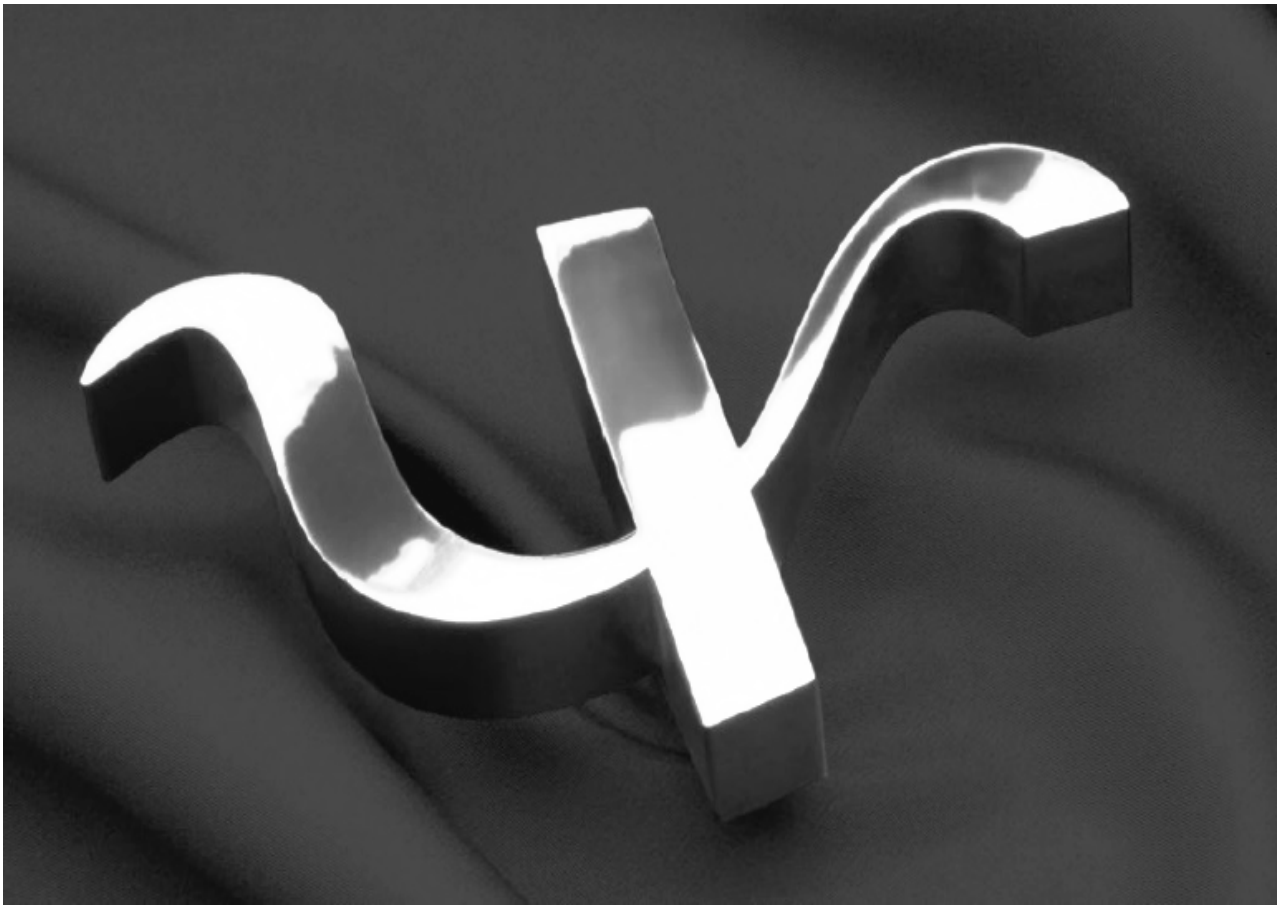
Monroe Community College
STATE UNIVERSITY OF NEW YORK

PSY 101 Study Guide
(2022 to 2023)



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:

   i. 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.

   ii. 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.

   iii. 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.

   iv. 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

PSY 101 Study Guide – Grison and Gazzaniga, Psychology in Your Life, 4th ed.

Module 1: Chapter 1, Appendix, Scientific American Article

LO1: 1.1, 1.3, Psychology is a Science; Psychology Develops Critical Thinking

- section 1.2 (pp. 6-9) is included in LO 10, below
- Definition of psychology (pp. 4-5)
- Critical thinking and steps in critical thinking (pp. 9-13)

LO2: 1.5, Key Principles: Five Interconnected Domains

- Biological (pp. 16-17)
- Cognitive (pp. 16-17)
- Developmental (pp. 16-17)
- Social and personality (pp. 16-17)
- Mental and physical health (pp. 16-17)

LO3: 1.6, 1.7, Psychology is Diverse; Psychologists must be Ethical

- Diversity has benefits (p. 19)
- Research participants must be diverse (pp. 21-22)
- Four ethical principles (pp. 23-24)

