

Checklist for Test-Out Materials

Course Name: Psychology an Introduction

Circle Semester:

Semester A

Semester B

- only 1 semester class

Materials Needed:

- ☒ Book(s)
- ☒ Necessary Assignments/Projects/Presentations/Etc.
- ☒ Assessment Rubrics (if applicable)
- ☒ Semester Exam Review
- ☒ Final Semester Assessment

Course Specifics

Book(s) Names:

Psychology an Introduction

List of assignments, projects, presentations, etc. students need to complete prior to testing. Please be very specific when listing assignments so students and parents know exactly what the expectations are:

See Attached Sheet

Specific suggestions for students to prepare for this assessment:

Do the Readings-

Do the assignments - projects

Review & Pass the Exam with 70% At least

Describe expectations for final semester assessment:

70% or Better Score on Exam and Verified  
Assignments Completed

Other recommendations or information:

Contact Mr. Brown for Questions - 999-731-9607

Office Use Only

Date of Test-Out: \_\_\_\_\_

Student Name: \_\_\_\_\_

Credit Granted: Yes: \_\_\_\_\_ No: \_\_\_\_\_

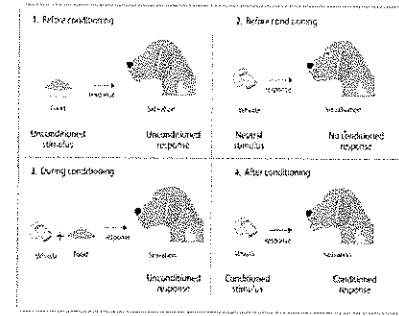
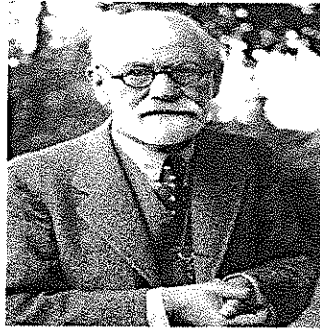
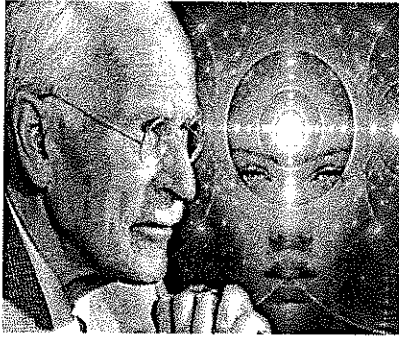
Teacher Name: \_\_\_\_\_

Counselor: \_\_\_\_\_

## PSYCHOLOGY – TEST OUT REQUIREMENTS

- I. The basic procedure is to read the chapter and then do the review, assignments, projects, and check for understanding for each chapter. The assignments must be turned in completed and verified before taking the Test Out Exam.
- II. The book is Psychology An Introduction by Charles G. Morris & Albert A. Maisto. The chapters that you will need to read and do the assignments on are:
  - Ch 1 – The Science of Psychology
  - Ch 2 – The Biological Basis of Behavior
  - Ch 3 – Sensation and Perception
  - Ch 4 – States of Consciousness
  - Ch 5 – Learning
  - Ch 8 – Intelligence and Mental Abilities
  - Ch 10 – Life Span Development
  - Ch 11 – Personality
  - Ch 12 – Stress and Health Psychology
  - Ch 15 – Social Psychology
- III. The Specific assignments, projects, and things to turn in before taking the Exam are:
  - Ch 1 – Mini Research paper
  - Review Questions
  - Check for understanding questions answers
  - Ch 2 - Key terms sheet
  - Advertisement Analysis
  - Review sheet
  - Ch 3 - Crossing the Threshold worksheet
  - Review sheet
  - Check for understanding questions
  - Ch 4 - No Assignments just the readings
  - Ch 5 - No Assignments just the readings
  - Ch 8 - Open book/resources Questions
  - Questions to Know – (18 of them)
  - Ch10- Guided reading questions
  - Piaget Meets Santa Claus Activity
  - Review sheet
  - Ch11- Psychodynamic Theorists of Personality worksheet
  - Watch the video or at least video clips of “What About Bob” and do the assignment
  - Ch12- No Assignment just the readings
  - Ch15- Terms to know sheet
  - Review sheet
  - Final Project Assignment

