PSYCHOLOGY 2301

A STUDENT WORKBOOK

TO ACCOMPANY

Visualizing Psychology

By

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HOUSTON COMMUNITY COLLEGE SYSTEM
2008
CHAPTER 1: INTRODUCTION AND RESEARCH METHODS

Objective 1.1

Define psychology.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
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</tr>
</tbody>
</table>

Key Terms

psychology

Exercises

1. Put a check mark by each statement that is true regarding psychology.
   - Psychologists study human behavior.
   - Psychologists study animal behavior.
   - Psychologists study emotions and mental processes.
   - Psychology and "common sense" lead to the same conclusions about behavior and mental processes.
   - Psychology is not a science.

Objective 1.2

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

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</tbody>
</table>

Key Terms

behaviorism
psychoanalysis
humanistic psychology
cognitive psychology
information-processing
evolutionary psychology
biological psychology
sociocultural approach

Exercises

1. Fill in the chart below.

<table>
<thead>
<tr>
<th>School of Thought</th>
<th>Important Theorist(s)</th>
<th>Main Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviorism</td>
<td></td>
<td></td>
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<tr>
<td>Psychoanalysis</td>
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<tr>
<td>Humanistic psychology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cognitive psychology

Information-processing

Evolutionary psychology

Biological psychology

Sociocultural approach

Objective 1.3

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

Text

Visualizing Psychology (Huffman & Carpenter)                Page(s) 12-13

Key Terms

scientific method

Exercises

1. What are the goals of scientific psychology?

2. The steps of the scientific method are (1) identify a problem or research question, (2) design a study, (3) collect data, (4) analyze data, (5) draw conclusions, and (6) communicate findings. Identify the step associated with each of the following activities:

   _____ Dr. Lopez noted "absent" or "present" by each student's name on his class roll at each class meeting. He recorded students' exam scores on his roll sheet as well.

   _____ Dr. Lopez hypothesized that students who consistently attend class get higher grades than those who are absent more often.

   _____ Dr. Lopez published the results of his study in the Journal of Community College Teaching.

   _____ Dr. Lopez calculated the correlation between his students' rates of absence and their exam scores and found that the two variables were positively associated.

   _____ Dr. Lopez planned to track students' attendance and exam scores and to correlate these two variables at the end of the semester.

   _____ Dr. Lopez inferred that the data he collected supported his hypothesis regarding the relationship between attendance and exam scores.
Objective 1.4

Define and explain the various descriptive research methods and correlational research method.

Key Terms

naturalistic observation
laboratory observation
case study
survey
correlation
correlation coefficient

Exercises

1. Fill in the chart below.

<table>
<thead>
<tr>
<th>Method</th>
<th>Uses</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naturalistic observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory observation</td>
<td></td>
<td></td>
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<tr>
<td>Case study</td>
<td></td>
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<tr>
<td>Survey</td>
<td></td>
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<tr>
<td>Correlation</td>
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</tbody>
</table>

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

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

b. Psychologists studying aggression in early childhood found that an average of four instances of hitting or pushing occurred during each hour that they spent watching a group of two-year-olds interact in a day-care classroom.

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

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

e. A psychologist who was interested in job satisfaction gathered in-depth, detailed information about organizations whose workers reported being highly satisfied with their jobs.
3. Why does correlation fail to prove causation?

Objective 1.5

Define representative sample and explain why it is important.

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<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
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</tr>
</tbody>
</table>

Key Terms

sample  
population  
representative sample

Exercises

1. Barry reached into his bag of M&Ms and pulled out three pieces of candy, each of which was red. All of the M&Ms in Barry's bag are the (sample/population) of M&Ms. The three that he took out are the (sample/population).

2. Each bag of M&Ms has candies of several colors. Thus, the three red M&Ms that Barry took out of his bag (are/are not) a representative sample.

3. Why are researchers concerned about the representativeness of the samples in their studies?  
a. They don't want to offend anyone.  
b. They hope to generalize the findings of their studies to populations of interest.  
c. Representative samples are usually large enough to ensure statistical significance.  
d. Scientific journals will not publish a study unless the sample is representative.

Objective 1.6

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

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<th>Text</th>
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<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>16-18</td>
</tr>
</tbody>
</table>

Key Terms

experimental method  
hypothesis  
independent variable  
dependent variable  
experimental group  
control group  
random assignment

Exercises

1. What is the primary advantage of the experimental method?
2. Read the scenario and answer the questions that follow it.

In a laboratory study of sleep deprivation, researchers employed a variety of techniques to keep volunteers awake for variable amounts of time. One group of participants was kept awake for 24 hours, another was kept awake for 48 hours and a third was allowed to go to sleep at usual time. During periods of forced wakefulness, participants were required to engage in verbal learning tasks such as memorizing the definitions of obscure English words for two hours. At the conclusion of the period of wakefulness, participants were allowed to sleep for as long as they wanted to. When participants awakened, researchers tested them on the learning tasks they completed during the periods of wakefulness. The researchers discovered that participants who were deprived of sleep for 48 hours recalled less than those who had been forced to remain awake for 24 hours, and those in the latter group recalled less than those who were allowed to sleep at their normal time.

1a. What is the independent variable? ________________________________
1b. What is the dependent variable? ________________________________
1c. What is the control group? ________________________________
1d. What is/are the experimental group(s)? ________________________________

3. Why is random assignment critical to the experimental method?

Objective 1.7

Explain the rationale behind placebo-controlled experiments.

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<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>16, 18</td>
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</table>

Key Terms

placebo
double-blind technique
placebo effect

Exercises

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

2. Read the scenario and answer the questions.

Sam's psychology professor, Dr. Smith, recruited him to serve as a research assistant. Sam's job was to teach study participants a new strategy for studying textbook material. Experimental group participants were supposed to be taught the new strategy, while control group participants were to be told that they could increase their test scores by holding their textbooks at a particular angle when reading. Each group was allowed to practice the techniques they were taught on a chapter in a psychology textbook, after which Sam tested them over what they had studied. Dr. Smith was surprised to discover that the control group scored higher on the tests than the experimental group did.
(A) Did Dr. Smith's design include a placebo?
(B) If so, what was the placebo?
(C) What term refers to the outcome of Dr. Smith's study?
(D) Would it be correct to conclude that the procedure that was taught to the control group is a useful study strategy? If not, what is the correct conclusion?
Objective 1.8

Outline the ethical standards that psychological researchers must adhere to.