LO4: 1.8, Scientific Method

- Five steps in the cycle of the scientific method (pp. 25-29)
    - Formulate a theory (pp. 25-26)
    - Develop a testable hypothesis (p. 26)
    - Test the hypothesis with a research method (pp. 26-27)
    - Analyze the data (pp. 27-28)
    - Share the results and conduct more research (pp. 28-29)

LO5: 1.9, Descriptive Methods

- Definition of descriptive methods (p. 29)
- Case studies (p. 30)
- Observational studies (pp. 30-31)
    - With and without intervention (p. 31)
    - Observer bias (p. 31)
    - Reactivity (p. 31)
- Self-reports (pp. 31-33)
    - Self-report bias (pp. 32-33)

LO6: 1.10, Correlational Methods

- Correlational methods (pp. 34-36)
  - Correlational methods (pp. 34-35)
  - Correlation is not causality (pp. 35-36)
  - Directionality problem (p. 35)
  - Third variable problem (p. 36)

LO7: 1.11, Experimental Methods

- Experimental methods (pp. 37-40)
  - Variables in an experiment (pp. 37-38)
    - Independent and dependent variables (pp. 37-38)
- Operational definitions (p. 38)
- Groups in an experiment (pp. 39-40)
  - Control group (p. 39)
  - Experimental group (p. 39)
  - Between-groups design (p. 39)
  - Within-subject design (p. 39)
  - Causality (pp. 39-40)

LO8: 1.11, Experimental Control, Random Samples, Random Assignment

- Control and determining causality (p. 40)
- Random samples and generalization of results (pp. 40-41)
  - Population versus sample (pp. 40-41)
  - Random sample (p. 41)
  - Convenience sample (p. 41)
- Random assignment (pp. 41-42)

LO9: Correlations; Inferential Statistics (Appendix A, found after p. 632)

- Correlations measure relationships (Appendix, pp. A5-A8)
- Inferential statistics rule out chance findings (Appendix, pp. A8-11)
  - Statistical significance (Appendix, pp. A9-11)

LO10: Study Skills (Psychology uses Science, *Scientific American* article, Study Guide Intro)

- Psychology uses the Science of Learning (pp. 6-9)
  - Six strategies (pp. 6-9)
- PSY-101 Study Guide (pp. 3-4 of the Study Guide)
- What works, what doesn't (Scientific American PDF)
  - What works (pp. 49-51 of the PDF)
    - Self-testing; distributed practice; elaborative interrogation; self-explanation; interleaved practice
  - What doesn't work (p. 52)
    - Highlighting; rereading

Module 2: Chapters 2 and 3

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

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

LO2: 2.2, 2.3, Neurons Communicate, Neurotransmitters

- Transmission phase, reception phase, integration phase (p. 51)
- Electrical properties of neurons (p. 52)
    - Resting state (p. 52)
    - Action potential (p. 52)
    - Refractory period (p. 52)
- Myelin sheath (pp. 52-53)
- 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 (pp. 54-55)
- Drugs alter neurotransmitter functioning (pp. 55-56)
    - Agonists and antagonists (pp. 55-56)

LO3: 2.5, 2.6, Hindbrain, Midbrain, Forebrain

- Spinal cord (p. 63)
- Hindbrain (p. 63)
    - Medulla, pons, cerebellum (p. 63)
- Midbrain (p. 64)
- Forebrain subcortical structures (pp. 64-66)
    - Limbic system: thalamus, hypothalamus, hippocampus, amygdala (pp. 64-66)

LO4: 2.7, Cerebral Cortex Processes Complex Mental Activity

- Four lobes (pp. 66-69 and figures 2.17, 2.19)
    - Cortex, hemispheres, corpus callosum (p. 66)
    - Occipital lobes, primary visual cortex (pp. 66-67)
    - Parietal lobes, primary somatosensory cortex and homunculus (pp. 67-69)
    - Temporal lobes, primary auditory cortex (p. 69)
    - Frontal lobes, primary motor cortex, prefrontal cortex (p. 69)
    - Phineas Gage (pp. 71-72)

LO5: 2.8, 2.10, Hemispheres Working Together, How Your Brain Communicates with Your Body

- Specialization of hemispheres (pp. 72-75, figure 2.24)
    - Split-brain research (Gazzaniga & Sperry) (pp. 73-75, figure 2.25)
    - The left-brain/right-brain myth (p.75)
- Somatic nervous system (p. 75)
- Autonomic nervous system (p. 75)
    - Sympathetic nervous system (pp. 76-77)
    - Parasympathetic nervous system (pp. 76-77)

LO6: 2.12, 2.13, 2.14, How Nature and Nurture Affect Your Brain

- Genes affect mental activity and behavior (pp. 82-83)
    - Genotype, phenotype (pp. 82-83)
- Genes interact with environment (pp. 83-85)
    - Behavioral genetics, twin studies, monozygotic and dizygotic twins, adoption studies (pp. 83-85)
    - Epigenetics (p. 85)
- Environment changes the brain (pp. 85-87)
    - Plasticity: neurogenesis, changing connections, neural pruning, reorganization (pp. 86-87)

