PSYC 2301

Introduction to Psychology

Course Learning Objectives and Study Guide
These learning objectives are presented in the format of essay questions. Although the tests for this course are in multiple-choice format, if you know the answers to these questions, you should do well on your tests. Use this as your study guide. In addition to knowing the concepts, be sure to recognize examples because I will give you concept applications on your test.

Chapter 1
What is Psychology?

LEARNING OBJECTIVES
After exploring chapter 1, students will manifest mastery of the following:

1. Define psychology and list the goals of psychology as a science.
2. Know what psychologists do and where they are employed. Be able to recognize specialty areas or fields of psychology from a description of the expertise required. Recognize examples of each of the fields or types of psychologist.
3. Trace the history of psychology through Philosophy to Structuralism, Functionalism, Behaviorism, Gestalt and Psychoanalysis. Know the key points of each of these schools.
4. Explain each of these viewpoints. A short paragraph for each should be enough to cover the basic position: The Cognitive Perspective, The Psychodynamic Perspective, The Humanistic Existential Perspective, The Sociocultural Perspective (or Cultural), The Behaviorist, The Evolutionary/Biological Perspective.
5. Define the scientific method.
6. Understand how psychology has become more diverse in recent years regarding gender and ethnicity. Be able to list some key contributions of women and minorities.
7. What is the difference between a psychologist and a psychiatrist?
8. Understand the various research methods that psychologists use to enhance our understanding of human behavior and mental processes. This includes an understanding of the scientific model and the importance of this model to the field of psychology.

9. Define the scientific investigation using naturalistic observation. What are some of the advantages and disadvantages of this method?

10. Explain the survey method and the self-report measures used in a survey (questionnaire and interview).

11. Know the basic features and advantages and disadvantages of this experimental approach to research.

12. Define and recognize examples of the correlational method.

13. Discuss the correlational method, comparing and contrasting it to the experimental method.

14. Understand the ethical considerations that psychologists use in both research and practice.

15. Discuss ethical issues in psychology, including confidentiality, informed consent, and the use of deception in research.

16. Understand the difference between science and pseudoscience. Student should also have an understanding of critical thinking.

---

Chapter 2
Biology and Psychology

LEARNING OBJECTIVES
After exploring chapter 2, students will manifest mastery of the following:

1. Understand the theory of evolution and its place in science.
2. Understand the field of Evolutionary Psychology.
3. Understand the term heredity and understand the role of genes and chromosomes in heredity.
4. Know the basic parts of a neuron and functions of each part.
5. Know the electrical-chemical process that occurs when a neuron transmits information. Explain the action potential and resting potential.
6. Explain the difference between sensory and motor neurons.
7. Know the organization and functions of the various divisions of the nervous system.
8. Locate the four lobes of the central cortex and explain the functions of these lobes.
9. Discuss the function of the cerebral hemispheres. Which hemisphere seems to be specialized for language ability? Artistic abilities and emotional responding seem to involve which hemisphere?

10. Discuss the effects of excesses or deficiencies of neurotransmitter substances on behavior. Discuss the function of the following neurotransmitters: dopamine, endorphins, serotonin, and acetylcholine. Explain the relationship between dopamine and schizophrenia. Phenothorazines are used in the treatment of schizophrenia. How do they work?


Chapter 3
Voyage Through the Lifespan

LEARNING OBJECTIVES
After exploring chapter 3, students will manifest mastery of the following:

1. State the primary interest of developmental psychologists (nature vs. nurture).
2. Describe cognitive development across the lifespan (Piaget, infancy and visual cliff and aging).
3. Discuss Piaget’s stages of cognitive development (stages and concepts).
4. Define the following:
   - accommodation
   - Alzheimer’s disease
   - assimilation
   - body image
   - chronological age
   - cognitive development
   - conservation
   - developmental age
   - developmental psychology
   - egocentrism
   - nature-nurture controversy
   - object permanence
   - physical development
   - schemes
   - zygote
   - contact comfort
   - empty nest

Course Learning Objectives & Study Guide  Psychology 2301 • 17
5. Discuss Erikson’s Psychological Stages of Development (text).
6. Understand the tenets of social and emotional development; specifically the theoretical perspectives of Erikson and the various attachment theorists.
7. Discuss attachment and Harlow’s research.
8. Know the role that parents (caregivers) play in a child’s development; specifically the various parenting styles and child abuse.
9. Discuss Kohlberg’s Stages of Moral Reasoning.
10. Understand the moral development according to Kohlberg.
11. Understand adult cognitive development including Alzheimer’s disease.
12. Understand adult social and emotional development examining Erikson’s and Levinson’s theories.
13. Understand the theory of Kubler-Ross which focuses on the stages of dying.
14. Understand how day care affects bonds of attachment and social/cognitive development of children.