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<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>12-15</td>
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</table>

Key Terms

informed consent
use of deception
debriefing

Exercises

Read the following statements and place a checkmark beside those that violate the APA code of ethical conduct in animal or human research.

1. _____ A researcher has been approved to collect data at a shopping mall.

2. _____ During new student orientation, a researcher appears before an assembly of orientation participants and asks them to complete a survey of racial attitudes. Some students receive a survey with a cover page that states that they must write their names on the survey so that their responses can be sent to the university counseling center to determine whether they are in need of cultural sensitivity training. The cover page on the other students’ surveys state that their responses are anonymous. After collecting the surveys, the researcher discloses that the study was about the effects of anonymity on survey responses and that none of the students’ responses will actually be sent to the counseling center.

3. _____ An elementary school principal conducted a study of reading skills at her school in order to complete her doctoral dissertation. Since she was the school's chief administrator, she assumed that she did not need to get students' or parents' permission to carry out the study.

4. _____ A researcher did a study in which intelligence tests were administered to all participants. She refused to allow participants access to their test results because she feared that they might be upset by them.

5. _____ A researcher sacrificed his subjects (rats) by depriving them of food at the end of the study so that he could obtain additional data on how long a rat can live without food.
OBJECTIVE 2.1

Identify the basic components of the neuron.

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<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
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</tr>
</tbody>
</table>

**Key Terms**

- neuron
- dendrites
- axon
- cell body

**Exercises**

1. What is a neuron?

2. Label each part of the neuron.

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OBJECTIVE 2.2

Identify the basic components of the synapse.

<table>
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<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
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</tbody>
</table>

**Key Terms**

- Synapse (axon terminal button, receptor site)
**Exercises**

1. Which statement about the synapse is false?
   a. The synapse is the place where the dendrites of one neuron link up with the axon of another.
   b. One neuron can form synapses with many others.
   c. Synapses are filled with fluid.
   d. Communication between neurons takes place at the synapse.

**Objective 2.3**

Define action potential, and explain the processes that occur when a neuron is activated.

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<td>38-39</td>
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</table>

**Key Terms**

action potential  
resting potential  

**Exercises**

1. Number the events in the action potential in the order in which they occur.
   _____ Positively charged ions flow out of the neuron.
   _____ Positively charged ions flow into the neuron.
   _____ The cell membrane potential is positive.
   _____ The cell membrane potential is negative.

2. What is the "all or none" law?

**Objective 2.4**

Explain how neurotransmitters affect behavior, and identify the major neurotransmitters.

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</tbody>
</table>

**Key Terms**

neurotransmitters  
acetylcholine  
dopamine  
serotonin  
norepinephrine  
endorphins  

**Exercises**

1. Which of the following statements about neurotransmitters is false?
   a. Neurotransmitters allow impulses to flow from one neuron to another.
   b. Neurotransmitters prevent impulses from flowing from one neuron to another.
c. Neurotransmitters are stored in the cell bodies of neurons.
d. Each neurotransmitter is associated with a unique receptor.
e. Some unused neurotransmitters are recycled by neurons and used again.

2. Fill in the blank with the appropriate neurotransmitter:

A. _______________ influences eating, alertness, wakefulness.
B. _______________ is involved in movement and memory.
C. _______________ affects mood and sleep.
D. _______________ provide pain relief
E. _______________ is involved in attention and movement.

**Objective 2.5**

Explain the difference between the central and peripheral nervous systems.

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</tbody>
</table>

**Key Terms**

central nervous system
peripheral nervous system

**Exercises**

1. Label each structure as belonging to the (a) central nervous system or (b) peripheral nervous system
   A. _____ spinal cord
   B. _____ nerves that carry messages from the brain to the body
   C. _____ brain
   D. _____ nerves that carry messages from the body to the brain

**Objective 2.6**

Explain the functions of the sympathetic and parasympathetic nervous systems.

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<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
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</tbody>
</table>

**Key Terms**

sympathetic nervous system
parasympathetic nervous system
autonomic nervous system

**Exercises**

1. During an emergency, your _______________ nervous system prepares you for action.
2. After an emergency passes, your _______________ nervous system restores your physical functions to a normal state.
3. Nerves that enable your body to carry out involuntary functions are part of the _______________ nervous system.
**Objective 2.7**

Identify the medulla and cerebellum, and describe their functions.

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<td>50-51</td>
</tr>
</tbody>
</table>

**Key Terms**

brain stem
medulla
cerebellum

**Exercises**

1. Fill in the chart:

<table>
<thead>
<tr>
<th>Structure</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medulla</td>
<td></td>
</tr>
<tr>
<td>Cerebellum</td>
<td></td>
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</tbody>
</table>

**Objective 2.8**

List the processes regulated by the hypothalamus.

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<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
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</tr>
</tbody>
</table>

**Key Terms**

hypothalamus

**Exercises**

1. List five processes that are regulated by the hypothalamus:
   A. __________________________
   B. __________________________
   C. __________________________
   D. __________________________
   E. __________________________

2. The hypothalamus is located in the
   a. forebrain   b. hindbrain   c. midbrain   d. spinal cord

**Objective 2.9**

Describe the limbic system, and list the responses and behaviors affected by it.

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<thead>
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<th>Page(s)</th>
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<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
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</tr>
</tbody>
</table>
Key Terms

limbic system
hippocampus (pp. 183-184)
amygdala

Exercises

1. ______________________________ plays an important role in emotion, especially fear.
2. ______________________________ enables the brain to store memories.
3. ______________________________ a group of structures that are involved in emotions and memory.

Objective 2.10

Describe the components of the cerebrum and their functions.

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<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>53-57</td>
</tr>
</tbody>
</table>

Key Terms

cerebrum
corpus callosum
cerebral hemispheres
cerebral cortex

Exercises

1. What happens in the cerebrum?

2. Label each of the following descriptions as (a) corpus callosum, (b) cerebral hemispheres, and (c) cerebral cortex.
   _____ convoluted covering of the cerebrum
   _____ membrane that connects the cerebral hemispheres
   _____ right and left halves of the cerebrum

Objective 2.11

Explain the functions of the frontal lobes.