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

- Definition of consciousness (p. 94)
- Experience of consciousness varies (pp. 95-96)
    - Levels of awareness: conscious, unconscious (p. 95)
    - States of awareness: normal, altered (pp. 95-96)
- The mind-body problem, dualism, materialism (p. 96)
- The global workspace model (pp. 96-97)
- Traumatic brain injury, concussions (pp. 97-98)
- Coma (pp. 98-99)
- The two-track mind: automatic processing and controlled processing (Kahneman) (pp. 99-100)
- Limited attention affects consciousness (pp. 100-101)
    - Inattentional blindness (p. 101)

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

- Circadian rhythms, pineal gland, melatonin (p. 104)
- Individual differences in sleep (p. 105)
- Four stages of sleep (pp. 105-106)
    - Stage N1 and N2 sleep (pp. 105-106)
    - Stage N3 sleep, slow-wave sleep (p. 106)
    - R or REM sleep, a.k.a. paradoxical sleep, dreaming (p. 106)
    - Repeating sleep cycle (pp. 106-107, figure 3.13)

- Dreaming (pp. 107-109)
    - REM and non-REM dreams (pp. 107-108)
    - Interpreting dreams (pp. 108-109)
    - Activation-synthesis theory (p. 109)

LO9: 3.9, 3.11, Sleep Disorders are Common, and Meditation

- Sleep disorders are relatively common (pp. 113-115)
    - Insomnia, therapies for insomnia (p. 114)
    - Sleep apnea (pp. 114-115)
    - Narcolepsy (p. 115)
    - REM behavior disorder and sleepwalking (somnambulism) (p. 115)
- Meditation alters consciousness and brain functioning (pp. 118-119)

LO10: 3.12, 3.13, Drugs and Consciousness, Addiction

- How drugs alter consciousness (pp. 121-126)
    - Stimulants, depressants, opioids, hallucinogens (p. 121 and table 3.1)
- Substance use disorder has physical and psychological aspects (pp. 126-129)
    - Physical dependence (tolerance, withdrawal) (p. 127)
    - Psychological dependence (p. 127)
    - Dopamine activity in the limbic system (p. 127)
- Who becomes addicted (p. 129)
    - Genetic predisposition (p. 129)
    - Roles of family and social environment (p. 129)

Module 3: Chapters 4 and 9

LO1: 4.1, 4.2 Humans Develop in Three Key Areas, There Are External Threats to Prenatal Development Prenatal Development

- Definition of developmental psychology (p. 136)
- Physical changes, socio-emotional changes, cognitive changes (p. 136)
    - Prenatal development: germinal, embryonic, fetal periods (pp. 138-140)
- Teratogens (pp. 140-141)
    - Types of teratogens (pp. 140-141)
    - Effects of mothers' and fathers' behaviors (pp. 140-141)

LO2: 4.3, 4.4 Infants and Children Change Physically, Infants and Children Change Socially and Emotionally

- Brain development (myelin, synapses, neural pruning, effects of environment) (pp. 142-143)
- Motor skills (pp. 143-144)
    - Rooting reflex, sucking reflex, grasping reflex (pp. 143-144)
- Motor skills, maturation (p. 144)
- Sensory development: taste, hearing, vision (pp. 144-145)
- Early attachment: crying, Harlow's research (pp. 145-146 and Harlow synopsis p. 148)
- Variations in attachment (pp. 146-149)
    - Separation anxiety, the strange situation test: secure attachment, avoidant attachment, ambivalent attachment (pp. 146-149)

LO3: 4.5 Infants and Children Change Cognitively

- Piaget's theory of cognitive development (pp. 149-152)
    - Schemas (p. 149)
    - Assimilation and accommodation (pp. 149-150)
    - Sensorimotor stage, object permanence (p. 150)
    - Preoperational stage (pp. 150-151)
    - Concrete operational stage, conservation (pp. 151-152)
    - Formal operational stage (p. 152)
- Other ways of thinking about cognitive development (pp. 152-154)
    - Vygotsky: social/cultural contexts affect cognition, scaffolding (pp. 153-154)
- Theory of mind (p. 154)

LO4: 4.6 Language Develops in an Orderly Way

- Definition of language (p. 155)
    - Morphemes, phonemes, syntax (p. 155)
- Stages of language development (pp. 155-156)
    - Stage 1: Cooing (p. 155)
    - Stage 2: Babbling (p. 155)
    - Stage 3: One-word stage (p. 155)
    - Stage 4: Two-word sentence stage, telegraphic speech (p. 156)
    - Stage 5: Increasing sophistication, overregularization (p. 156)

LO5: 4.7, 4.8, 4.9,4.10 Adolescents Develop Physically, Adolescents Develop Socially and Emotionally, What Roles Do Peers Play in Development, Adolescents Develop Cognitively