Do not have to turn in Exam Review guide work, once work is verified take and pass the Exam



## Psychology Historical Psychologists Mini-Research Paper

\*The purpose of this mini-research project is to research and report on a psychologist of your choosing. This is intended to introduce you to the psychology field and the important researchers and thinkers of this science.

### Requirements:

- 1 page maximum paper
- Write a biographical sketch of a psychologist that you've found that interests you
  - discipline of psychology that they worked in
  - any key developments or breakthroughs that they've accomplished
  - key papers that they have written
  - experiments that they've conducted
- Conclude with why you chose this psychologist.

## **Psychology- Chapter 1 – Questions to write out answers to:**

1. Define psychology.
2. List at least 7 fields of psychology.
3. Name and define the 5 enduring issues of psychology.
4. Who is Wilhelm Wundt & what did he do?
5. Define voluntarism.
6. Who is Edward Titchener & what did he do?
7. Define structuralism.
8. Who is William James & what did he do?
9. Define functionalism.
10. Who is Sigmund Freud & what did he do?
11. What did Freud see/view the unconscious as?---explain.
12. Define psychoanalysis.
13. Who is John B. Watson & what did he do?
14. What does behaviorism study?
15. Explain Pavlov and his dogs.
16. Connect Pavlov and his dogs to John B. Watson's work.
17. Define conditioning.
18. What did Watson believe all mental processes were?
19. Explain Watson's experiment with the little boy and the rat.
20. Who is B.F. Skinner and what did he believe?

## Psychology - Chapter 1 – Check for understanding

1. An educational psychologist would most likely do which of the following?
  - a. Help a student select a college to attend
  - b. Administer an intelligence test to a student
  - c. Help a school district choose a standardized test
  - d. Conduct a study on gender differences in speech patterns
2. This perspective focuses on the importance of unconscious motives and conflicts in determining human behavior
  - a. Humanistic perspective
  - b. Psychoanalytic perspective
  - c. Sociocultural perspective
  - d. Learning perspective
3. Who established the first laboratory for the scientific study of the mind?
  - a. Aristotle
  - b. Sigmund Freud
  - c. Wilhelm Wundt
  - d. William James
4. Which of the following concepts was central to the work of B.F. Skinner?
  - a. Insight
  - b. Introspection
  - c. Reinforcement
  - d. Stream of consciousness
5. The goals of psychology are to
  - a. Develop effective methods of psychotherapy
  - b. Describe, predict, understand, and control behavior
  - c. Explain the functioning of the human mind
  - d. Compare, analyze, and control human behavior
6. Freud believed that all thoughts and actions are determined by
  - a. The first year of life
  - b. Forces in the personality that are often unconscious
  - c. Needs for love and self-esteem
  - d. The drive for self-actualization
7. Psychology is
  - a. The study of human origins, evolution, and cultures
  - b. The scientific study of behavior, and mental processes of humans
  - c. Focused on surveys to determine behavior
  - d. The deductive study of forms and functions of human groups