<table>
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<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>53-55</td>
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</tbody>
</table>

Key Terms

association areas
frontal lobes
motor cortex
Broca's area
Broca's aphasia

Exercises

1. Fill in the chart:
<table>
<thead>
<tr>
<th>Structure</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>association areas</td>
<td></td>
</tr>
<tr>
<td>motor cortex</td>
<td></td>
</tr>
<tr>
<td>Broca's area</td>
<td></td>
</tr>
</tbody>
</table>

2. Which is the best description of the language abilities of a person who suffers from Broca's aphasia?
a. They cannot understand spoken language.
b. They can only understand the speech of others who speak very slowly.
c. Their speech cannot be understood by others.
d. They must put forth a great deal of effort to speak.

**Objective 2.12**

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

<table>
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<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
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</tr>
<tr>
<td>(Ch.1)</td>
<td></td>
</tr>
</tbody>
</table>

**Key Terms**

electroencephalograph (EEG)  
computerized axial tomography (CAT or CT scan)  
magnetic resonance imaging (MRI)  
positron emission tomography (PET scan)  
functional magnetic resonance imaging (fMRI)

**Exercises**

1. Write the name of each technique in the blank beside its description

   A. ___________________________ produces a record of electrical activity in the brain  
   B. ___________________________ produces images of brain structure and function  
   C. ___________________________ produces images of metabolic activity in the brain  
   D. ___________________________ uses X-rays to produce images of brain structures  
   E. ___________________________ uses magnetic impulses to produce images of brain structures

**Objective 2.13**

Define plasticity (or neuroplasticity).

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<tr>
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</tr>
<tr>
<td>(Ch.1)</td>
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</tbody>
</table>

**Key Terms**

Plasticity (or neuroplasticity)
**Exercises**

1. What is plasticity (or neuroplasticity)?

2. What is the relationship between age and plasticity (or neuroplasticity)?

**Objective 2.14**

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

<table>
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<tr>
<th>Text</th>
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<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>42-43</td>
</tr>
</tbody>
</table>

**Key Terms**

endocrine system
pituitary
hormones
adrenal glands

**Exercises**

1. The ______________________ is a series of glands that produce ________________________.
2. The ______________________ produce norepinephrine and epinephrine.
3. The _________________________ is the body's "master gland" and produces hormones that contribute to growth.
CHAPTER 3: STRESS AND HEALTH PSYCHOLOGY

Objective 3.1

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

<table>
<thead>
<tr>
<th>Text</th>
<th>Visualizing Psychology (Huffman &amp; Carpenter)</th>
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<tr>
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</table>

Key Terms

Social Readjustment Rating Scale (SRRS)

Exercises

1. The Social Readjustment Rating Scale (SRRS) is based on the assumption that the most important cause of stress is ____________________________.

2. Research shows that scores on the SRRS (are, are not) correlated with health problems.

Objective 3.2

Describe the impact of daily hassles on stress and health.

<table>
<thead>
<tr>
<th>Text</th>
<th>Visualizing Psychology (Huffman &amp; Carpenter)</th>
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<tbody>
<tr>
<td>Page(s)</td>
<td>65</td>
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</table>

Key Terms

hassles

Exercises

1. Write "H" by each item in the list below that fits the definition of "hassles" and "M" by each item that is a major life event.
   (1) _____ death of a close loved one
   (2) _____ attending back-to-back classes all day long
   (3) _____ getting a parking ticket while you're in class
   (4) _____ deciding whether to apply to graduate school
   (5) _____ standing in a long line at the campus bookstore

2. How do hassles affect feelings of stress and physical health?

Objective 3.3

Describe the stages of the General Adaptation Syndrome (GAS).

<table>
<thead>
<tr>
<th>Text</th>
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<tbody>
<tr>
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</table>

Key Terms

general adaptation syndrome (GAS)
Exercises

1. Briefly summarize the characteristics of each stage of the GAS.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alarm</td>
<td></td>
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<tr>
<td>Resistance</td>
<td></td>
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<td>Exhaustion</td>
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Objective 3.4

Describe the effects of stress on the immune system.

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<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
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</tr>
</tbody>
</table>

Key Terms

biopsychosocial model
health psychology
psychoneuroimmunology

Exercises

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

2. What do health psychologists do?

Objective 3.5

Describe the features of post-traumatic stress disorder (PTSD).

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<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>72-73</td>
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</table>

Key Terms

post-traumatic stress disorder (PTSD)

Exercises

1. What are the symptoms of PTSD?

2. Transform this false statement into one that is true: Post-traumatic stress disorder occurs only after people experience a catastrophic event such as a hurricane or a terrorist attack.
Objective 3.6

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

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<tr>
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Key Terms

problem-focused coping
emotion-focused coping

Exercises

1. John cannot pay his entire electric bill, but he feels better about it after reaching an agreement with the power company in which he will pay half the bill now and the remainder in two weeks. John used ____________________________ coping to deal with the stress caused by his financial situation.

2. Jane does not like her supervisor's management style. To manage her on-the-job stress, Jane reminds herself that her work schedule allows her to participate in her favorite hobby, rock-climbing. Even though she doesn't care for her supervisor, she values her job for that reason. Jane uses ____________________________ coping to deal with her work-related stress.

Objective 3.7

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

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>80-81</td>
</tr>
</tbody>
</table>

Key Terms

Hardiness, Positive beliefs, Social support

Exercises

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

<table>
<thead>
<tr>
<th>Protective factor</th>
<th>Definition, effects on stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social support</td>
<td></td>
</tr>
<tr>
<td>Perceived control</td>
<td></td>
</tr>
<tr>
<td>Optimism</td>
<td></td>
</tr>
</tbody>
</table>

2. Explain the role of exercise in resistance to the effects of stress.
CHAPTER 6: LEARNING

Objective 6.1

Define and identify examples of learning.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>142, 144</td>
</tr>
</tbody>
</table>

Key Terms

learning

Exercises

Put a check mark by each example of change that fits the definition of learning.