- Physical development (pp. 157-158)
    - Puberty, primary and secondary sex characteristics (p. 157)
    - Brain changes (pp. 157-158)
- Social and emotional development (pp. 158-161)
    - Developing identity (pp. 159-161)
    - Culture and ethnicity (p. 160)
    - Parental style and influence (pp.160-161)
    - Roles peers play in development (pp. 161-163)
- Cognitive development (pp. 163-165)
    - Moral reasoning and moral emotions (pp. 163-164)
    - Kohlberg's stage theory (preconventional, conventional, postconventional) (pp. 164-165)

LO6: 4.12, 4.13 Bodies and Minds Change in Adulthood, Adults Develop Lifelong Social and Emotional Bonds

- Physical changes in adulthood (pp. 167-168)
    - Early to middle adulthood (p. 167)
    - Transition to old age (pp. 167-168)
- Cognitive changes in adulthood (pp. 168-169)
    - Processing speed and memory (p. 168)
    - Dementia (pp. 168-169)
- Social and emotional bonds in adulthood
    - Marriage (pp. 170-171)
    - Having children (pp. 172-173)
    - Finding meaning in later life (p. 173)

LO7: 9.1, 9.2: Many Factors Influence Motivation, Some Behaviors Are Motivated for Their Own Sake

- Definition of motivation, general theories (p. 344)
- Drive reduction (pp. 346-347)
    - Definition of drive (p. 346)
    - Equilibrium, homeostasis, set point (p. 346)
- Optimal arousal and performance (pp. 347-348)
- Pleasure-seeking (pp. 348-349)
- Incentives (p. 349)
    - Definition of incentives (p. 349)
- Intrinsic motivation (pp. 349-350)
- Extrinsic rewards can reduce intrinsic motivation (pp. 350-352)
    - Self-determination theory, self-perception theory (p. 350)

LO8: 9.3, 9.4, 9.5: Motivation to Eat Is Affected by Biology, Motivation to Eat Is Also Influenced by Learning, People Have a Need to Belong

- Biological factors in eating motivation (pp. 352-354)
  - Stomach and blood chemistry (p. 353)
  - Hormones: insulin, ghrelin, leptin (pp. 353-354)
  - Brain: ventromedial hypothalamus (VMH) and overeating, gustatory cortex and limbic system (p. 354)
- Learning factors in eating motivation (pp. 355-356)
  - Conditioned to eat (p. 355)
  - Familiarity (p. 355)
  - Cultural Influences (p. 356)
  - Flavor (p. 356)
- Need to Belong (pp.356-358)

LO9: 9.8, 9.9, 9.10 Three Major Theories Explain Your Emotions, Your Body and Your Brain Influence Your Emotions, Most People Try to Regulate Their Emotions

- Three theories of emotion: James-Lange, Cannon-Bard, Two-factor (pp. 364-367)
- Body and brain influence emotions (pp. 367-372)
  - Emotions from bodily responses (pp. 367-370)
  - Emotions from brain processes, amygdala (pp. 371-372)
- Regulating emotions (pp. 372-375)
  - Thought suppression and rumination (p. 374)
  - Positive reappraisal (p. 374)
  - Humor (p. 374)
  - Distraction (pp. 374-375)

LO10: 9.11, 9.12 You Use Facial Expressions to Interpret Emotions, Emotions Strengthen Your Interpersonal Relations

- Facial expressions to interpret emotion s (pp. 375-377)
  - Eyes and mouth (pp. 375-376)
  - Similarity across cultures (pp. 376-377)
  - Facial expressions of pride (p. 377)
- Display of emotion (pp. 377-378)
  - Display rules, varying by culture and gender (pp. 368-378)

Module 4: Chapters 5 and 6

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

- Sensation and perception (p. 180)
    - Sensory receptors (p. 181)
    - Transduction (pp. 181-182)

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

- Absolute threshold (pp. 182-183)
- Difference threshold (p. 183)
- Weber's Law (pp. 183-184)
- Sensory adaptation (pp. 184)

LO3: 5.5, You Perceive Objects by Organizing Visual Information

- Gestalt principles of perception (pp. 191-193)
    - Figure and ground (pp. 191-192)
    - Grouping (p. 192)
- Bottom-up and Top-down processing (pp. 192-193)

LO4: 5.6, 5.8, You Perceive Depth, Objects Remain Constant

- Binocular depth perception (p. 194)
    - Binocular disparity (p. 194)
- Monocular depth perception (pp. 194-195)
    - Pictorial depth cues (pp. 194-195)
- Object constancy (pp. 196-198)

LO5: 6.1, 6.2, Learning from Experience, Three Ways we Learn

- Definition of learning (p. 222)
- John Watson, John Locke's tabula rasa (pp. 222-223)
- Three types of learning (pp. 223-224)
    - Non-associative learning: habituation, sensitization (pp. 223-224)
    - Associative learning: classical and operant conditioning (p. 224)
    - Learning by watching others: observational learning, modeling, vicarious conditioning (p. 224)

