

INTRODUCTION TO PSYCHOLOGY — PSY 101

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DISCLAIMER: This class is web-enhanced, which means that a majority of your work will be submitted or done online. This will allow more time in class, lessen the impact of paper waste on the environment, and help to prepare you for other courses in which technological skills are needed. You will be taking online quizzes and submitting papers through the Blackboard system. If you have any problems or hesitations about the technology involved, please contact me as soon as possible in the beginning of the semester or feel free to enroll in a more traditional course instead. For this course, you will be using a program called Connect within Blackboard. This is REQUIRED and you will have to purchase it.

BLACKBOARD: Go to <http://bcc.blackboard.com> or to my website for a direct link. Login by typing your entire first-name_lastname (no spaces) under “Username” and your birthdate in the mmddyy format (no spaces/dashes) under “Password.” *Note the username that you use for your BCC email is what you want to use for Blackboard. If you have numbers after your username in your email, you would use it in Blackboard as well.* You will be asked to change your password after logging in the first time.

COUSE DESCRIPTION This course is designed to provide a general understanding and application of the basic principles of psychology. Topics will include history of psychology, scientific methods, physiological basis of behavior, development, principles of learning, personality theory and assessment, abnormal behavior, psychotherapy, and social psychology.

TEXT BOOK King, L. (2016) Experience psychology, 3rd Edition. McGraw-Hill, Higher Education , NY. You will be using **King’s Experience Psychology, 2nd Ed.** To do well in the class you will need to rely heavily on the material presented in eBook/textbook along with the assignments in McGraw-Hill’s **Connect** online learning platform.

You can buy the course materials in a variety of ways:

- The college bookstore has the book with the access code.
- You can purchase Connect access directly through the publisher when you click on your first assignment (you will be prompted to purchase access for \$85). This is the “all digital” option. It will give you access to assignments and an interactive eBook which is called SmartBook.
 - If you find that you want a print book, you can order one through Connect for \$15 and a loose leaf will be shipped to you.

NOTE: All of you have the option to try the eBook free for two weeks when registering for Connect.

- COURSE OUTCOMES**
1. Identify the major developments in the history of psychology and the major areas in Psychology today.
 2. Define and list the major types of research in psychology and evaluate current psychological research.
 3. Describe the major phases in lifespan development, and recognize the major contributions of important theorists and researchers in development.
 4. Describe the anatomy & physiology, the communication processes, and organization of the human nervous system.
 5. Define and describe the major elements presented in classical, operant conditioning and social learning, identifying the major processes involved each system.
 6. Describe the major concepts within the psychoanalytical, humanistic, behavioral, biological, and trait theories of personality.
 7. Compare and contrast major classifications of psychological disorders.
 8. Identify the role of various social psychology concepts in human behavior.

WORKLOAD EXPECTATIONS / HOMEWORK

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three-credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom. If you are not doing well in this course, this is the first thing to look at. To ensure your success in this class, start the course with this level of effort and modify, if needed, as the semester continues.

Homework, for this course, is defined as any work required to complete assignments or to **master course material**. Using this definition, you always have homework. In addition to completing required assignments, you need to master the material we cover in class and in the text. Just reading the text and being in class does not guarantee that you understand the material. **It is your responsibility to master this material**, but you can see me for assistance at any time. Study suggestions are given on my website; I can provide additional assistance if you see me during my office hours.

EVALUATION

1. There will be **four (4) Exams**. Questions will come from lecture, your textbook, online materials, and other materials given by the instructor. Exams will consist of multiple-choice questions. Make-ups will be granted IN EXTREME EMERGENCIES or if advanced notice is given. **A written explanation from student is required before consideration for make-up will be given.** Do not ask to take a make-up without having the written explanation.
2. There will be several Connect assignments associated with each of the **nine (9) Chapters** that we will cover in this class. These assignments will be given online within the course Blackboard site. You can access this site from my webpage or at <http://bcc.blackboard.com>. Questions will come from your textbook. These assignments will consist of Concept Quizzes, Interactive Assignments, and LearnSmart Activities. You are responsible for knowing when these assignments are due. Dates will be discussed in class and will be listed on the Blackboard site. **It will be impossible to pass the course without completing these assignments.**
3. You will complete **one Journal Article Summary/Analysis**. Other assignments may be given during the class. Descriptions of the assignment are below. It is almost impossible to pass this class if you do not complete this assignment.

GRADING

Your grade in this course will be based on your performance on assignments and quizzes/tests, not on your effort. You will NOT have opportunities to “redo” tests or assignments; make sure you put your full effort into each test and assignment the first time. Your grade will consist of points earned from Unit Tests and Assignments.

Final grades will be given on the following scale: A=90-100%, B+ =87-89%, B=80-86%, C+ = 77-79%, C=70-76%, D=60-69%, F=59% & below. Grades of “W”, “X”, or “I” will only be given in accordance with college policies as described in the college handbook. In order to receive an “X” or an “I” grade, the student must be making satisfactory progress.

ATTENDANCE

Everyone is expected to attend ALL classes. Please contact instructor by email or voice mail as soon as you are aware that you will miss class. Excessive unexcused absences are not acceptable. You are responsible of all material covered during your absence. *Find someone now who can give you missed notes and assignments.*

ACADEMIC INTEGRITY

Any one of the following acts constitutes academic dishonesty: cheating, fabrication or other misconduct in research, plagiarism, and facilitating academic dishonesty. Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor. Any form of academic dishonesty will result in academic consequences and possible other sanctions. All acts of academic dishonest are reported to the college and will be tracked in a college-wide database.