- an infant starts walking
- a three-year-old acquires the ability to recite the entire alphabet
- a college student acquires the ability to solve quadratic equations in a college algebra class
- an elderly man loses the ability to walk after having a stroke

Objective 6.2

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

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>144-148</td>
</tr>
</tbody>
</table>

Key Terms

classical conditioning
unconditioned stimulus (UCS)
unconditioned response (UCR)
conditioned stimulus (CS)
conditioned response (CR)
stimulus generalization
stimulus discrimination
extinction (in classical conditioning)
spontaneous recovery

Exercises

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

2. In the table below, identify each element in Pavlov's original experiment.

<table>
<thead>
<tr>
<th></th>
<th>Unconditioned</th>
<th>Conditioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulus</td>
<td>UCS</td>
<td>CS</td>
</tr>
<tr>
<td>Response</td>
<td>UCR</td>
<td>CR</td>
</tr>
</tbody>
</table>
3. "Learned" and "acquired" are synonyms for (unconditioned, conditioned).

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

5. Match each term with its definition:
   (1) _____ the disappearance of a conditioned response after termination of the unconditioned stimulus
   (2) _____ exhibition of a conditioned response after exposure to a stimulus that is similar to a conditioned stimulus
   (3) _____ sudden reappearance of an extinguished response
   (4) _____ response that occurs only after presentation of the original conditioned stimulus
   (A) stimulus generalization
   (B) stimulus discrimination
   (C) extinction (in classical conditioning)
   (D) spontaneous recovery.

**Objective 6.3**

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

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology</td>
<td>144 - 146</td>
</tr>
</tbody>
</table>

**Key Terms**

None

**Exercises**

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

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

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

**Objective 6.4**

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

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology</td>
<td>149-155</td>
</tr>
</tbody>
</table>

**Key Terms**

operant conditioning
reinforcer
reinforcement
primary reinforcer
secondary reinforcer

**Exercises**

1. (Voluntary, reflexive) responses are subject to operant conditioning.
2. What is a reinforcer?

3. Identify each change described below as an example of (E) extinction, (G) generalization, (D) discriminative stimulus, or (R) reinforcement
   - Mrs. Jones starting buying tickets more often after she won $100 playing the lottery.
   - The baby stopped spitting after her parents started ignoring her every time she did it.
   - The kids at ABC Elementary get quiet whenever Mr. Jones, the principal, comes into the classroom.
   - Dr. Smith substituted M&Ms for rat food pellets in his Skinner box experiments and found that the rats responded to the candy in that same way that they responded to the food rewards they were accustomed to.

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

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

**Objective 6.5**

Define shaping.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>151, 153</td>
</tr>
</tbody>
</table>

**Key Terms**

Shaping (successive approximations)

**Exercises**

1. How does shaping change behavior?

**Objective 6.6**

Explain the difference between positive and negative reinforcement.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>150</td>
</tr>
</tbody>
</table>

**Key Terms**

positive reinforcement
negative reinforcement

**Exercises**

1. Classify each of the following as (P) positive reinforcement, or (N) negative reinforcement:
   - Bob takes aspirin whenever he gets a headache because the aspirin makes his headache go away.
   - Dolphins learn to jump out of the water on command in order to obtain food rewards from their trainers.
   - Ramon cleaned out the garage so that his wife would stop nagging him about it.
   - Lucy gives her 2-year-old anything the girl wants in order to stop her whining. (Lucy)
   - Lucy give her 2-year-old anything the girl wants in order to stop her whining. (2-year-old)
   - Luis studies hard to get As.
   - Michael studies hard to avoid getting Fs.
**Objective 6.7**

Define punishment and summarize the factors that influence its effectiveness.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>153-155</td>
</tr>
</tbody>
</table>

**Key Terms**

Punishment

**Exercises**

1. Change this false statement into one that is true: Punishment always results when a behavior is followed by an aversive consequence.

2. How does each factor in the table influence the effectiveness of punishment?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Effect on punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing</td>
<td></td>
</tr>
<tr>
<td>Intensity</td>
<td></td>
</tr>
<tr>
<td>Consistency</td>
<td></td>
</tr>
</tbody>
</table>

**Objective 6.8**

Define behavior modification.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>See Addendum</td>
</tr>
</tbody>
</table>

**Key Terms**

behavior modification

token economy

**Exercises**

1. The patients in the Happy Haven psychiatric hospital earn points for cooperating with therapists. They can exchange the points for magazines, snacks, and other items. Happy Haven is using _______________________ to manage patients' behavior.
2. Miss Jones decided to give a highly active student a sticker every time she noticed that the girl was sitting in her seat and doing her school work. Miss Jones is using _________________________ to manage the student's behavior.

**Objective 6.9**

Define observational learning.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>158-159</td>
</tr>
</tbody>
</table>

**Key Terms**

observational learning

**Exercises**

1. Most drivers slow down when they see another driver getting a ticket. This is an example of _________________________.

2. Transform this false statement into one that is true: Reinforcement plays no role in observational learning.
CHAPTER 7: MEMORY

Objective 7.1

Explain the information-processing approach to memory.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>8, 174</td>
</tr>
</tbody>
</table>

**Key Terms**

- information processing approach
- encoding
- storage
- retrieval

**Exercises**

1. The information-processing approach assumes that the memory system operates similarly to that of a ____________________________.

2. According to the information-processing approach, three processes are applied to information that is taken into the system. These three processes are ____________________________, ____________________________, and ____________________________.

Objective 7.2

Describe the functions and characteristics of short-term memory.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>177-178</td>
</tr>
</tbody>
</table>

**Key Terms**

- short-term memory
- working memory

**Exercises**

1. What happens to information in short-term memory?

2. Describe each of the features of short-term memory.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity</td>
<td></td>
</tr>
<tr>
<td>Duration</td>
<td></td>
</tr>
</tbody>
</table>

3. Why is short-term memory also known as working memory?
**Objective 7.3**

Describe the characteristics of long-term memory.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>179-180</td>
</tr>
</tbody>
</table>

**Key Terms**

long-term memory  
declarative memory  
semantic memory  
episodic memory  
nondeclarative memory

**Exercises**

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

2. Add definitions to the diagram below.

![Diagram](Declarative Memory - Nondeclarative Memory)  
Semantic Memory  
Episodic Memory

**Objective 7.4**

Explain the differences among recall, free recall, cued recall, and recognition.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>180-181</td>
</tr>
</tbody>
</table>

**Key Terms**

recall  
free recall  
cued recall  
recognition

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

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

3. Classify each question as requiring (C) cued recall or (F) free recall.
   (1) _____ What are the three basic memory processes?
   (2) _____ The three basic memory processes are e______________, s______________, and r______________.