LO6: 6.3, Classical Conditioning

- Ivan Pavlov (p. 225)
- Steps in classical conditioning (pp. 226-228)
    - Unconditioned response (UR) (p. 226)
    - Neutral stimulus (p. 226)
    - Conditioned stimulus (CS) (p. 226)

LO7: 6.4, 6.5, 6.6, More on Classical Conditioning

- Acquisition (pp. 229-230)
- Extinction (p. 230)
- Stimulus generalization (p. 231)
- Stimulus discrimination (p. 231)
- Phobias (p. 231)
    - Little Albert and John Watson (pp. 231-232)
- Counterconditioning (Mary Cover Jones) (p. 232)
- Adaptive influences (p. 233)
    - Conditioned taste aversion (p. 233)
    - Biologically prepared (Seligman) (p. 233)
- Cognitive influences (p. 233 – 234)
    - Strength of the association (p. 234)

LO8: 6.7, 6.8, Operant Conditioning

- Edward Thorndike, the Law of Effect, and puzzle boxes (p. 235)
- B.F. Skinner, operant, reinforcer, Skinner box (p. 236)
- Shaping (pp. 237-238)
- Primary and secondary reinforcement (p. 238)

LO9: 6.9, 6.10, 6.11, More on Operant Conditioning

- Positive and negative reinforcement (p. 240)
- Positive and negative punishment (pp. 240-241)
- Continuous Reinforcement (p. 241)
- Partial reinforcement: fixed interval, variable interval, fixed ratio, variable ratio (pp. 241-242)
    - Partial reinforcement extinction effect (pp. 243)
- Problems with positive punishment (pp. 243-244)
    - Spanking (p. 244)
- Behavior modification (pp. 245-247)
    - Token economies (p. 245)

LO10: 6.12, 6.13, Biology and Cognition in Operant Conditioning; Learning by Watching Others

- Dopamine affects reinforcement (p. 247)
- Biological constraints (pp. 248)
- Learning without reinforcement (pp. 248-249)
    - Tolman: cognitive maps, latent learning (pp. 248-249)
- Observational learning (p. 250)
    - Bandura's bobo doll study (pp. 250-251)
- Learning through modeling (p. 251)
- Learning through vicarious conditioning (pp. 253-254)
    - Acquisition versus performance (p. 253-254)

Module 5: Chapters 7 and 8

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

- We create memories by processing information (p. 260)
  - Encoding, storage, retrieval (pp. 260-261)
- Your memories are unique (pp. 261-264)
  - Not like computers (p. 262)
  - Attention (pp. 262-263)
  - Selective attention: filter theory, cocktail party phenomenon (pp. 263-264)

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

- Three memory stores (pp. 264-265)
  - Sensory storage, short-term storage, long-term storage (p. 265)
- Sensory storage (pp. 266-267)
  - Duration and capacity (pp. 266-267)
- Working memory and short-term storage (pp. 267-269)
  - Duration and capacity of short-term storage, chunking (pp. 268-269)

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

- Long-term storage (pp. 269-270)
  - Levels of processing model (pp. 270-272)
  - Maintenance rehearsal, elaborative rehearsal (p. 270)
  - Dual coding (p. 272)
- Long-term storage versus short-term storage (pp. 272-273)
  - Primacy and recency effects (p. 273)
- Organizing long-term storage (pp. 273-276)
  - Schemas (pp. 274-275)
  - Association networks, nodes, spreading activation (pp. 275-276)

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

- Amnesia (pp. 268-269)
  - Retrograde and anterograde, H.M. (pp. 276, 278)
- Amnesia and explicit memory (pp. 279-281)
  - Lessons learned from H.M. about explicit memory (p. 280)
  - Types of explicit memory: episodic, semantic (figure 7.18, pp. 280-281)
- Implicit memory (pp. 281-283)
  - Lessons learned from H.M. about implicit memory (p. 282)
  - Implicit memories: classical conditioning, procedural memory (pp. 282-283)

LO5: 7.13, 7.14, Retrieval Cues; Forgetting

- Retrieval cues (pp. 287-289)
  - Context-dependent and state-dependent memory (p. 287)
  - Mnemonics, method of loci (pp. 288-289)
- Forgetting (pp. 289-293)
  - Forgetting curve (Ebbinghaus) (p. 291)
  - Interference (pp. 291-292)
  - Blocking, tip-of-the-tongue phenomenon (p. 292)
  - Absentmindedness (p. 293)

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

- Memory's physical locations (pp. 283-286)
  - Hippocampus, amygdala, cerebellum, temporal lobe (figure 7.22, p. 283)
- Memory consolidation (pp. 284-285)
- Reconsolidation of memories (pp. 285-286)
- Memory distortion (pp. 293-297)
  - Memory bias (p. 293-294)
  - Flashbulb memories (pp. 294-295)
  - Misattribution, cryptomnesia (p. 295)
  - Suggestibility (pp. 295-296)
  - False memories (pp. 296-297)