CONTACTING THE INSTRUCTOR

Office Location - 314 Academic Bldg., Pemberton Campus
Office Hours - Mon. 12:30 – 1:30 (Briggs Rd.)
Tues. & Thurs. 8:30 – 9:30 (Acad 314)
Wed. 10:00 – 11:00 (Briggs Rd.)
Fri. 11:30 – 12:30 (Briggs Rd.)
Advising Hours - Mon. 10:00 – 11:00 (Briggs Rd.)
Wed. 9:00 – 10:00 (Briggs Rd.)

Use the [Book Now](#) link on my website to make Advising and Office Hour Appointments.

Phone - (609) 894-9311 or (856) 222-9311 x1251
Email - dvandergrift@bcc.edu
Home Page - www.donnavandergrift.com

EMAIL POLICY

It is easiest to contact me by email. When using email to contact me, please use the following guidelines. **In the subject line, you must include your full name and the course and section number.** Complete sentences, including appropriate capitalizations and punctuations, must be used in the body of the message. Be clear in your message; specify if you need something from me or if you are just informing me of something.

I will check my email during the work week frequently. I will return your emails within two business days. You are expected to check your BCC e-mail account and your Blackboard account frequently. Important course messages are sent ONLY to those accounts. These messages could directly impact your grade.

EXTRA CREDIT

Extra credit can be earned by attending one or more activities hosted by the college, which relate to the psychological concepts or theories of this course. A one-page typed summary for each activity must be submitted to receive 5 points. Be sure to include how it relates to the course. Extra credit is only available to students who are attending class regularly and have completed assignments and tests as required. **Extra credit cannot change a failing grade to a passing grade.**

TENTATIVE SCHEDULE/GRADING

If changes in tests or assignments occur, the points needed for each grade may change.

Percentages will not change.

	<u>Date</u>
Exam 1: Chapters 1, 6 (50 pts.)	Week of 2/7
Exam 2: Chapters 2, 5, 8 (50 pts.)	Week of 3/6
Exam 3: Chapters 10, 11 (50 pts.)	Week of 4/3
Exam 4: Chapters 12, 13 (50 pts.)	Exam Week
Journal Summary/Analysis (50 pts.)	Week of 2/12
Connect Assignments (100 pts.) (All points will be added together and percentage correct will be turned into 100 pts. For example, if you scored an 88% on all assignments, you would receive 88 pts.)	Dates on Blackboard

Grades are calculated through the points earned on each assignment and tests. Percentages are then taken from the points you have earned divided by the total points in the course.

Points Earned	Final Percentages	Letter Grade
350 – 315	100 - 90	A
314 – 305	89 – 87	B+
304 – 280	86 – 80	B
279 – 270	79 – 77	C+
269 – 245	76 – 70	C
244 – 210	69 – 60	D
209 and below	59 – 0	F

COLLEGE POLICIES AND SERVICES

College Policies

In order for students to know their rights and responsibilities, all students are expected to review and adhere to all regulations and policies as listed in the College Catalog and Handbook. These documents can be accessed at www.bcc.edu/publications. Important policies and regulations include, but are not limited, to the following:

- College Attendance Policy
 - Students are required to attend all class, clinical, laboratory, and studio sessions for the full duration of each such instructional session.
- Grading Standards
 - ◊ Withdrawal (W) and (ST) and Incomplete Grades (I & X)
 - ◊ A student may withdraw from a course and receive a grade of “W” up to the end of the ninth week of classes in a semester or up to an equivalent time in a given term. Students who wish to withdraw must complete a withdrawal form and return it to the Registration office. Students who fail to withdraw and stop attending will receive a ST grade.
 - ◊ In order to receive an “X” (Extended Incomplete) or an “I” (Temporary Incomplete) grade, the student must be making satisfactory progress.
- Student Code of Conduct
- Academic Dishonesty/Plagiarism and Civility
 - ◊ Any one of the following acts constitutes academic dishonesty: cheating, fabrication or other misconduct in research, plagiarism, and facilitating academic dishonesty.
- Use of Communication and Information Technology

Student Success Services

www.rcbc.edu/student-services

RCBC offers a variety of free services for its students including those listed below. Descriptions of these services, as well as many others, can be found in the College Catalog and Handbook and on the RCBC website at www.rcbc.edu/publications.

Academic Advisement (<http://www.rcbc.edu/advising>)

- The Office of Academic Advising helps students with the selection of academic majors, placement testing information, general programmatic questions, as well as assistance with WebAdvisor, academic amnesty, student-instructor advocacy, and the like. Academic advising is available through walk-in sessions, appointments and e-advising.

Career Services (<http://www.rcbc.edu/careers>)

- RCBC's Career Services Center provides a full range of free career resources and assistance to students and alumni. Career Services has an online job board with on and off campus positions as well as internships. Make an appointment to receive assistance with resume and cover letter writing or preparing for an interview. Student can also take a career assessment and meet with a career counselor to identify a career path and choose a major.

Educational Opportunity Fund (EOF) (<http://www.rcbc.edu/eof>)

- The EOF Program is dedicated to providing access to higher education for students who have the potential and demonstrated motivation to succeed in college, but who have not been able to realize their potential because of their economic background. The program is comprehensive in its approach and ensures student success by providing financial assistance and special support services.

Financial Aid (www.rcbc.edu/financialaid)

- RCBC has a comprehensive financial aid program that includes scholarships, grants, loans and work-study opportunities to assist students in meeting college costs.

International Students Office (<http://www.rcbc.edu/international>)

- o The International Office oversees compliance and responsibility of financial support, academic progress and immigration status with the United States Citizenship and Immigration Service (USCIS). The International Office provides academic advising and cross cultural services as well as acts as the USCIS liaison. The office also provide programs and activities for international and foreign-born students to help provide a comfortable cultural adjustment period.