8. Of the following, who was a structuralist
- B.F. Skinner
  - John B. Watson
  - Edward Titchener
  - William James
9. William James founded the idea of
- Structuralism
  - Functionalism
  - Behaviorism
  - Humanism
10. Why is psychology considered a science
- It focuses on internal mental processes
  - It classifies mental disorders
  - It focuses on observation, drawing conclusions, and prediction
  - It focuses on behavior
11. \_\_\_\_\_ is often credited with being the father of modern psychology
- Wilhelm Wundt
  - Plato
  - Sigmund Freud
  - William James
12. A psychologist who adheres to the functionalist school of thought is staring at a banana. Which of the following statements is he/she most likely to make?
- "I see a long, curved, yellow object with a dark stem at one end"
  - "I think that a banana would take the edge off of my hunger right now"
  - "I see a banana"
  - "I see a series of lines converging at two points, with the color yellow in between them. There is also a small u-shaped line connected to one convergence point for the other lines."
13. In the nature vs. nurture debate, Morgan falls strictly on the side of "nature". Which of the following statements about human personality might Morgan most likely agree with?
- There is no such thing as "personality", but instead we merely demonstrate learned responses, or habits, that make it look like we have a personality.
  - Each person has free will, so we have the ability to choose whatever personality we think will bring us the best outcomes.
  - We have some genetic influence on our personality, but who we become is really a product of our environment in which we are raised.
  - We are all born with a personality that we will develop, and our surroundings cannot change it.

14. In the nature vs. nurture debate, Seth falls strictly on the side of "nurture". Which of the following statements about human personality might Seth most likely agree with?
- a. There is no such thing as "personality", but instead we merely demonstrate learned responses, or habits, that make it look like we have a personality.
  - b. Each person has free will, so we have the ability to choose whatever personality we think will bring us the best outcomes.
  - c. We have some genetic influence on our personality, but who we become is really a product of our environment in which we are raised.
  - d. We are all born with a personality that we will develop, and our surroundings cannot change it.
15. All of the following are enduring issues of psychology except
- a. Person/situation
  - b. Nature/nurture
  - c. Psychology/sociology
  - d. Mind/body
16. Voluntarism is
- a. The power of the mind to fall asleep
  - b. The power of the mind to shut down in stressful situations
  - c. The power of the will to organize the mind's content into higher-level thought processes
  - d. The focus of basic units of experience and the combinations in which they occur
17. Structuralism is
- a. The power of the mind to fall asleep
  - b. The power of the mind to shut down in stressful situations
  - c. The power of the will to organize the mind's content into higher-level thought processes
  - d. The focus of basic units of experience and the combinations in which they occur
18. Functionalism focuses on
- a. How an organism uses its perceptual abilities to function in its environment
  - b. The power of the mind to shut down in stressful situations
  - c. The power of the will to organize the mind's content into higher-level thought processes
  - d. The focus of basic units of experience and the combinations in which they occur
19. Conditioning is
- a. The acquisition of specific patterns of behavior in the presence of well-defined stimuli
  - b. Simultaneous existence of incompatible demands, opportunities, needs or goals
  - c. The outer surface of two cerebral hemispheres that regulates most complex behavior
  - d. Division of the nervous system that consists of the brain and the spinal cord

### Short Answer

20. Explain the connection between Pavlov's dogs and Watson's experiment with the little boy and the rat/Santa Claus/Rabbit. (What did each prove? ) Be specific.

## **Psychology - Chapter 2 - Key Terms**

**Neurons**

**Glial cells**

**Axon**

**Dendrites**

**Neurotransmitter**

**Synapse**

**Central nervous system (CNS)**

**Peripheral nervous system (PNS)**

**Sensory neurons**

**Motor neurons**

**Autonomic nervous system**

**Sympathetic nervous system**

**Parasympathetic nervous system**

**Spinal cord**

**Hind brain**

**Cerebellum**

**Forebrain**

**Thalamus**

**Hypothalamus**

**Cerebral cortex**

**Corpus callosum**

**Sensory cortex**

**Motor cortex**

**Neural Plasticity**

**Endocrine glands**

**Hormones**



## Advertisement Analysis

**\*Most TV ads attempt to make viewers associate products with idealized images and lifestyles. For example, luxury sedans are shown in front of mansions and opera houses; sports utility vehicles are shown in remote canyons. Ads also play on our senses. Visual cues (the models, the setting, the cuts from one scene to another) and auditory cues (the voice-over, musical background, sounds of nature) are the most obvious examples. But tactile cues (a car's leather interior) and kinesthetic cues (the feeling of a test drive created by placing the camera inside a moving care) are also common.**