**Objective 7.5**

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

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>184-185</td>
</tr>
</tbody>
</table>

**Key Terms**

Alzheimer's disease

**Exercises**

1. Transform this false statement into one that is true:

   (A) Alzheimer's disease is a normal part of aging.

   __________________________________________________________________________________________

   __________________________________________________________________________________________

   __________________________________________________________________________________________

   (B) Older adults develop Alzheimer's disease because they are no longer involved in activities that make demands on their memories, such as work and school. ("Use it or lose it."

   __________________________________________________________________________________________

   __________________________________________________________________________________________

   __________________________________________________________________________________________

**Objective 7.6**

Explain the causes of forgetting.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>184-188</td>
</tr>
</tbody>
</table>

**Key Terms**

encoding failure
decay theory
interference
motivated forgetting
retrieval failure

**Exercises**
1. Briefly summarize the main ideas of each theory of forgetting in the table below.

<table>
<thead>
<tr>
<th>Theory</th>
<th>Main Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encoding failure</td>
<td></td>
</tr>
<tr>
<td>Decay theory</td>
<td></td>
</tr>
<tr>
<td>Interference</td>
<td></td>
</tr>
<tr>
<td>Motivated forgetting</td>
<td></td>
</tr>
<tr>
<td>Retrieval failure</td>
<td></td>
</tr>
</tbody>
</table>

**Objective 7.7**

Describe the process of reconstructive memory.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>190</td>
</tr>
</tbody>
</table>

**Key Terms**

None

**Exercises**

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

**Objective 7.8**

Explain the functions of schemas in the memory system.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>See Addendum</td>
</tr>
</tbody>
</table>

**Key Terms**

schema

**Exercises**
1. If you were asked to memorize the words below, which would be made easier to remember by the schemas in your long-term memory?

cake  
dog  
balloon  
presents  
window  
orange  
candles  
grass  
girl  
rug

2. How do schemas contribute to distortions in eyewitness testimony?

**Objective 7.9**

Describe several techniques for improving memory.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>27, 180-182, 188, 193</td>
</tr>
</tbody>
</table>

**Key Terms**

mnemonic  
organization  
elaborative rehearsal  
overlearning  
massed practice  
spaced (distributed) practice

**Exercises**

1. In the list below, write O beside the example of an organizational strategy, M beside the example of the mnemonic, and E beside the example of elaborative rehearsal.
   (A) _____ remembering a list of stages by making a word out of the first letters of the names of the stages
   (B) _____ using categories to remember the items on a grocery list (e.g., meat, canned goods)
   (C) _____ associating the Spanish word "azul" (blue) with the English word "azure" (light blue)

2. When you study beyond the point at which you know all of the information you need for an exam, you are engaging in ________________________.

3. (Massed practice, spaced [distributed] practice) is the most effective way of studying for an exam.
CHAPTER 9: LIFESPAN DEVELOPMENT I

Objective 9.1

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

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>230-231</td>
</tr>
</tbody>
</table>

Key Terms

cross-sectional design
longitudinal design

Exercises

1. A researcher studied vocabulary development by keeping track of the number of words that a group of children learned each year for five years. All of the children in the group were two years old when the study began. This is an example of a _________________________ design.

2. Another research studied vocabulary development by comparing the average number of words that two groups of children knew. One group of children ranged from two to four years of age, and the other ranged from five to seven. This is an example of a ________________________ design.

Objective 9.2

List the characteristics of the three phases of prenatal development.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>232-234</td>
</tr>
</tbody>
</table>

Key Terms

zygote
germinial period
embryonic period
fetal period

Exercises

1. Classify each of the following according to the phase of prenatal development to which it applies.
   (A) ______________________________ conception to implantation
   (B) ______________________________ implantation to eight weeks
   (C) ______________________________ major organ systems formed
   (D) ______________________________ fertilized egg travels down fallopian tube
   (E) ______________________________ eight weeks to birth

Objective 9.3

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

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>234</td>
</tr>
</tbody>
</table>
Key Terms

- teratogen
- fetal alcohol syndrome

Exercises

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

<table>
<thead>
<tr>
<th>Maternal Factor</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malnutrition</td>
<td></td>
</tr>
<tr>
<td>Alcohol use</td>
<td></td>
</tr>
<tr>
<td>Tobacco use</td>
<td></td>
</tr>
</tbody>
</table>

2. What are the symptoms of fetal alcohol syndrome?

Objective 9.4

Describe the process of cognitive development as Piaget explained it.

Text

*Visualizing Psychology* (Huffman & Carpenter)

Page(s)

242-243

Key Terms

- schemes (schemas)
- assimilation
- accommodation

Exercises

1. What did Piaget mean by the term "scheme" (schema)?

2. (Assimilation, accommodation) occurs when new information is incorporated into an existing scheme.

3. (Assimilation, accommodation) occurs when a scheme is changed so that new information can be incorporated.

Objective 9.5

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

sensorimotor stage
object permanence
preoperational stage
egocentrism
concrete operational stage
conservation
formal operational stage

Exercises

1. Match each term with its definition
(1) _____ object permanence
(2) _____ egocentrism
(3) _____ conservation

(A) understanding that the quantity of matter stays the same even if its appearance changes
(B) understanding that things continue to exist even when they cannot be seen
(C) tendency to look at the world from one's own point of view

2. Briefly summarize the characteristics of each stage.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensorimotor</td>
<td></td>
</tr>
<tr>
<td>Preoperational</td>
<td></td>
</tr>
<tr>
<td>Concrete Operational</td>
<td></td>
</tr>
<tr>
<td>Formal Operational</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 10: LIFESPAN DEVELOPMENT II

Objective 10.1
Describe the relationship between contact comfort and attachment.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>256-259</td>
</tr>
</tbody>
</table>

**Key Terms**
attachment

**Exercises**
1. Transform these false statements into ones that are true:

   (A) Research shows that attachment is based on feeding, that is, infants form attachment relationships with caregivers that feed them.

