (pp. 617-618)
- Schizophrenia (pp. 618-620)
 - Conventional antipsychotics, tardive dyskinesia (p. 618)
 - Atypical antipsychotics (pp. 618-619)
 - Behavior therapy (p. 619)
 - Prognosis (pp. 619-620)
- Borderline Personality Disorder (pp. 621-622)
 - Dialectical behavior therapy (Linehan) (p. 621)
- Antisocial Personality Disorder (pp. 622-623)
 - Behavior therapy, operant procedures (pp. 622-623)

LO10: 15.13, 15.14, 15.15, Treating Depressive Disorder in Adolescents; Treating Autism Spectrum Disorder in Children; Treating ADHD in Children

- Risks associated with antidepressant use (pp. 624-626)
- Children with autism spectrum disorder benefit from structured behavior therapy (pp. 626-628)
 - Behavior therapy: applied behavioral analysis (p. 627)
 - Biological treatment (p. 627)
 - Prognosis (pp. 627-628)
- Children with attention-deficit/hyperactivity disorder can benefit from various approaches (pp. 628-630)
 - Psychotropic medication (pp. 628-630)
 - Behavior therapy (p. 630)