Chapter 4
Sensation and Perception

LEARNING OBJECTIVES
After exploring chapter 4, students will manifest mastery of the following:

1. Be able to define and differentiate between sensation and perception.
2. Have knowledge of the five traditional senses.
3. Understand visual perception including the concepts of perceptual organization, motion, depth and constancy.
4. Become more familiar with the kinesthetic and vestibular senses.
5. Have an increased knowledge of extra-sensory perception and also understand the ramifications of “virtual reality”.
6. Describe Gestalt psychology and the perceptual laws of closure, proximity, similarity, and figure-ground.
7. Define perceptual adaptation.
Chapter 5
Consciousness

LEARNING OBJECTIVES
After exploring chapter 5, students will manifest mastery of the following:

1. Be able to define consciousness, and be aware of sensory awareness, selective attention, inner awareness, and a sense of self.
2. Understand the nature of sleep including the sleep cycle, function of REM sleep, theories of dreams, and various sleep disorders.
3. Describe the stages of sleep, especially the difference between REM and NREM.
4. Identify the major sleep disorders (narcolepsy, apnea, insomnia, night terrors) and the effects of sleep deprivation.
5. Be familiar with hypnosis and the theoretical explanations of hypnosis. Students should also understand various uses of hypnosis.
6. Appreciate different forms of meditation and positive effect meditation can have.
7. Be knowledgeable about biofeedback techniques and how the technique can help people.
8. Understand the concepts of substance abuse including abuse, tolerance and withdrawal. Students should also know the various categories of drugs.
9. Define psychoactive drugs, tolerance, and distinguish between psychological and physiological dependence. Be familiar with the type of psychoactive drugs and their effects including alcohol, marijuana, LSD, barbiturates, and amphetamines.

Chapter 6
Learning

LEARNING OBJECTIVES
After exploring chapter 6, students will manifest mastery of the following:

1. Define learning.
2. Describe the process of classical conditioning and show how it demonstrates learning by association.
3. Know the basic procedure and terminology of classical conditioning. Differentiate among the unconditioned stimulus, unconditioned response,
conditioned stimulus, and conditioned response. Apply these terms to examples of classical conditioning.

4. Understand the application of classical conditioning in the research done with “Little Albert.”

5. Cite examples of extinction, spontaneous recovery, generalization, and discrimination.

6. Describe the process of operant conditioning.

7. Explain what happens in operant conditioning. Distinguish between positive reinforcement, negative reinforcement and punishment. Provide examples. Include an example of shaping.

8. What are the major problems or objections in using punishment to decrease the occurrence of undesirable behavior?

9. Distinguish between continuous and partial schedules of reinforcement. Know which is most effective for conditioning behavior initially, versus which is most useful for maintaining behavior that is resistant to extinction.

10. Define and give examples: learning (from behavioral perspective), extinction in classical conditioning and in operant conditioning, spontaneous recovery, generalization, discrimination, primary reinforcer, secondary reinforcer, discriminative stimulus, shaping by successive approximations, time out, contiguous, taste aversion, cognitive map, observational learning.

11. Describe cognitive influences on learning.

12. Understand the applied side of classical conditioning including Counterconditioning, Flooding and Systematic Desensitization.

13. Appreciate the cognitive factors in learning including Tolman’s latent learning and Bandura’s observational learning.

14. Have a greater understanding of the effects of media violence on behavior.

Chapter 7
Memory

LEARNING OBJECTIVES
After exploring chapter 7, students will manifest mastery of the following:

1. Discuss the different types of memories.
2. Compare implicit and explicit memory.
3. Compare declarative and procedural memory.
4. Describe the processes of encoding, storage, and retrieval.
5. Describe the characteristics of short-term, long-term, and sensory memory.
6. Define schema, iconic memory, echoic memory, procedural memory.
7. Discuss the biological aspects of memory.
8. Describe processes of encoding and retrieval in Long Term Memory (LTM).
9. Describe short term memory (STM), note its limited capacity, and discuss two ways to enhance STM.
10. Compare semantic and episodic memory.
11. Discuss interference theory.
12. Discuss the difference between recall, recognition, and relearning.
13. Be familiar with the biological aspects of memory including engrams and the hippocampus.
14. Know some helpful ways to enhance memory.