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

- Schemas (pp. 306-309)
  - Categorization, creating concepts (figure 8.3, p. 306)
- Stereotypes (pp. 308-309)
  - How schemas can lead to stereotypes (pp. 308-309)

LO8: 8.4, 8.5, Biased Reasoning; Biases in Decision Making

- You use thinking in three ways (figure 8.10, p. 310)
  - Reasoning (formal and informal) (p. 310)
  - Confirmation bias, illusory correlations (pp. 310-311)
- How you think biases decision making (pp. 312-315)
  - Algorithms (p. 313)
  - Heuristics: availability, representativeness, affective heuristic (pp. 313-315)

LO9: 8.9, 8.10, 8.11, One General Factor of Intelligence; Alternative Types of Intelligence; Intelligence is a Result of Genes and Environment

- What is intelligence (pp. 322-331)
  - One general factor may underlie intelligence (pp. 322-324)
    - IQ scores (pp. 323-324)
    - General intelligence, Spearman (p. 324)
  - Multiple aspects of intelligence (pp. 314-317)

        - Fluid and crystallized intelligence (Cattell; p. 324)
        - Multiple Intelligences, triarchic theory (Gardner; pp. 327-328)
        - Emotional intelligence (p. 328)
- Genes and environment (pp. 329-331)
    - Behavioral genetics (pp. 329-330)
    - Environmental factors (pp. 330-331)

LO10: 8.12, 8.13 Psychometric Tests; Cognitive Performance

- How is intelligence measured (pp. 331-335)
    - Psychometric tests (pp. 331-335)
        - Standardization, reliability, validity (p. 331)
        - Achievement and aptitude tests (p. 332)
        - Modern intelligence tests (p. 332)
        - Intelligence quotient (pp. 332-333)
        - Validity and reliability (pp. 333-334)
        - Cultural bias (p. 335)
    - Intelligence and cognitive performance (pp. 335-337)
        - Speed of mental processing (p. 336)
        - Working memory and attention (p. 336)
        - Savants (p. 337)

Module 6: Chapters 12 and 13

LO1: 12.1, 12.2, Snap Judgements; Attributions

- Snap judgements (pp. 466-467)
  - Verbal and nonverbal cues, thin slices, facial expressions (pp. 466-467)
- You make attributions (pp. 467-468)
  - Types of attributions: personal, situational (p. 467)
    - Just-world hypothesis (p. 468)
  - Bias in attributions: fundamental attribution error, actor/observer bias (p. 468)

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

- You tend to stereotype other people (pp. 469-472)
  - Stereotypes and perception, self-fulfilling prophecy (pp. 469-470)
  - Stereotype threat (pp. 470-472)
- Stereotypes can lead to prejudice and discrimination (pp. 472-475)
  - Prejudice and discrimination (p. 472)
  - Ingroup/outgroup bias: social identity theory, ingroup favoritism (pp. 472-474)
- Competition and cooperation (Sherif) (pp. 474-475)
- Cooperation in the classroom, the jigsaw classroom (p. 475)
- Perspective taking to reduce prejudice (p. 475)

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

- You form attitudes through experience and socialization (pp. 476-478)
  - Attitudes can predict behavior, attitude accessibility (p. 476)
  - Attitudes develop in three ways: mere exposure effect, learning, socialization (pp. 476-477)
  - Explicit and implicit attitudes (pp. 477-478)
- Discrepancies between attitudes and behavior lead to dissonance (pp. 478-480)
  - Cognitive dissonance theory (Festinger) (p. 479)
  - Justification of effort, the insufficient justification effect (pp. 479-480)
- Your attitudes can be changed through persuasion (pp. 480-482)
  - Three factors affecting persuasiveness: source, content, receiver (pp. 480-481)
  - Two routes of persuasion (p. 481)
    - Elaboration likelihood model: central route, peripheral route (p. 481)

LO4: 12.8, 12.9, Groups; Conformity & Compliance

- Groups affect your behavior (pp. 482-484)
  - Social facilitation and social loafing (pp. 482-483)
  - Deindividuation (p. 483)
  - Group decision making: risky shift, group polarization, groupthink (pp. 483-484)
- You conform to and comply with others (pp. 484-487)
  - Conformity, definition (p. 484)
  - Normative versus informational influence, Asch study (pp. 484-485)

- Social norms (pp. 485-486)
- Compliance: foot-in-the-door, door-in-the-face, lowballing (pp. 486-487)

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

- You probably obey people who have authority (pp. 487-490)
  - Milgram's classic experiment (pp. 487-489)
  - Rethinking Milgram's research (pp. 489-490)
- You may hurt or help other people (pp. 490-494)
  - Aggression, definition (p. 490)
  - Biology and the situation affect aggression (pp. 490-491)
    - Serotonin (p. 490)
    - Frustration-aggression hypothesis (p. 491)
  - Social and cultural factors affect aggression (p. 491)
- Prosocial behavior and altruism (p. 492)
  - Prosocial behavior: altruism, reciprocal helping (p. 492)
  - Bystander effect, Kitty Genovese, Latane and Darley's research, four reasons for the bystander effect (pp. 492-494)