1. Analyze a series of ads (5 ads) for sensory content. Choose from the following categories of ads to search:

-fast food ads

-car/truck ads

-college ads

2. What sensory cues are advertisers using to hold your attention to create conscious or subconscious associations? (Hint: try turning off the sound to focus on visual cues; close your eyes to analyze auditory cues.)
3. What is the underlying message----that is, the associations beyond the specific information the ad conveys?

**\*\*This exercise is not designed to make you more skeptical of advertising (although this may be one outcome), but rather to make you as aware of sensory communication as advertisers are!**

- Include in your student work for test out grade

## **Psychology - Chapter 2 - Review**

1. What are the 1990's known as?
2. What is a neuron?
3. How many neurons does the average person have in their brain?
4. What is the main function of a neuron?
5. Identify the main parts (and their functions) of a neuron.
6. What does the central nervous system include?
7. What does the peripheral nervous system do?
8. Identify the 4 lobes of the brain and provide a brief summary of each of their functions.
9. What is the endocrine system and what does it do?
10. What is the main difference between the nervous system and the endocrine system?
11. What is plasticity?

**Psychology**  
**Chapter 2 – check for understanding**

1. What is the synaptic cleft?
  - a. The thing that connects the neurons
  - b. The gap between neurons
  - c. It releases neurotransmitters
  - d. The container for the synaptic vesicles
2. What is the difference between the synaptic knob and terminal button?
  - a. Synaptic knob is another name for the synaptic cleft; the terminal button receives neural impulses
  - b. Synaptic knob is in girls; the terminal button is in boys
  - c. They're both the same thing
3. What is the synaptic knob?
  - a. Another name for the synaptic cleft
  - b. It holds synaptic vesicles
  - c. It receives impulses
  - d. It releases neural impulses
4. There are more than one kind of neurotransmitter
  - a. True
  - b. False
5. What are neurotransmitters?
  - a. Electrical signals
  - b. Evidence of drug activity
  - c. Pain medication
  - d. Chemical signals
6. What is the central nervous system made of?
  - a. Medulla and pons
  - b. Cerebellum and hypothalamus
  - c. Brain and spinal cord
  - d. Frontal cortex
7. How many layers of the brain are there?
  - a. 1
  - b. 2
  - c. 3
  - d. 4
8. What produces chemicals that maintain the sleep/wake cycle?
  - a. Hindbrain
  - b. Thalamus
  - c. Pancreas
  - d. Pons
9. What governs motivational and emotional responses?
  - a. Thalamus
  - b. Hypothalamus
  - c. Midbrain
  - d. Limbic system
10. What area contains the medulla, pons, and cerebellum?
  - a. Hypothalamus
  - b. Limbic system
  - c. Midbrain
  - d. Hindbrain
11. The cerebral cortex makes up 70% of neurons in the central nervous system.
  - a. True
  - b. False

12. Which side of the brain operates more analytically?
  - a. Left
  - b. Right
13. Which side of the brain operates more visually?
  - a. Left
  - b. Right
14. Neurotransmitters are primarily associated with the
  - a. Synapse
  - b. Soma
  - c. Neurilemma
  - d. Production of ion potentials
15. The microscopic space between two neurons is called a(n)
  - a. Enkephalins
  - b. Acetylcholine
  - c. Catecholamine
  - d. Synapse
16. The endocrine system
  - a. Is the only communications network in the body
  - b. Depends on electrical messages for communication
  - c. Secretes hormones into the blood stream for communication
  - d. Secretes hormones into the exocrine ducts for communication
17. Many addictive drugs stimulate the pleasure centers of the
  - a. Medulla
  - b. Cerebellum
  - c. Frontal cortex
  - d. Limbic system
18. The two cerebral hemispheres are connected by a band of fibers called
  - a. The corpus callosum
  - b. The cortex
  - c. Connector nerves
  - d. Association fibers
19. Which of the following is most involved in the production of emotion
  - a. The occipital lobe
  - b. The limbic system
  - c. The medulla
  - d. The pituitary gland
20. The hippocampus
  - a. Is part of the hypothalamus
  - b. Is associated with forming lasting memories
  - c. Has direct connections to the occipital lobe
  - d. Is involved with sensing emotion