Library/Integrated Learning Resource Center (ILRC) (<http://www.rcbc.edu/library>)

- o The Integrated Learning Resource Center, located on the Pemberton campus, and the Library located on the Mount Laurel campus, offer a variety of resources to academically support our students. Both libraries are staffed with professionals ready to assist students with their research both on and off campus.

Office of Veteran Services (<http://www.rcbc.edu/vets>)

- o The Military Education and Veteran Services Department at RCBC offers assistance to military-affiliated students. While primary emphasis is placed on education, information and assistance is also provided to students and community residents for veteran, military and military-dependent educational benefits.

Student Support Counseling (<http://www.rcbc.edu/cpit>)

- o RCBC recognizes that attending college, paired with life circumstances, can be stressful and overwhelming at times. Student Support Counseling is available to provide students with the support and referral services needed in order to become productive members of the college community. Counseling services are confidential and free of charge to currently enrolled students.

Test Center (<http://www.rcbc.edu/testcenter>)

- o The RCBC Test Center provides testing services to the college community. Test Centers are located on the Pemberton and Mt. Laurel campuses.

Transfer Services (<http://www.rcbc.edu/transfer>)

- o The Transfer Center assists students in developing academic plans for graduation from BCC and transfer to four-year colleges and universities. The College has formal transfer agreements with many schools throughout the region and across the country and these are designed to facilitate the transition from BCC to baccalaureate programs. Students interested in transferring to four-year schools need to start their planning as early as possible in their academic careers.

Tutoring Center (<http://www.rcbc.edu/tutoring>)

- o RCBC offers free tutoring in a variety of disciplines for all currently enrolled students. Appointments are scheduled at the mutual convenience of the student and tutor; and, all tutoring takes place in designated locations on college property.

Office of Student Support and Disability Services

RCBC welcomes students with disabilities into the college's educational programs. Access to accommodations and support services for students with learning and other disabilities is facilitated by staff in the Office of Student Support (OSS). To receive accommodations, a student must contact the OSS, self-identify as having a disability, provide appropriate documentation, and participate in an intake appointment. If the documentation supports the request for reasonable accommodations, the OSS will provide the student with an Accommodation Plan to give to instructors. For additional information, please contact the Office of Student Support at 609-894-9311, ext. 1208, disabilityservices@bcc.edu, or <http://www.rcbc.edu/studentssupport>.

Journal Article Summary and Analysis

1. You will be given the title and author of a journal article that you must find in the library. The best way to find your article is by using Ebscohost (a database program linked to the library website). Go to <http://staff.bcc.edu/library> and click on Online Resources then Databases. Click on Academic Search Premier; you can use either on-campus or off-campus access. (You will need a library bar code to access the database from home. It is on the back of your ID card.). The articles will either be in Psych Articles and Academic Search Premiere. Make sure you add Psych Articles to databases which can be done above the search boxes. Search in both of these for your article. Scroll down to find each database and do a search for the article using key words from the title and/or the authors. I would suggest you also check “full text” and “scholarly (peer reviewed) journals” in the search criteria.
2. Read the article carefully and take notes. Highlight important points in the article.
3. The first part of your paper (the summary) should include the following: (at least 2-3 pages)
 - The author(s) (full name), article title, and journal name.
 - The author’s hypothesis and/or research question.
 - The variables with operational definitions.
 - The sample used in the research.
 - The methods employed, for example survey, experiment, or case history. Provide a detailed explanation of how they conducted the study.
 - The results of the study including whether the hypothesis was proven. Again, provide a detailed explanation here.
4. In the next section of your paper analyze and critique the RESEARCH (not the article or how it was written). **Specify what was done well and what could have been improved.** Some other questions to answer: was the research valuable?; was the study practical/helpful? To whom?; was the study done ethically?; should more research be done in this area?; who does the results of this study apply to?; what would you recommend the next step to be in this line of research? Do not make comments like “they should make this easier to read”. This section should be at least 1 to 2 pages. Less than 1 page will result in reduced grade.
5. This paper should be somewhere between **3-6 typed pages and double-spaced**, with 12 point font and 1 inch margins. Be sure to include a title page with your name, course and section number, instructor’s name, and date. **Paper should be submitted as an Attachment in the course Blackboard Assignment Dropbox. Only use Word or RTF format when saving your document. Use your name in the title of your document when you save it.**
6. Be sure you know the due date because late papers will be deducted ten percent for every class session it is late. **Start working on this early** because if you have any problems I am available to assist you in any way.

BEWARE: Any paper found guilty of plagiarism will receive a ZERO. Plagiarism includes copying or paraphrasing another’s words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one’s own work; or submitting work previously submitted for another course or instructor. For this paper, plagiarism occurs when the authors direct words are used without proper citation and quotes. **You are not allowed to quote more than 3 sentences for this assignment.** The rest of the paper should include a description of the researchers work in YOUR OWN WORDS.

Please refer to the [Student Handbook](#) for additional information regarding plagiarism and College regulations. Also, any paper written below the college level will be returned ungraded. The writing center is extremely helpful; find

Grading Standards

A 'C' paper must satisfy the following requirements:

- 1) Approximately 3-6 typed pages and a Title page
- 2) Selected article must meet above-mentioned requirements.
- 3) Limited grammatical errors and spelling errors
- 4) English 101 (Composition) skills (i.e. well-developed paragraphs, organization)
- 5) Required components listed above

Any paper that does not meet these requirements in full or in part will result in a 'D' or 'F' depending upon the seriousness of the violations. Grades of 'A' and 'B' should represent the degree to which these 'C' requirements are exceeded while showing high quality in writing style, comprehension/clarity, and an understanding of the article and its application to psychology.