   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

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

   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

Objective 10.2
Explain the differences among the secure, anxious/ambivalent, and avoidant patterns of attachment.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>256-259</td>
</tr>
</tbody>
</table>

**Key Terms**
secure attachment
avoidant attachment
anxious/ambivalent attachment

**Exercises**
1. Identify each pattern of attachment in the table.

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not upset when separated from caregiver; indifferent when caregiver returns</td>
</tr>
<tr>
<td></td>
<td>Sometimes distressed when separated from caregiver; alternates happiness with indifference and, sometimes, anger, when caregiver returns</td>
</tr>
</tbody>
</table>
Objective 10.3

Explain Kohlberg's levels and stages of moral development.

<table>
<thead>
<tr>
<th>Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>preconventional</td>
</tr>
<tr>
<td>conventional</td>
</tr>
<tr>
<td>postconventional</td>
</tr>
</tbody>
</table>

Exercises

1. Kohlberg's theory classifies individuals' responses to moral dilemmas according to a system that includes _____ levels. There are _____ stages within each level.

2. What is the primary basis for moral reasoning in each of Kohlberg's stages?

<table>
<thead>
<tr>
<th>Stage</th>
<th>Basis for moral reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preconventional Level</td>
<td></td>
</tr>
<tr>
<td>Stage 1</td>
<td></td>
</tr>
<tr>
<td>Stage 2</td>
<td></td>
</tr>
<tr>
<td>Conventional Level</td>
<td></td>
</tr>
<tr>
<td>Stage 3</td>
<td></td>
</tr>
<tr>
<td>Stage 4</td>
<td></td>
</tr>
<tr>
<td>Postconventional Level</td>
<td></td>
</tr>
<tr>
<td>Stage 5</td>
<td></td>
</tr>
<tr>
<td>Stage 6</td>
<td></td>
</tr>
</tbody>
</table>

Objective 10.4

Summarize the characteristics of each of Erikson's eight stages of psychosocial development.
**Key Terms**

psychosocial stages

**Exercises**

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

2. Briefly summarize the characteristics of each stage.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust versus Mistrust</td>
<td></td>
</tr>
<tr>
<td>Autonomy versus Shame and Doubt</td>
<td></td>
</tr>
<tr>
<td>Initiative versus Guilt</td>
<td></td>
</tr>
<tr>
<td>Industry versus Inferiority</td>
<td></td>
</tr>
<tr>
<td>Identity versus Role Confusion</td>
<td></td>
</tr>
<tr>
<td>Intimacy versus Isolation</td>
<td></td>
</tr>
<tr>
<td>Generativity versus Stagnation</td>
<td></td>
</tr>
<tr>
<td>Ego Integrity versus Despair</td>
<td></td>
</tr>
</tbody>
</table>

**Objective 10.5**

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

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>See Addendum</td>
</tr>
</tbody>
</table>
**Key Terms**

authoritarian
authoritative
permissive

**Exercises**

1. Classify each of the following as consistent with the (A) authoritarian, (B) authoritative, or (C) permissive parenting styles.
   (1) _____ expect children to obey parental commands "because I said so"
   (2) _____ impose few rules on children
   (3) _____ children develop high self-esteem
   (4) _____ both demanding and responsive to children's needs
   (5) _____ children develop poorer social skills
   (6) _____ children more likely to be aggressive

**Objective 10.6**

Explain the difference between the social learning and gender schema theory explanations of gender role development.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>266-270</td>
</tr>
</tbody>
</table>

**Key Terms**

sex
gender
gender roles

**Exercises**

1. (Sex, gender) refers to the biological characteristics that differentiate males from females, while (sex, gender) refers to the psychological and social aspects of being male or female.

2. What is a gender role?

3. _______________________________ theory emphasizes modeling and reinforcement in its explanation of gender role development.

4. _______________________________ theory emphasizes children's development of internal rules regarding males and females in its explanation of gender role development.
CHAPTER 12: PERSONALITY

Objective 12.1
Define personality.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>314</td>
</tr>
</tbody>
</table>

Key Terms
personality

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

Objective 12.2
Explain the Big Five personality traits.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>314-317</td>
</tr>
</tbody>
</table>

Key Terms
trait
Big Five

Exercises
1. What is a "trait"?

2. Briefly describe each of the Big Five traits (“OCEAN”).

<table>
<thead>
<tr>
<th>Trait</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openness</td>
<td></td>
</tr>
<tr>
<td>Conscientiousness</td>
<td></td>
</tr>
<tr>
<td>Extroversion</td>
<td></td>
</tr>
<tr>
<td>Agreeableness</td>
<td></td>
</tr>
<tr>
<td>Neuroticism</td>
<td></td>
</tr>
</tbody>
</table>

Objective 12.3
Describe the processes that take place in the conscious, unconscious, and preconscious mind.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>318-319</td>
</tr>
</tbody>
</table>
Key Terms

unconscious
conscious
preconscious

Exercises

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conscious</td>
<td></td>
</tr>
<tr>
<td>Preconscious</td>
<td></td>
</tr>
<tr>
<td>Unconscious</td>
<td></td>
</tr>
</tbody>
</table>

Objective 12.4

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

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>319</td>
</tr>
</tbody>
</table>

Key Terms

id
go
superego
reality principle
pleasure principle

Exercises

1. When Jim Bob's classmates offered him the chance to look over an exam key that one of them had taken from the professor's test folder, he refused. Jim Bob's behavior was probably motivated by the component of personality that Freud called the ________________.

2. "Eat, drink, and be merry, for tomorrow you may die," could be the motto of the ____________.

3. Raul didn't have time to get something to eat before class because he had overslept, so he grabbed his roommate's leftover slice of pizza out of the refrigerator and wolfed it down. Raul's behavior was probably motivated by his ________________.

4. Conflicts between the impulses of the ___________ and the moral standards of the ________________ are mediated by the ________________.

Objective 12.5

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

defense mechanism

Exercises

1. What is a defense mechanism?

2. Which part of the personality produces defense mechanisms?

Objective 12.6

Summarize the characteristics of each of Freud's psychosexual stages.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Ages</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phallic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genital</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Objective 12.7

Explain the views of humanistic theorists regarding the personality.

<table>
<thead>
<tr>
<th>Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>humanistic psychology</td>
</tr>
</tbody>
</table>
unconditional positive regard

**Exercises**

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

2. Carl Rogers believed that individuals must receive ________________ _________ from those around them in order to develop to their full potential.