## Crossing the Threshold

Our senses provide the information that enables us to detect the presence of objects and then to distinguish different objects from each other. Each sense organ has the job of detecting the presence of a particular kind of energy (light, chemical, sound) and differentiating among different levels of that type of energy.

We call the minimum amount of energy the sense organ can detect the *detection threshold* or *absolute threshold*. The *difference threshold* or *just noticeable difference (jnd)* is the smallest change in energy that the sense organ can perceive; the amount of change needed to tell that two things are different. We use these abilities constantly as we perform our everyday tasks. There is also debate about how much we rely on information that is below our ability to detect. Energy that cannot be detected by a sense organ is called *subliminal* or *subthreshold*.

For each of the situations below, identify which of the following concepts is necessary to complete the task successfully: absolute threshold, difference threshold, or subthreshold. Then think up your own examples from your daily life to illustrate these concepts.

1. A woman preparing for a trip to Mexico tries to learn Spanish using a "Learn While You Sleep" tape.
2. A sentry on night duty notices a very soft noise and calls out for the thief to "Halt!"
3. A father takes his children to the playground. During the visit, a child starts to cry. Without looking, the father can tell that it is not his child's cry.
4. There is a sale on 5-pound prepackaged russet potato bags. In order to make sure that you get the most for your money, you pick up several to see which is the heaviest.
5. You help your friend look for her contact lens on her white kitchen floor.
6. A music group records the phrase "Buy our Tapes" backwards in one of their songs.
7. It is late night and you are trying to go to bed without waking your roommate. You want to find your favorite pajamas without turning on the light. After carefully and quietly opening your dresser drawer, you reach in and try to pick it out of the four other things that are in the drawer.
8. You are one of the judges in a chili-tasting contest and are trying to select the winner of the "Hottest Chili" award.
9. In that same chili-tasting contest, you are asked to try to identify which of ten chili samples contains cinnamon.

Your examples:

Absolute threshold: \_\_\_\_\_

Difference threshold: \_\_\_\_\_

Subthreshold: \_\_\_\_\_

### **Psychology – Ch 3 - Sensation and Perception Review**

1. Define sensation.
2. Define perception.
3. Briefly describe the process of sensation
4. Briefly describe the process of perception
5. Define absolute threshold. Give an example.
6. What is adaptation? Give an example.
7. Define difference threshold/noticeable difference. Give an example.
8. Define subliminal message. Give an example.
9. Be prepared to explain why companies focus on making advertisements that appeal toward our senses.
10. What is light adaptation?
11. What is dark adaptation?
12. How does sound travel?
13. What are the 4 primary taste qualities?
14. What is bottom-up processing?
15. What is top-down processing?