Journal Article Summary and Analysis Point System

Summary	_____ / 20 pts.
Analysis	_____ / 10 pts.
(The analysis must be at least one page.)	
Spell/Grammar	_____ / 10 pts.
Clarity of Writing	_____ / 10 pts.
Total	_____ / 50 pts.

Article for use as example in class: This is NOT to be used for the assignment.

Butler, A., Dodge, K., & Faurote, E. (2010). College student employment and drinking: A daily study of work stressors, alcohol expectancies, and alcohol consumption. *Journal of Occupational Health Psychology, 15*(3), 291-303.

The articles you will use for this assignment are on my website.

Course Expectations

The purpose of this agreement is to ensure that students and instructors can engage in learning, teaching, and understanding in an appropriate educational atmosphere. Please carefully read the following student and instructor responsibilities and keep this information with your class materials.

Student Expectations/Responsibilities:

- Attend all classes, be on time, and remain in class (If you must be absent, it is your responsibility to notify instructor and contact classmates for notes and assignments). Attendance does not mean just showing up; it is expected that you will take an active part in class discussion and exercises. It is assumed that you have registered for this course because you have time to dedicate to learning and attending the course. If other obligations will prevent you from attending the lectures and taking advantage of these opportunities then it may be best to retake this class when you have the time to dedicate to this course.
- Do not disrupt class activities (i.e. electronic devices, conversations with classmates, etc.). Students in this class have paid for the opportunity to learn. It is your choice whether you take advantage of this opportunity, but it is unacceptable if affect others' ability to learn. If you continue to disrupt the class, you will be asked to leave.
- Communicate with instructor about concerns or problems in a timely fashion. Issues may come up at any time during the semester; I can provide many possible solutions, but only if I know about your concerns/ issues.
- Be aware that acts of cheating, lying, and/or plagiarizing will not be tolerated. All students are expected to maintain the highest standards of academic integrity. There will be *no* explanations accepted for plagiarism, cheating, presenting false information, or any other acts which suggest a student has not fulfilled their academic responsibilities in this course. Anyone involved in any act of plagiarism, cheating on exams or course assignments, or having an electronic device out during an exam, will minimally receive a failing grade on that assignment/exam, and may also receive a failing grade for the course, or be suspended or expelled from the college.
- Treat classmates and instructor with respect and civility, and adhere to BCC's Code of Conduct and Civility Code as stated in Student Code. All people, viewpoints, and opinions are welcome in this course, and so it is important for everyone to express their views and opinions in a respectful and non-judgmental manner.

Instructor Expectations/Responsibilities:

- Treat students with respect and civility.
- Be prepared for all class presentations.
- Conduct class with enthusiasm.
- Provide a learning environment that is diverse and enriching.
- Grade assignments and tests objectively; return assignments in a timely fashion.
- Be available to assist students in their effort to succeed in this course.

Introduction to Psychology - Psy 101 Course Outline

Chapter 1 – The Science of Psychology

1. Defining Psychology and Exploring Its Roots
 - A. The Psychological Frame of Mind
 - B. Psychology as the Science of All Human Behavior
2. Psychology in Historical Perspective
 - A. Structuralism
 - B. Functionalism
3. Contemporary Approaches to Psychology
 - A. The Biological Approach
 - B. The Behavioral Approach
 - C. The Psychodynamic Approach
 - D. The Humanistic Approach
 - E. The Cognitive Approach
 - F. The Evolutionary Approach
 - G. The Sociocultural Approach
4. Psychology's Scientific Method.
 - A. Observing some phenomenon
 - i. Variable
 - ii. A Theory
 - B. Formulating Hypotheses and Predictions
 - C. Testing Through Empirical Research
 - i. An Operational Definition
 - D. Drawing Conclusion
 - E. Evaluating Conclusions
5. Types of Psychological Research
 - A. Descriptive Research
 - B. Observation
 - C. Surveys and Interviews
 - D. Case Studies
 - E. Correlational Research
 - i. Correlation Coefficient
 - ii. Correlation is not Causation
 - F. Longitudinal designs
 - G. Experimental Research
 - i. Random assignment
 - ii. Independent and Dependent Variables
 - iii. Experimental and Control Groups
 - iv. Cautions About Experimental Research
 - v. Validity – External and Internal
6. Research Flaws
 - A. Experimenter Bias
 - B. Demand Characteristics
 - C. Research Participant Bias

- D. Placebo Effect
- 7. Research Samples and Settings
 - A. Population.
 - B. Sample
 - C. Random Sample
- 8. The Research Setting
- 9. Conducting Ethical Research

Chapter 2 – The Brain and Behavior

- 1. The Nervous System
 - A. Characteristics of the Nervous System
 - B. Complexity
 - C. Integration
 - D. Adaptability / Plasticity
- 2. Electrochemical Transmission
 - A. Pathways in the Nervous System.
- 3. Divisions of the Nervous System
 - A. The Central Nervous System (CNS)
 - B. The Peripheral Nervous System (PNS)
 - i. Somatic Nervous System
 - ii. Autonomic Nervous System.
 - 1. Sympathetic nervous System
 - 2. Parasympathetic System
- 4. Cell in the Nervous System
 - A. Neurons
 - B. Mirror Neurons
 - C. Glial cells
- 5. Specialized Cell Structures
 - A. Dendrites
 - B. Cell Body
 - C. Axon
 - D. Myelin Sheath
 - E. Terminal Branches and Buttons
- 6. The Neural Impulse
 - A. Semipermeable Membrane.
 - B. Ions & Ion Channels
 - C. Resting Potential
 - D. Action Potential
 - E. Polarized vs. Depolarized
 - F. All-or-Nothing Principle
- 7. Synapses and Neurotransmitters
 - A. Synaptic Transmission
 - B. Synapses
 - C. Synaptic Gap
 - D. Terminal Buttons