3. What role does self-esteem play in personality functioning, according to humanistic theorists?

**Objective 12.8**

Explain the views of Abraham Maslow regarding self-actualization.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>287-288,326-327</td>
</tr>
</tbody>
</table>

**Key Terms**

self-actualization
hierarchy of needs

**Exercises**

1. In order for a person to experience self-actualization, she must first meet more basic needs. (true, false)

2. In his research, Maslow found that many self-actualizers had peak experiences. (true, false)

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

4. What is self-actualization?

**Objective 12.9**

Explain Bandura's concepts of self efficacy and reciprocal determinism.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>328-329</td>
</tr>
</tbody>
</table>

**Key Terms**

self efficacy
reciprocal determinism

**Exercises**
1. Briefly summarize the contributions of cognitive, behavioral and environmental factors to psychological functioning.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Contributions to Psychological Functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td></td>
</tr>
<tr>
<td>Behavioral</td>
<td></td>
</tr>
<tr>
<td>Environmental</td>
<td></td>
</tr>
</tbody>
</table>

**Objective 12.10**

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

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>34-36; 330-331</td>
</tr>
</tbody>
</table>

**Key Terms**

behavior genetics

**Exercises**

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

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

   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

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

   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

2. Explain this statement: Despite the evidence suggesting that personality traits are at least somewhat attributable to heredity, most psychologists believe that several factors interact to shape each individual's personality.
**Objective 12.11**

Explain the difference between objective (inventory) and projective personality tests.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>332-335</td>
</tr>
</tbody>
</table>

**Key Terms**

- objective test (inventory)
- projective test

**Exercises**

1. Write "O" beside each objective test (inventory) and "P" by each projective test.
   (1) ____ MMPI  
   (2) ____ Rorschach  
   (3) ____ Thematic Apperception Test

2. When examinees take (objective, projective) tests, they impose their own thoughts and feelings onto ambiguous stimuli.

3. When examinees take (objective, projective) tests, they respond to standardized questionnaires.

4. (Objective, projective) tests tap into the unconscious.
CHAPTER 13: PSYCHOLOGICAL DISORDERS

Objective 13.1

List the criteria for abnormal behavior.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
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</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>342-344</td>
</tr>
</tbody>
</table>

Key Terms

None

Exercises

1. Transform these false statements into ones that are true

   (A) Most people who exhibit abnormal behavior are not particularly troubled by it.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

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

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Objective 13.2

Describe the purpose, organization, and content of the DSM-IV-TR.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>344-347</td>
</tr>
</tbody>
</table>

Key Terms

DSM-IV-TR

Exercises

1. What is the DSM-IV-TR?

2. Write "Y" by the items listed below that you can learn about a psychological disorder from reading the DSM-IV-TR.
   (A) _____ prevalence
   (B) _____ symptoms
   (C) _____ treatments
   (D) _____ prognosis
   (E) _____ general category of disorders to which it belongs
   (F) _____ prevention strategies
   (G) _____ diagnostic criteria
   (H) _____ case studies
Objective 13.3

List the criteria for the diagnosis of panic disorder.

Key Terms

panic disorder

Exercises

1. What are the features of panic disorder?

Objective 13.4

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

Key Terms

phobia
specific phobia
social phobia

Exercises

1. Match each term with its definition.
   (1) _____ phobia
   (2) _____ specific phobia
   (3) _____ social phobia
   (A) fear of a certain object or situation
   (B) persistent, irrational fear and avoidance of an object or situation
   (C) irrational fear of embarrassment

2. Which of the following is suffering from a phobia?
   (A) George gets nervous when he drives through toll booths, because he visualizes crashing into the barriers that surround the booths. However, he represses the fear and drives through them anyway because the toll road is the fastest route to his workplace.
   (B) Sue gets nervous when she drives through toll booths, because she visualizes crashing into the barriers that surround the booths. Consequently, she never drives on toll roads, even if doing so will get her to her destination more quickly.

Objective 13.5

Describe the features of obsessive-compulsive disorder.
Key Terms

obsessive-compulsive disorder

Exercises

1. Classify each of the following as (O) obsession or (C) compulsion.
   (1) _____ Rashonda feels repulsed when she thinks about all the germs that might be on the handles of public restroom doors.
   (3) _____ Due to her worries about germs on restroom door handles, Rashonda carries a special handkerchief with her at all times and uses it to open the door whenever she has to use a public restroom.

Objective 13.6

Describe the features of major depressive disorder.

Key Terms

major depressive disorder

Exercises

1. Write "Y" by each statement that is true of major depressive disorder.
   (A) _____ more men than women suffer from MDD
   (B) _____ sleep and appetite may be affected
   (C) _____ a normal reaction to a grief-provoking event such as loss of a loved one
   (D) _____ many cases resolve without treatment
   (E) _____ often recurs

Objective 13.7

Summarize the features of bipolar disorder.

Key Terms

bipolar disorder
mania (manic episode)

Exercises

1. What is bipolar disorder?
2. Write "M" beside each symptom of mania (manic episode).
(A) _____ extreme sleepiness
(B) _____ grandiose ideas
(C) _____ talkativeness
(D) _____ social withdrawal
(E) _____ poor judgment (i.e., lack of inhibition with regard to the risks of behavior)

Objective 13.8

Summarize the risk factors for suicide.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>352,353,354,362</td>
</tr>
</tbody>
</table>

Key Terms

None

Exercises

1. Which disorders are associated with suicide?

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

Objective 13.9

Describe the features of schizophrenia.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>354-356</td>
</tr>
</tbody>
</table>

Key Terms

schizophrenia
hallucination
delusion

Exercises

1. Schizophrenia (is, is not) a single disorder.

2. (Most, some, all) people with schizophrenia display disordered thinking.

3. Classify each of the following as (H) hallucination or (D) delusion.
   (1) _____ Mara believes that she is Cleopatra.
   (2) _____ Ron hears voices that tell him which women to follow around in the mall.
   (3) _____ Lucy sometimes sees sparkling lights in the trees on campus.
   (4) _____ Jorge believes that aliens visit him at night and put thoughts in his mind.