**Psychology**  
**Sensation & Perception – Check for understanding**

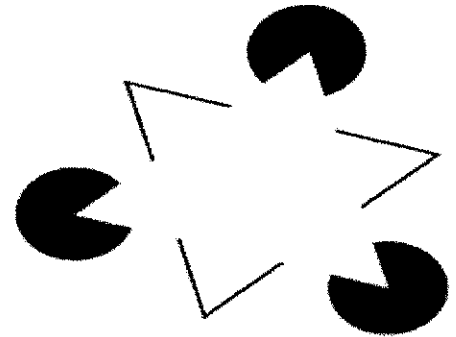
1. Although Robert was sitting next to his wife, he smelled a skunk minutes before she did. Apparently, Robert has a lower \_\_\_\_\_ for skunk odor than his wife.
  - a. Accommodation level
  - b. Absolute threshold
  - c. Adaptation level
  - d. Olfactory threshold
2. The process by which we recognize, interpret, and organize our sensations is \_\_\_\_\_.
  - a. Perception
  - b. Sorting
  - c. Sensation
  - d. Threshold
3. What are two types of receptors in the eye?
  - a. Disks and rods
  - b. Rods and poles
  - c. Cones and poles
  - d. Cones and rods
4. Jenny likes to look at the stars at night. Since it is dark, she uses which cells in the eye to get a good look?
  - a. Cones
  - b. Rods
  - c. Retina
  - d. Peripheral
5. Karen can detect the position of her leg and foot as she walks. This feedback arises by which sense?
  - a. Cerebeller
  - b. Sixth
  - c. Kinesthetic
  - d. Olfactory
6. Sensation is
  - a. Process by which our sensory receptors take in energy from our environment.
  - b. Process of neuronal activity traveling from our fingers to our brain
  - c. Process by which our brain organizes and interprets information
  - d. None of the above
7. If a stimulus is below the absolute threshold it is said to be?
  - a. Sublingual
  - b. Not of importance
  - c. Subliminal
  - d. None of the above
8. Which of the following statements is consistent with the Gestalt theory of perception?
  - a. Perception develops largely through learning
  - b. Perception is the product of heredity
  - c. The mind organizes sensations through meaningful perceptions
  - d. Perception results directly from sensation

9. The hammer, anvil, and stirrup are found in the:

- a. Middle ear
- b. Inner ear
- c. Cochlea
- d. Outer ear

10. Which Gestalt principle is associated with the image to the right?

- a. Continuation
- b. Proximity
- c. Closure
- d. Figure/ground



11. Which of the following physical characteristics of sound is associated with perceived loudness?

- a. phase angle
- b. frequency
- c. wavelength
- d. intensity

12. An afterimage can best be defined as:

- a. Sense experience that occurs after a visual stimulus has been removed
- b. Decreased sensitivity of rods and cones in bright light
- c. Increased sensitivity of rods and cones in darkness
- d. Distinguishable fine details of a stimulation

13. As a car drives away, it projects a smaller and smaller image on your retina. Although the retinal image grows smaller, you do not perceive the car as shrinking because of:

- a. Shape constancy
- b. Size continuity
- c. Size constancy
- d. Shape continuity

14. The function of the lens is to

- a. project an image onto the cornea
- b. focus an image on the retina
- c. locate an image
- d. contain receptor cells that are sensitive to light

15. Synaesthesia refers to

- a. one sense inducing an experience in another sense.
- b. the process by which visual stimuli is transmitted to the visual cortex
- c. seeing the color green after staring at the color red.
- d. the frequency and pitch of sound waves

16. Individuals can be affected by stimuli that are presented to them so quickly that they are not able to consciously perceive the stimuli. This phenomenon is known as

- a. the difference threshold
- b. the absolute threshold
- c. subliminal perception
- d. signal detection theory



17. Which of the following affect our perception?
- a. the stimuli
  - b. individual physiological differences
  - c. culture
  - d. all of the above
18. The tendency to perceive a moving light in the late evening sky as belonging to an airplane rather than UFO best illustrates the impact of:
- a. visual capture.
  - b. relative clarity.
  - c. feature detection.
  - d. perceptual set.
19. Although a few keys on the piano were broken, Shana couldn't prevent herself from mentally filling in the missing notes of the familiar melodies. This best illustrates the principle of:
- a. proximity
  - b. continuity
  - c. closure
  - d. interposition
20. While reading a novel, Nate isn't easily distracted by the sounds of the TV or even by his brothers' loud arguments. This best illustrates:
- a. perceptual adaptation.
  - b. selective attention.
  - c. perceptual constancy.
  - d. interposition.