- E. Neurotransmitters
- F. Neurochemical Messengers
 - i. Acetylcholine
 - ii. GABA
 - iii. Norepinephrine
 - iv. Dopamine.
 - v. Serotonin
 - vi. Endorphins
 - vii. Oxytocin
- G. Drugs and Neurotransmitters
 - i. Agonist.
 - ii. Antagonist.
- H. Neural Networks
- 8. Structures of the Brain and Their Functions
 - A. Brain Research
 - i. Brain Lesioning
 - ii. Electrical Recording Electroencephalograph (EEG)
 - iii. Brain Imaging
 - 1. Computerized Axial Tomography (CAT Scan or CT Scan)
 - 2. Positron-Emission Tomography or PET Scan
 - 3. Magnetic Resonance Image (MRI)
 - 4. Functional Magnetic Resonance Image (fMRI)
 - iv. Transcranial Magnetic Stimulation (TMS).
 - B. How the Brain Is Organized
 - i. The Hindbrain
 - 1. Medulla
 - 2. Cerebellum
 - 3. Pons
 - 4. Brain Stem
 - ii. The Midbrain
 - 1. Reticular Formation
 - 2. Brain Stem
 - iii. The Forebrain
 - 1. Limbic System
 - a. Amygdala
 - b. Hippocampus
 - 2. Thalamus
 - 3. Basal Ganglia
 - 4. Basal Ganglia
 - 5. Hypothalamus
 - C. The Cerebral Cortex
 - D. The Cerebral Hemispheres and Split-Brain Research
 - E. The Role Of The Corpus Callosum
 - F. Hemispheric Differences In Functioning
- 9. Brain Damage, Plasticity, and Repair
 - A. Collateral sprouting
 - B. Substitution of Function

- C. Neurogenesis
 - D. Brain Tissue Implants
 - E. Brain Grafts
 - F. Stem Cells
10. Genetics and Behavior
- A. Chromosomes, Genes, and DNA
 - B. The Study of Genetics
 - C. Dominant Recessive Genes
 - D. Polygenic Inheritance
 - E. Genotype.
 - F. Phenotype

Chapter 5 - Learning

1. Types of Learning
 - A. Behaviorism
 - B. Associative Learning / Operant Conditioning
 - C. Observational Learning.
2. Classical Conditioning
 - A. Ivan Pavlov's Studies
 - i. Unconditioned Stimulus (US)
 - ii. An Unconditioned Response (UR)
 - iii. A Conditioned Stimulus (CS)
 - iv. A Conditioned Response (CR)
 - B. Important Terms and Processes
 - i. Acquisition
 1. Contiguity
 2. Contingency
 - ii. Generalization
 - iii. Discrimination
 - iv. Extinction
 - v. Spontaneous Recovery
 - C. Classical Conditioning in Humans
 - i. Explaining Fears
 - ii. Breaking Habits
 1. Counterconditioning
 2. Aversive conditioning
 - iii. Placebo Effects
 - iv. Immune and Endocrine Systems
 1. Immunosuppression
 - v. Taste Aversion Learning
 - vi. Drug Habituation
3. Operant Conditioning
 - A. B. F. Skinner's Operant Conditioning
 - i. Shaping
 - ii. Principles of Reinforcement
 1. Positive Reinforcement

2. Negative Reinforcement
 3. Avoidance Learning
 4. Learned Helplessness
 - iii. Types of Reinforcers
 1. Primary Reinforcer
 2. Secondary Reinforcer
 - iv. Principles of Operant Conditioning
 1. Generalization
 2. Discrimination
 3. Extinction
 - v. Schedules of Reinforcement
 1. Continuous Reinforcement
 2. Partial Reinforcement
 - a. Fixed-Ratio Schedule
 - b. Variable-Ratio Schedule
 - c. Fixed-Interval Schedule
 - d. Variable-Interval Schedule
 - vi. Punishment
 1. Positive Punishment
 2. Negative Punishment
 - vii. Applied Behavior Analysis / Behavior Modification
4. Observational Learning
 - A. Albert Bandura
 - B. Four Main Processes
 - i. Attention
 - ii. Retention
 - iii. Motor reproduction.
 - iv. Reinforcement
 1. Vicarious Reinforcement
 2. Vicarious Punishment
5. Cognitive Factors in Learning
 - A. Purposive Behavior
 - i. Expectancy Learning and Information
 - ii. Latent Learning
 - B. Insight Learning
6. Biological, Cultural, and Psychological Factors in Learning
 - A. Biological Constraints
 - i. Instinctive Drift
 - ii. Preparedness
 - B. Cultural Influences
 - C. Psychological Constraints