Chapter 8
Cognition and Language

LEARNING OBJECTIVES
After exploring chapter 8, students will manifest mastery of the following:

1. Be able to define cognition and identify the building blocks of cognition.
2. Understand the tools/problems utilized in cognition such as algorithms, heuristics, mental sets and overgeneralization.
3. Appreciate language and the components of language.
4. Understand how language develops including the role of genetics. Appreciate the various theories of language.
5. Understand the important issues regarding bilingualism, intellectual development and Ebonics.
Chapter 9
Intelligence and Creativity

LEARNING OBJECTIVES
After exploring chapter 9, students will manifest mastery of the following:

1. Identify and understand the key theories of intelligence including Factors Theory, Spearman and Multiple Intelligences.
2. Understand the relationship between creativity and intelligence.
3. Identify and understand some major measurements of intelligence including the Stanford-Binet Intelligence Scale, The Weschler Scales, and Group tests.
4. Understand how socioeconomic and ethnic differences impact intelligence test scores.
5. Understand extremes in intelligence.
6. Understand where intelligence can come from including both genetic and environmental influences.
7. Understand some beneficial ways to enhance Intellectual Functioning.

Chapter 10
Motivation and Emotion

LEARNING OBJECTIVES
After exploring chapter 10, students will manifest mastery of the following:

1. Define motivation, and discuss the following theories or sources of motivation:
   • drive-reduction by Hull
   • incentives
   • Freud’s theory on repressed motives
   • Maslow’s Hierarchy of Needs
   • expectancy theory
2. Explain Maslow’s hierarchy of needs. Know the order of the needs. Discuss physiological and psychological determinants of hunger and obesity. Describe the effect of excess fat cells on appetite.
3. Be familiar with the theories of motivation including instincts, drive reduction, homeostasis, stimulus motives, and humanistic.
4. Be knowledgeable of hunger and the role of the hypothalamus. Understand
the biological and psychological contributions to hunger.
5. Be familiar with the area of positive psychology.
6. Understand how facial expressions can reflect and affect emotions.
7. Understand the issues related to obesity and important fundamentals of
weight control.

Chapter 11
Personality: Theory and Management

LEARNING OBJECTIVES
After exploring chapter 11, students will manifest mastery of the following:

1. Be able to define what is meant by personality.
2. Appreciate the Psychodynamic perspective and the contributions made to
psychology.
3. Understand Freudian theory including the psychosexual stages of
personality development, levels of consciousness and the structures of
personality (id, ego, and superego).
4. Be familiar with the contributions of the neo-freudians including Jung,
Adler, Horney, and Erikson.
5. Know the basic features and terminology of psychodynamic theory,
including characteristics of the stages of psychosexual development. What
are the functions and characteristics of the id, ego and superego? Explain
the process that leads to the development of the superego.
6. Define defense mechanisms and give examples of rationalization,
projection, reaction formation, displacement and sublimation. What is the
purpose of defense mechanisms?
7. Know the criticisms of Freud’s theory.
8. Know the concepts and terminology of Jung’s theory, including collective
unconscious, and archetypes.
9. Understand Adler’s view of an inferiority complex and drive for
superiority.
10. Describe the type and traits of Personality Theory (Eysenck’s vs. 5-Factor
Model).
11. Be familiar with Roger’s self-theory of personality. What is meant by the
“self”, self-concept, self-actualization, unconditional positive regard,
congruence, and self-ideals? Explain the relationship between unconditional positive regard and self esteem.

12. Know the difference between objective and projective personality tests and give examples of each.


Chapter 12
Gender and Sexuality

LEARNING OBJECTIVES
After exploring chapter 12, students will manifest mastery of the following:

1. Understand what is meant by “gender stereotypes” and “gender roles.” Be able to discuss gender differences regarding cognitive skills and personality as well as in relation to social behavior and mate selection.
2. Be able to define the term “gender typing” and appreciate how it relates to the overall “nature/nurture” controversy.
3. Understand how nature (biology, hormones, heredity) play a role in gender typing. Understand the key behavioral and social factors affecting gender typing.
4. Understand the key concepts involved with sexual motivation, including the role of hormones and issues related to sexual orientation.
5. Understand the factors involved with Interpersonal Attraction.
6. Be able to define and understand each of the four S’s: Sexual Response, Sexual Behavior, Sexual Dysfunction and Sex Therapy.
7. Understand the key concepts related to rape. Be able to discuss the various arguments put forward to explain why men rape.
8. Understand and know some ways to prevent sexual harassment.
9. Be able to define both HIV and AIDS. Be able to list important ways to prevent HIV/AIDS and other STI’s.
Chapter 13
Stress, Health, and Adjustment