4. How does schizophrenia affect emotional and linguistic functioning in some sufferers?
Objective 13.10

List the possible causes of schizophrenia.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Visualizing Psychology</em> (Huffman &amp; Carpenter)</td>
<td>356-358</td>
</tr>
</tbody>
</table>

**Key Terms**

Genetics  
Dopamine  
Diathesis-stress model

**Exercises**

1. What is the evidence regarding the contribution of genes to schizophrenia?

2. The neurotransmitter ________________________________ is believed to contribute to schizophrenia.

3. What is the possible role of stress in the development of schizophrenia?

Objective 13.11

Summarize the features of the major subtypes of schizophrenia.

<table>
<thead>
<tr>
<th>Subtype</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paranoid</td>
<td></td>
</tr>
<tr>
<td>Disorganized</td>
<td></td>
</tr>
</tbody>
</table>

**Key Terms**

paranoid schizophrenia  
disorganized schizophrenia  
catatonic schizophrenia  
undifferentiated schizophrenia

**Exercises**

1. Summarize the features of each subtype of schizophrenia.
Objective 13.12

Describe the characteristics of dissociative identity disorder.

Key Terms

dissociative identity disorder

Exercises

1. What is dissociative identity disorder?

2. By what name is dissociative identity disorder sometimes known?

Objective 13.13

Summarize the features of the personality disorders.

Key Terms

personality disorders
antisocial personality disorder

Exercises

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

2. What normal traits do people with antisocial personality disorder seem to lack?
Objective 13.14

Describe the characteristics of somatoform disorders.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>347; Addendum</td>
</tr>
</tbody>
</table>

**Key Terms**

- somatoform disorders
- hypochondriasis
CHAPTER 14: THERAPY

Objective 14.1

Summarize the various approaches to therapy.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology</td>
<td>372-395; Addendum</td>
</tr>
</tbody>
</table>

Key Terms

psychoanalysis
client-centered (person-centered) therapy
behavior therapy
cognitive therapy
biomedical (biological) therapy

Exercises

1. Briefly summarize each approach to therapy in the table below.

<table>
<thead>
<tr>
<th>Approach</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychodynamic (psychoanalytic) therapy</td>
<td></td>
</tr>
<tr>
<td>Client-centered (person-centered) therapy</td>
<td></td>
</tr>
<tr>
<td>Behavior therapy</td>
<td></td>
</tr>
<tr>
<td>Cognitive therapy</td>
<td></td>
</tr>
<tr>
<td>Biomedical (biological) therapy</td>
<td></td>
</tr>
</tbody>
</table>
Objective 14.2

Explain the difference between a psychologist and a psychiatrist.

<table>
<thead>
<tr>
<th>Text</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualizing Psychology (Huffman &amp; Carpenter)</td>
<td>Addendum</td>
</tr>
</tbody>
</table>

**Key Terms**

- psychologist
- psychiatrist
Addendum:

Supplementary list of definitions for the key terms

This list provides the definitions of the key terms that will be covered in the PSYC2301 Final Exam but are not defined in the textbook of Visualizing Psychology. They are ordered by the chapters in which they appear in the master list.

CHAPTER 6: LEARNING:

Behavior Modification: Changing an individual's behavior through a systematic program based on the principles of learning.

Token Economy: Modifying the behavior of a group of individuals using operant conditioning principles with tokens as reinforcement. It has been used in classrooms, prisons, mental hospitals, etc.

CHAPTER 7: MEMORY:

Schemas: The integrated frameworks of knowledge and assumptions a person has about people, objects, and events, which affect how the person encodes and recalls information.

CHAPTER 10: LIFESPAN DEVELOPMENT II:

Authoritarian Parenting Style: Authoritarian parents set down clear rules and have high demands for age-appropriate behaviors. Their word is law, not to be questioned. They seem emotionally aloof with little discussion about emotions. Their children are likely to be conscientious, obedient, and quiet but not happy.

Permissive Parenting Style: Permissive parents are lax in discipline and have low demand for age-appropriate behaviors. They are nurturing and accepting. Their children tend to lack self-control and are immature, that impede friendships, leading to unhappiness.

Authoritative Parenting Style: Authoritative Parents are “warm” (understanding and affectionate) and “firm” (setting limits and expecting maturity). Their children are likely to be successful, popular, happy with themselves, and generous with others.

CHAPTER 13: PSYCHOLOGICAL DISORDERS:

Hypochondriasis: Hypochondriasis is defined in the DSM-IV-TR as the preoccupation or fear of having a serious disease. The patient interprets physical signs as evidence of a serious disease. For example the “signs” must be cancer, even though physicians say they are not. The patient may “doctor shop”, trying to get the “right” diagnosis.
## CHAPTER 14: THERAPY:

Perspectives on the causes and treatment of psychological disorders

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Cause</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psychodynamic (Psychoanalytical)</strong></td>
<td>Fixation (early childhood) unresolved unconscious conflict, breakdown of ego defense mechanisms</td>
<td>Psychoanalysis (free association, dream analysis, analyzing resistance, analyzing transference, interpretation) (pp. 374-376)</td>
</tr>
<tr>
<td><strong>Cognitive</strong></td>
<td>Faulty, irrational, negative and self-defeating thinking</td>
<td>Ellis’ Rational-Emotive Behavior (REBT) Therapy Beck’s Cognitive Therapy (pp. 376-379)</td>
</tr>
<tr>
<td><strong>Humanistic</strong></td>
<td>Blocking of normal tendency toward growth and self actualization</td>
<td>Client-center (or Person-centered therapy) (Empathy, unconditional positive regard, genuineness, active listening) (pp. 378; 380-381)</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>Learned by - classical conditioning, or - reinforcement, or - observation and modeling</td>
<td>Behavior Therapy (aversive therapy, systematic desensitization therapy, shaping, modeling, etc.) (pp. 383-386)</td>
</tr>
<tr>
<td><strong>Biological (Diathesis-Stress Model)</strong></td>
<td>Hereditary factors, malfunctioning of the nervous system or body’s biochemistry</td>
<td>Biomedical Therapies (Psychopharmacology or drug therapies, Electroconvulsive Therapy (ECT), and psychosurgery.) (pp. 386-390)</td>
</tr>
</tbody>
</table>

**Psychologist vs. Psychiatrist:** A psychologist has an advanced degree, usually a doctorate degree, in psychology, whereas a psychiatrist has a medical degree (M. D. or O. D.) with residency in psychiatry. A psychiatrist can prescribe drugs, whereas prescription privileges for psychologists are currently limited only in the U. S. military and a few states.