Chapter 6 – Memory

1. The Nature of Memory
 - A. Encoding
 - B. Storage

- C. Retrieval
- 2. Memory Encoding
 - A. Attention
 - i. Selective Attention
 - ii. Divided Attention
 - iii. Sustained Attention (also called Vigilance)
 - iv. Multitasking
 - B. Levels of Processing
 - i. The Shallow Level of Processing
 - ii. The Intermediate Level of Processing
 - iii. The Deepest Level of Processing
 - C. Elaboration.
 - D. Imagery
 - i. Dual-Code
- 3. Memory Storage
 - A. Storage - The Atkinson-Shiffrin Theory
 - i. Sensory Memory
 - 1. Echoic Memory
 - 2. Iconic Memory
 - ii. Short-Term Memory
 - 1. Chunking
 - 2. Rehearsal
 - iii. Working Memory
 - 1. Phonological Loop
 - 2. Visuospatial Sketchpad
 - 3. Central Executive
 - iv. Long-Term Memory
 - 1. Explicit Memory (Declarative Memory)
 - a. Episodic Memory
 - b. Semantic Memory
 - 2. Implicit memory (Nondeclarative Memory)
 - a. Procedural Memory
 - b. Classical Conditioning
 - c. Priming
- 4. Organization in Memory
 - A. Schemas and Scripts
 - B. Connectionism, or Parallel Distributed Processing (PDP)
- 5. Where Memories Are Stored?
 - A. Neurons
 - B. Brain Structures
 - i. Explicit Memory
 - ii. Implicit Memory
- 6. Memory Retrieval
 - A. Serial Position Effect
 - i. The Primacy Effect
 - ii. The Recency Effect

- B. Retrieval Cues and the Retrieval Task
 - i. Recall and Recognition
 - ii. Encoding Specificity Principle
 - iii. Context-Dependent Memory
 - C. Special Cases of Retrieval
 - i. Autobiographical memories,
 - ii. Emotional Memories
 - 1. Flashbulb Memory
 - iii. Traumatic Events
 - iv. Repressed Memories
 - 1. Motivated Forgetting
 - v. Eyewitness Testimony
7. Forgetting
- A. Encoding Failure
 - B. Retrieval Failure
 - i. Interference
 - 1. Proactive Interference.
 - 2. Retroactive Interference
 - ii. Decay
 - iii. Tip-of-the-Tongue Phenomenon
 - iv. Prospective Memory
 - 1. Time-Based Prospective Memory
 - 2. Event-Based Prospective Memory
 - v. Amnesia
 - 1. Anterograde Amnesia
 - 2. Retrograde Amnesia

Chapter 8 – Development

- 1. Exploring Human Development
 - A. Nature and Nurture
 - i. Nature
 - ii. Nurture
 - B. Early Experiences
 - i. **Resilience**
 - C. Three Major Domains of Development
 - i. Physical Processes
 - ii. Cognitive Processes
 - iii. Socioemotional Processes
- 2. Physical Development
 - A. Prenatal Physical Development
 - i. Conception and the Zygote
 - ii. The Course of Prenatal Development
 - 1. Germinal Period
 - 2. Embryonic Period
 - 3. Fetal Period
 - iii. Threats to the Fetus
 - 1. Teratogens

- a. Fetal Alcohol *Spectrum Disorders* (FASD)
 2. Sexually Transmitted Infections (STIs)
 3. A Preterm Infant
 - B. Physical Development in Infancy and Childhood
 - i. Reflexes
 - ii. Motor Skills
 - iii. Perceptual Skills
 - iv. The Brain
 - C. Physical Development in Adolescence
 - i. Puberty
 - ii. The Adolescent Brain
 - D. Physical Development in Adulthood
 - i. Early Adulthood
 - ii. Middle and Late Adulthood
 1. Biological Theories of Aging
 - a. Cellular-Clock Theory
 - b. Free-Radical Theory
 - c. Hormonal Stress Theory
 2. Aging and the Brain
3. Cognitive Development
 - A. Cognitive Development from Childhood into Adulthood
 - i. Piaget's Theory of Cognitive Development
 1. Schemas
 - a. Assimilation
 - b. Accommodation
 2. Piaget's Stages of Cognitive Development
 - a. Sensorimotor Stage
 - b. Preoperational Stage
 - c. Concrete Operational Stage
 - d. Formal Operational Stage
 - ii. Vygotsky's SocioCulture Theory of Cognitive Development
 - B. Cognitive Processes in Adulthood
 - i. Cognition in Early Adulthood
 - ii. Cognition in Middle Adulthood
 - iii. Cognition in Late Adulthood
4. Socioemotional Development
 - A. Socioemotional Development in Childhood
 - i. Socioemotional Development in Infancy
 1. Temperament
 - a. Easy Child
 - b. Difficult Child
 - c. Slow-to-Warm-Up
 2. Attachment
 - a. Formation of Attachment
 - b. Types of Attachment
 - ii. Erikson's Theory of Socioemotional Development
 1. Socioemotional Development in Childhood

- a. Trust vs. Mistrust
 - b. Autonomy vs. Shame and Doubt
 - c. Initiative vs. Guilt
 - d. Industry vs. Inferiority
 - iii. Parenting and Childhood Socioemotional Development
 - 1. Authoritarian Parenting
 - 2. Authoritative Parenting
 - 3. Neglectful Parenting
 - 4. Permissive Parenting
 - B. Socioemotional Development in Adolescence
 - i. Erikson's identity versus identity confusion
 - ii. Marcia's Theory of Identity Status
 - 1. Exploration and Commitment
 - 2. Four Identity Statuses
 - a. Identity Diffusion
 - b. Identity Moratorium
 - c. Identity Foreclosure
 - d. Identity Achievement
 - C. Socioemotional Development in Emerging Adulthood
 - i. Features of Emerging Adulthood
 - 1. Identity Exploration
 - 2. Instability
 - 3. Self-Focused
 - 4. Feeling "In Between"
 - 5. Age of Possibilities
 - ii. Socioemotional Development in Early Adulthood
 - 1. Intimacy vs. Isolation
 - 2. Marriage
 - a. Gottman's Four Principles
 - i. Nurturing Fondness and Admiration
 - ii. Turning Toward each other as Friends
 - iii. Giving up Some Power
 - iv. Solving Conflicts Together
 - iii. Socioemotional Development in Middle Adulthood
 - 1. Generativity vs. Stagnation
 - iv. Socioemotional Development and Aging
 - 1. Integrity vs. Despair
 - 2. Socioemotional Selectivity Theory
5. Gender Development
 - A. Biology and Gender Development
 - B. Cognitive Aspects of Gender Development
 - i. Gender Schema
 - C. Socioemotional Experience and Gender Development
 - D. Gender Similarities Hypothesis
 - E. Nature and Nurture Revisited: The John/Joan Case
6. Moral Development
 - A. Kohlberg's Theory