LEARNING OBJECTIVES
After exploring chapter 13, students will manifest mastery of the following:

1. Have an appreciation for the field of health psychology, understanding the contributions health psychology makes to the overall field of psychology.
2. Be able to clearly define what is meant by stress.
3. Be familiar with the various sources of stress including daily hassles, life changes, conflict, irrational beliefs, and the Type A personality.
4. Be knowledgeable of the moderators of stress including self-efficacy, hardiness, sense of humor and social support.
5. Understand the impact of stress on the body; specifically the general adaptation syndrome and the immune system.
6. Understand the relationship between psychology and health including headaches, cardiovascular disease, cancer and sexually transmitted infections.
8. Discuss the functions of emotion, especially in terms of the Yerkes-Dodson Law.
9. In what respect do Type A and Type B personalities differ? Summarize the research regarding the relationship between Type A behavior and cardiovascular disorders.

Chapter 14
Psychological Disorders

LEARNING OBJECTIVES
After exploring chapter 14, students will manifest mastery of the following:

1. Understand some historical views of psychological disorders.
2. Understand the criteria that constitute a psychological disorder, and be familiar with diagnostic practices including the DSM-IV-TR and the Axis in the DSM.
3. Know the diagnostic criteria for Anxiety disorders including phobias, panic, generalized anxiety, OCD, and PTSD and the various theoretical views.
4. Know the diagnostic criteria for Dissociative disorders including dissociative amnesia, dissociative identity disorder, and depersonalization and the various theoretical views.
5. Know the diagnostic criteria for Mood disorders including major depression and bi-polar disorder and the possible contributing factors.
6. Know the diagnostic criteria for Schizophrenia including the various types (paranoid, disorganized, and catatonic) the various theoretical views.
7. Know the diagnostic criteria for Personality disorders including paranoid, schizotypal, schizoid, antisocial and avoidant and the various theoretical views.
8. Be knowledgeable of the topic of suicide including the risk factors, myths, warning signs and the differences in ethnicity and gender.

Chapter 15
Method of Therapy

LEARNING OBJECTIVES
After exploring chapter 15, students will manifest mastery of the following:

1. Know the definition of psychotherapy.
2. Understand the history of psychological therapies.
3. Be familiar with the basics of the psychodynamic approach and Freudian psychoanalysis.
4. Understand the concepts of the humanistic approach including the contributions of Rogers.
5. Understand Gestalt therapy and the techniques used.
6. Be familiar with the behavioral approach to therapy including fear reduction, aversive conditioning, and operant conditioning approaches.
7. Grasp the concepts involved in cognitive therapy including the cognitive triad and rational emotive therapy.
8. Understand the concepts involved in group therapy including encounter groups, couples therapy, and family therapy.
9. Understand the various biomedical approaches to therapy including medications, ECT, and psychosurgery.
10. Appreciate the concerns when conducting therapy with individuals with different gender, ethnicity, culture, etc. Appreciate the diversity of individuals.
11. Be able to name some steps that they can take to alleviate depression.

Chapter 16
Social Psychology

LEARNING OBJECTIVES
After exploring chapter 16, students will manifest mastery of the following:

1. Define and recognize examples of social psychology.
2. Describe Philip Zimbardo’s prison experiment and his conclusions about how people are trapped by roles and roles.
3. Describe Solomon Asch’s experiment and his conclusions on the conditions that promote conformity.
4. Explain the fundamental attribution error.
5. Describe attribution theory.
6. Understand what attitudes are including attitude formation and persuasion including such tactics as the foot-in-the-door technique.
7. Discuss attraction and social relationships in terms of attractiveness, similarity, and reciprocity. What factors allow a relationship to last?
8. Discuss and recognize examples of the bystander effect.
9. Discuss prejudice and be able to define and recognize examples of the scapegoat theory and just world theory.
10. Discuss obedience to authority. Describe Stanley Milgram’s obedience experiments and his conclusions about conditions that promote blind obedience. Know the research very well.
11. Discuss the group phenomenon of social loafing, group think, deindividuation, and the bystander effect.