LO6: 13.1, 13.2, Self; Self-esteem

- Self-concept, sense of self (pp. 504-506)
  - Definition of personality (p. 504)
  - Self-schema (p. 505)
  - Working self-concept (pp. 505-506)
- People differ in how they value themselves (pp. 506-510)
  - Self-esteem, reflected appraisal, self-compassion (p. 507)
  - Self-esteem and life outcomes (p.508)
  - Narcissists and the dark triad (pp. 508-510)

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

- A positive sense of self (pp. 510-512)
  - The better-than-average effect (p. 511)
  - Positive illusions about self (pp. 511-512)
  - Social comparisons, downward and upward comparisons, temporal comparisons (p. 512)
  - The self-serving bias (p. 512)
- Self is influenced by cultural factors (pp. 513-514)
  - Collectivist and individualist cultures (pp. 513-514)

LO8: 13.5, 13.6, 13.7, 13.8, 13.9, Psychodynamic Theory; Humanistic Theory; Social Cognitive Approaches; Trait Approaches; Do Personalities Matter in Roommate Relationships

- Psychodynamic theory emphasizes unconscious conflicts (pp. 515-517)
  - Hidden motives influence personality (pp. 515-516)
  - Three structures of personality (pp. 516-517)

    - Psychodynamic theory today (pp. 517-518)
- Humanistic approaches emphasize goodness (pp. 518-519)
    - 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. 520-521)
    - 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 describe characteristics (pp. 522-523)
    - Eysenck's trait theory (pp. 522-523)
        - Introversion/extraversion (p. 522)
        - Stable/unstable (pp. 522)
        - Psychoticism/constraint (p. 522)
    - The five-factor trait theory (pp. 522-523)
        - Openness, conscientiousness, extraversion, agreeableness, neuroticism (p. 523)
- Do personalities matter in roommate relationships? (pp. 524-525)

LO9: 13.10, 13.11, Biological Basis; Influence of Genes

- Introversion/Extraversion and the reticular activating system (RAS) (Eysenck) (p. 526)
- Personality is influenced by genes (pp. 527-528)
    - Twin studies (pp. 527-528)
    - Adoption studies (p. 528)

LO10: 13.12, 13.13, Temperament; Personality Stability

- Temperament is innate (pp. 528-530)
    - Three aspects of temperament: activity level, emotionality, sociability (p. 529)
    - Long-term effects of temperament (pp. 529-530)
- Personality stability is influenced by biology and situation (pp. 530-533)
    - Personality traits are generally stable over time (p. 531)
    - Personality can change over the life course (pp. 531-532)
        - Basic tendencies and characteristic adaptations (pp. 531-532)
    - Situational causes of personality change (pp. 532-533)

Module 7: Chapters 14 and 15

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

- Disorders interfere with our lives (pp. 547-548)
  - Psychopathology definition (p. 547)
  - Four criteria to determine disorder (deviance, maladaptiveness, causes distress, causes discomfort/concern to others) (p. 547)
  - Etiology, symptoms, categories, treatments (p. 548)
- Two ways to view the causes of disorders (pp. 549-551)
  - Diathesis–stress model (p. 549)
  - Biopsychosocial approach (biological, psychological, sociocultural) (p. 549-551)
- Disordered thoughts, emotions, and/or behaviors can be assessed and categorized (pp. 551-554)
  - Assessing symptoms: interviews, self-report, observation, testing (pp. 551-552)
  - Categorizing disordered emotions, thoughts, and/or behaviors: DSM-5, dimensional approach, comorbidity (pp. 552-553)
  - Cultural syndromes (pp. 553-554)

LO2: 14.4, 14.5, Anxiety Related Disorders

- Anxiety disorders make people fearful and tense (pp. 555-559)
  - Specific phobia, social anxiety disorder, generalized anxiety disorder, panic disorder, agoraphobia (pp. 556-558)
  - Development of anxiety disorders (pp. 558-559)
- Some disorders have unwanted and intrusive thoughts that increase anxiety (pp. 559-561)
  - Obsessive-compulsive disorder, development of obsessive-compulsive disorder (pp. 559-561)
  - Post-traumatic stress disorder (p. 561)

LO3: 14.6, 14.7, 14.8, 14.9, Depressive Disorders; Development of Depressive Disorders; Suicide, Bipolar Disorders

- Depressive disorders (pp. 562-563)
  - Symptoms of depressive disorders (pp. 562-563)
    - Major depressive disorder (p. 562)
    - Persistent depressive disorder (p. 563)
- Many factors influence the development of depressive disorders (pp. 563-565)
  - Biological factors (p. 564)
  - Psychological factors (life stressors, relationships, Beck's cognitive triad, learned helplessness (pp. 564-565)
  - Sociocultural factors (p. 565)
- What if you think a friend or loved one might be considering suicide? (p. 567)
- Bipolar disorders involve mania (pp. 567-569)
  - Two types of bipolar disorders (bipolar I and bipolar II) (pp. 567-568)
  - Development of bipolar disorders (prevalence, genetic component) (pp. 568-569)