- i. Preconventional Level
 - ii. Conventional Level
 - iii. Postconventional Level
 - B. Critics of Kohlberg
 - C. Moral Development in a Socioemotional Context
 - i. Prosocial Behavior
- 7. Death, Dying, and Grieving
 - A. Terror Management Theory
 - B. Kubler-Ross's Stages of Dying
 - i. Denial.
 - ii. Anger
 - iii. Bargaining
 - iv. Depression
 - v. Acceptance

Chapter 10 – Personality

- 1. Psychodynamic Perspectives
 - a. Freud's Psychoanalytic Theory
 - i. Structures of Personality
 - 1. Id
 - 2. Ego
 - 3. Superego
 - ii. Defense Mechanisms
 - 1. Displacement
 - 2. Repression
 - 3. Denial
 - 4. Sublimation
 - iii. Psychosexual Stages of Personality Development
 - 1. Oral Stage
 - 2. Anal Stage
 - 3. Phallic Stage
 - 4. Latency Period
 - 5. Genital Stage
 - b. Karen Horney's Sociocultural Approach
 - c. Jung's Analytical Theory
 - i. Collective Unconscious
 - ii. Archetypes
 - d. Alfred Adler's Individual Psychology
 - i. Compensation
- 2. Humanistic Perspectives
 - a. Abraham Maslow's Approach
 - b. Carl Rogers's Approach
 - i. Unconditional Positive Regard
 - ii. Conditions of Worth
 - iii. Self-Concept
 - iv. Promoting Optimal Functioning
- 3. Trait Perspectives

- a. Gordon Allport's Approach
- b. Five-Factor Model of Personality
 - i. Neuroticism
 - ii. Extraverts
 - iii. Openness
 - iv. Agreeableness
 - v. Conscientiousness
 - vi. Neuroticism, Extraversion, and Well-Being
- 4. Social Cognitive Perspectives
 - a. Bandura's Social Cognitive Approach
 - i. Observational Learning
 - ii. Personal Control
 - 1. Internal Locus of Control
 - 2. External Locus of Control
 - iii. Self-Efficacy
 - b. Mischel's Contributions
 - i. Situationism
 - ii. Cognitive-Affective Processing System (CAPS) Theory
- 5. Biological Perspectives
 - a. Personality and the Brain
 - i. Eysenck's Reticular Activation System (RAS) Theory
 - ii. Gray's Reinforcement Sensitivity Theory
 - 1. Behavioral Approach System (BAS)
 - 2. Behavioral Inhibition System (BIS)
 - iii. The Role of Neurotransmitters
 - b. Personality and Behavior Genetics
- 6. Personality Assessment
 - a. Self-Report Tests
 - i. The Minnesota Multiphasic Personality Inventory (MMPI)
 - ii. Assessments of the Big Five Factors
 - b. Projective Tests
 - i. Rorschach Inkblot Test
 - ii. Thematic Apperception Test (TAT)

Chapter 11 – Social Psychology

- 1. Social Cognition
 - a. Person Perception
 - i. Physical Attractiveness and Other Perceptual Cues
 - 1. Stereotype
 - 2. Self-Fulfilling Prophecy
 - ii. First Impressions
 - b. Attribution
 - i. Characteristics of Attributions
 - 1. Internal/External
 - 2. Stable/Unstable
 - 3. Controllable/Uncontrollable
 - ii. Attributional Errors and Biases

1. Fundamental Attribution Error.
- iii. Heuristics in Social Information Processing
 1. False Consensus Effect
- c. The Self as a Social Object
 - i. Positive Illusion
 - ii. Self-Serving Bias
 - iii. Stereotype Threat
 - iv. Social Comparison
- d. Attitudes
 - i. Attitudes Predicting Behavior
 - ii. Behavior Predicting Attitudes
 - iii. Cognitive Dissonance Theory
 - iv. Effort Justification
 - v. Self-Perception Theory
- e. Persuasion
 - i. Elements of Persuasion
 1. The Communicator (source)
 2. The Medium
 3. The Target (audience)
 4. The Message
 - ii. The Elaboration Likelihood Model
 1. Central Route and Peripheral Route
 - iii. Persuasion Strategies
 1. Foot-in-the-Door Technique
 2. Door-in-the-Face Technique
 - iv. Resisting Persuasion
 1. Inoculation
2. Social Behavior
 - a. Altruism (vs. Egoism)
 - i. Evolutionary Views of Altruism
 - ii. Psychological Factors in Altruism
 1. Reciprocity
 2. Empathy
 - iii. Sociocultural Factors in Altruism
 1. Market Economy
 2. Religions
 - iv. Altruism and Gender
 - v. The Bystander Effect
 - vi. Media Influences
 - b. Aggression
 - i. Evolutionary Views
 - ii. Genetic Basis
 - iii. Neurobiological Factors
 - iv. Psychological Factors
 1. Frustrating and Aversive Circumstances
 2. Cognitive Determinants
 3. Observational Learning

- v. Sociocultural Factors
 - 1. Cultural Variations and the Culture of Honor
 - 2. Media Violence
- vi. Aggression and Gender
 - 1. Overt Aggression
 - 2. Relational Aggression
- 3. Social Influence
 - a. Conformity and Obedience
 - i. Conformity: Asch's Experiment
 - 1. Informational Social Influence
 - 2. Normative Social Influence
 - ii. Obedience: Milgram's Experiments
 - iii. Situational Factors
 - 1. The Stanford Prison Experiment
 - b. Group Influence
 - i. Deindividuation
 - ii. Social Contagion
 - iii. Group Performance
 - 1. Social Facilitation
 - 2. Social Loafing
 - iv. Group Decision Making
 - 1. Risky Shift
 - 2. Group Polarization
 - 3. Groupthink
- 4. Intergroup Relations
 - a. Group Identity: Us vs. Them
 - i. Social Identity Theory
 - ii. In-Group and Out-Group
 - iii. Ethnocentrism
 - iv. Prejudice
 - v. Discrimination
- 5. Close Relationships
 - a. Attraction
 - i. Proximity, Acquaintance, and Similarity
 - ii. Mere Exposure Effect
 - iii. Evolutionary Approaches to Attraction
 - b. Attachment
 - i. Secure Attachment Style
 - ii. Avoidant Attachment Style
 - iii. Anxious Attachment Style
 - c. Love
 - i. Romantic Love
 - ii. Affectionate Love
 - d. Models of Close Relationships
 - i. Social Exchange Theory
 - ii. The Investment Model

Chapter 12 – Psychological Disorders

1. Abnormal Behavior
 - A. Three Criteria of Abnormal Behavior
 - i. Deviant.
 - ii. Maladaptive
 - iii. Personal distress.
 - B. Theoretical Approaches to Psychological Disorders
 - i. The Biological Approach
 1. Medical Model
 - ii. The Psychological Approach
 - iii. The Sociocultural Approach
 - iv. The Biopsychosocial Model
 - C. Classifying Abnormal Behavior
 - i. The DSM-IV Classification System
 - ii. Five Dimensions
2. Anxiety Disorders
 - A. Generalized Anxiety Disorder
 - B. Panic Disorder
 - C. Phobic Disorder
 - D. Obsessive–Compulsive Disorder (OCD)
 - E. Posttraumatic Stress Disorder (PTSD)
3. Mood Disorders
 - A. Depressive Disorders
 - i. Major Depressive Disorder
 - ii. Dysthymic Disorder
 - iii. Biological Factors
 - iv. Psychological Factors
 - v. Sociocultural Factors
 - B. Bipolar Disorder
 - i. Causes of Bipolar Disorder:
 - C. Suicide
 - i. Biological Factors
 - ii. Psychological Factors
 - iii. Sociocultural Factors
4. Eating Disorders
 - A. Anorexia Nervosa
 - B. Bulimia Nervosa
 - C. Binge-Eating Disorder (BED)
 - D. Causes and Treatments
5. Dissociative Disorders
 - A. Dissociative Amnesia and Fugue
 - B. Dissociative Identity Disorder
6. Schizophrenia
 - A. Symptoms of Schizophrenia
 - i. Positive Symptoms
 1. Hallucinations
 2. Delusions

3. Referential thinking
 4. Catatonia
 - ii. Negative Symptoms
 1. Flat Affect
 - iii. Cognitive Symptoms
 - B. Causes of Schizophrenia
 - i. Biological Factors
 1. Heredity
 2. Structural Brain Abnormalities
 3. Problems in Neurotransmitter Regulation
 - ii. Psychological Factors
 1. Diathesis-Stress Model
 - iii. Sociocultural Factors
7. Personality Disorders
 - A. Antisocial Personality Disorder (ASPD)
 - B. Borderline Personality Disorder
8. Combating Stigma
 - A. The Consequences of Stigma
 - B. Overcoming Stigma

Chapter 13 – Therapies

1. Biological Therapies
 - a. Drug Therapy
 - i. Antianxiety Drugs
 - ii. Antidepressant Drugs
 - iii. Antipsychotic Drugs
 - b. Electroconvulsive Therapy
 - c. Psychosurgery
 - i. Prefrontal Lobotomy
2. Psychotherapy
 - a. Psychodynamic Therapies
 - i. Psychoanalysis
 1. Free association
 2. Interpretation
 3. Dream analysis
 4. Transference
 5. Resistance.
 - ii. Contemporary Psychodynamic Therapies
 - b. Humanistic Therapies
 - i. Client-Centered Therapy (also called Rogerian Therapy).
 1. reflective speech,
 2. Unconditional Positive Regard
 3. Nondirective
 - c. Behavior Therapies

- i. Classical Conditioning Techniques
 1. Systematic Desensitization
 2. Operant Conditioning Approaches
 - d. Cognitive Therapies
 - i. Cognitive Restructuring
 - ii. Rational-Emotive Behavior Therapy (REBT)
 - iii. Beck's Cognitive Therapy
 - iv. Cognitive-Behavior Therapy
 1. Self-Efficacy
 2. Self-Instructional Methods
 - e. Therapy Integrations
 - i. Dialectical Behavioral Therapy (DBT)
 3. Sociocultural Approaches and Issues in Treatment
 - a. Group Therapy
 - b. Family and Couples Therapy
 - c. Self-Help Support Groups
 - d. Community Mental Health
 - i. Deinstitutionalization
 - e. Cultural Perspectives
 4. The Effectiveness of Psychotherapy
 - a. Research on the Effectiveness of Psychotherapy
 - b. Health and Wellness Benefits of Psychotherapy
 - c. Well-being therapy (WBT)
 - d. Common Themes in Effective Psychology