LO4: 14.10, 14.11, 14.12, Schizophrenia; Causes of Schizophrenia; Personality Disorders

- Schizophrenia (pp. 569-572)
  - Five major symptoms (delusions, hallucinations, disorganized speech, disorganized behavior, negative symptoms), positive and negative symptoms (pp. 569-570)
  - Schizophrenia is caused by biological and environmental factors (pp. 572-574)
    - Biological factors (pp. 572-573)
    - Environmental factors (pp. 573-574)
- Personality disorders (pp. 575-578)
  - Borderline personality disorder (pp. 576-577)
  - Antisocial personality disorder, psychopaths (pp. 577-578)

LO5: 14.14, 14.15, 14.16, 14.17, Eating Disorders, Disorders Affecting Children

- Eating disorders (pp. 580-582)
  - Anorexia nervosa (pp. 580-581)
  - Bulimia nervosa (pp. 581-582)
  - Binge-eating disorder (p. 582)
- Neurodevelopmental disorders (pp. 582-583)
- Autism spectrum disorder (pp. 583-585)
  - Symptoms of autism spectrum disorder (pp. 584-585)
  - Development of autism spectrum disorder (p. 585)
- Attention deficit/hyperactivity disorder (pp. 586-587)
  - Symptoms of attention-deficit/hyperactivity disorder (p. 586)
  - Development of ADHD (pp. 586-587)
  - ADHD across the lifespan (p. 587)

LO6: 15.1, 15.2, 15.4, How Are Psychological Disorders Treated?

- Some types of psychotherapy provide insight (pp. 595-597)
  - Psychodynamic therapy (free association, insight) (pp. 595-596)
  - Humanistic therapy (client-centered therapy: unconditional positive regard, active listening) (pp. 596-597)
- Behavioral and cognitive treatments (pp. 597-598)
  - Behavior therapy (behavior modification, token economy, social skills training, modeling) (pp. 597-598)
  - Cognitive therapy (cognitive restructuring, rational-emotive therapy) (p. 598)
  - Cognitive-behavioral therapy (p. 598)
- Biological therapies (pp. 600-602)
  - Psychotropic medications (anti-anxiety drugs, antidepressants, mood stabilizers, antipsychotics, stimulants) (pp. 601-602)
- Alternative treatments for extreme cases (electroconvulsive therapy, transcranial magnetic stimulation, deep brain stimulation (p. 602)

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

- Scientific evidence indicates effectiveness (pp. 603-604)
  - Fringe therapies (p. 604)
  - Randomized clinical trials (p. 604)
- Various providers of treatment (pp. 604-606)
  - Clinical psychologists, counseling psychologists, psychiatrists (Table 15.3 on p. 605, top three rows)
  - Technology and treatment (p. 606)

LO8: 15.8, 15.9, Cognitive-behavioral Therapies for Anxiety and OCD; Treatments for Depressive Disorders

- Anxiety and OCD are best treated with cognitive-behavioral therapy (pp. 609-614)
  - Specific phobias (systematic desensitization) (p. 611)
  - Panic disorder (p. 612)
  - Obsessive-compulsive disorder (exposure and response prevention) (pp. 612-614)
- Effective treatments for depressive disorders (pp. 614-617)
  - Psychotropic medications (antidepressants, SSRIs) (pp. 614-615)
  - Cognitive-behavioral therapy (pp. 615-616)
  - Alternative treatments (phototherapy, exercise, ECT, TMS, DBS) (pp. 616-617)

LO9: 15.10, 15.11, 15.12, 15.13, Treating Bipolar Disorder; Treating Schizophrenia; Treating Borderline Personality Disorder; Treating Antisocial Personality Disorder

- Psychotropic medications for bipolar disorders (lithium, antipsychotics, antidepressants) (pp. 618-619)
- Atypical antipsychotic medications for schizophrenia (pp. 620-621)
  - Psychotropic medications for schizophrenia (conventional antipsychotics, tardive dyskinesia, atypical antipsychotics) (pp. 620-621)
  - Behavior therapy (p. 621)
- Dialectical behavior therapy for borderline personality disorder (pp. 622-623)
- Antisocial personality disorder is extremely difficult to treat (pp. 623-624)

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

- Children with autism spectrum disorder benefit from structured behavior therapy (pp. 625-626)
  - Behavior therapy for autism spectrum disorder (applied behavioral analysis) (p. 625)
  - Biological treatment for autism spectrum disorder (p. 626)
- Children with attention-deficit/hyperactivity disorder can benefit from various approaches (pp. 626-628)
  - Psychotropic medication for ADHD (pp. 627-628)
  - Behavior therapy for ADHD (p. 628)