### **Short Answer**

21. Briefly describe the process of sensation.
22. Briefly describe the process of perception.

## Outline for Ch. 4 – States of Consciousness

### Consciousness

#### Waking consciousness

- Thoughts, feelings, and perceptions that occur when we are awake and alert

#### Altered States of Consciousness

- A mental state that differs noticeably from normal waking consciousness, including sleep, dreaming, meditation, or drug-induced states

### Explaining Waking Consciousness

- Stream of information resulting from the activity of the thalamus which analyzes and interprets information
- Consciousness may only be the “tip of the iceberg” that includes unconscious mental activities
- Consciousness is also viewed as an adaptation allowing us to get along with others in our group (humans)

### Daydreaming and Fantasy

- Spontaneous shifts if attention away from the here and now into a make-believe world
- Urge to daydream peaks about every 90 minutes
- Daydreams may provide stress relief and encourage creativity



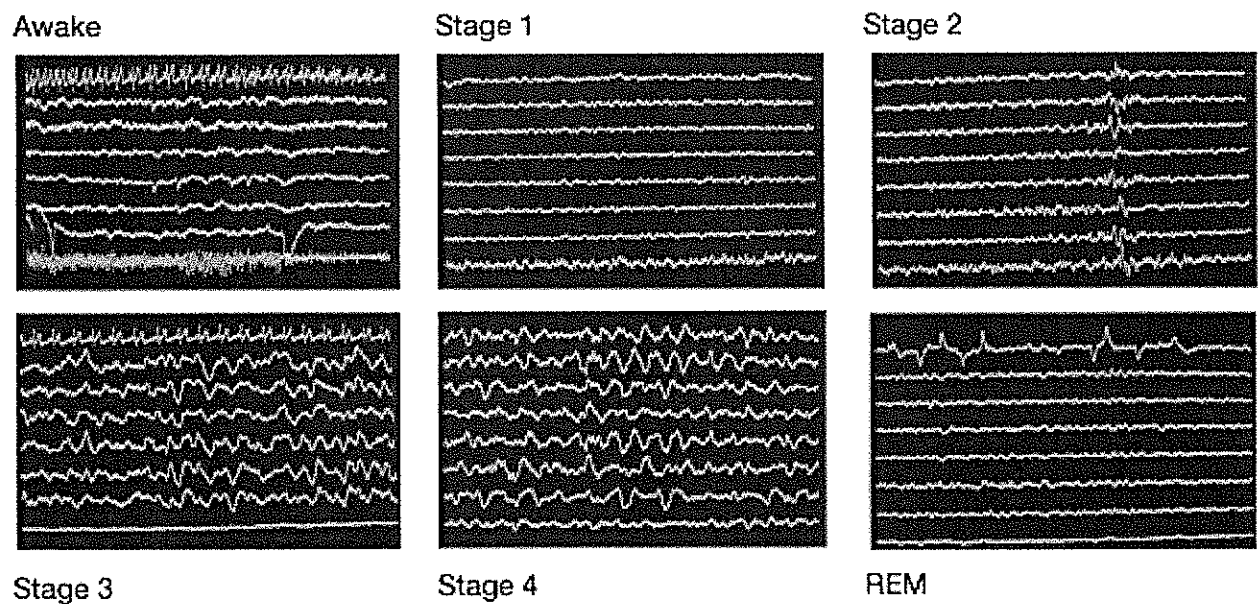
# Sleep

## Circadian Cycles: The Biological Clock

- Circadian cycles are those that last “about a day”
- Circadian rhythms are governed by an area of the hypothalamus called the *suprachiasmatic nucleus* (SCN)
- Controls body temperature, metabolism, blood pressure, hormone levels, and hunger
- Jet lag is the result of desynchronization of the circadian rhythm

## The Rhythms of Sleep

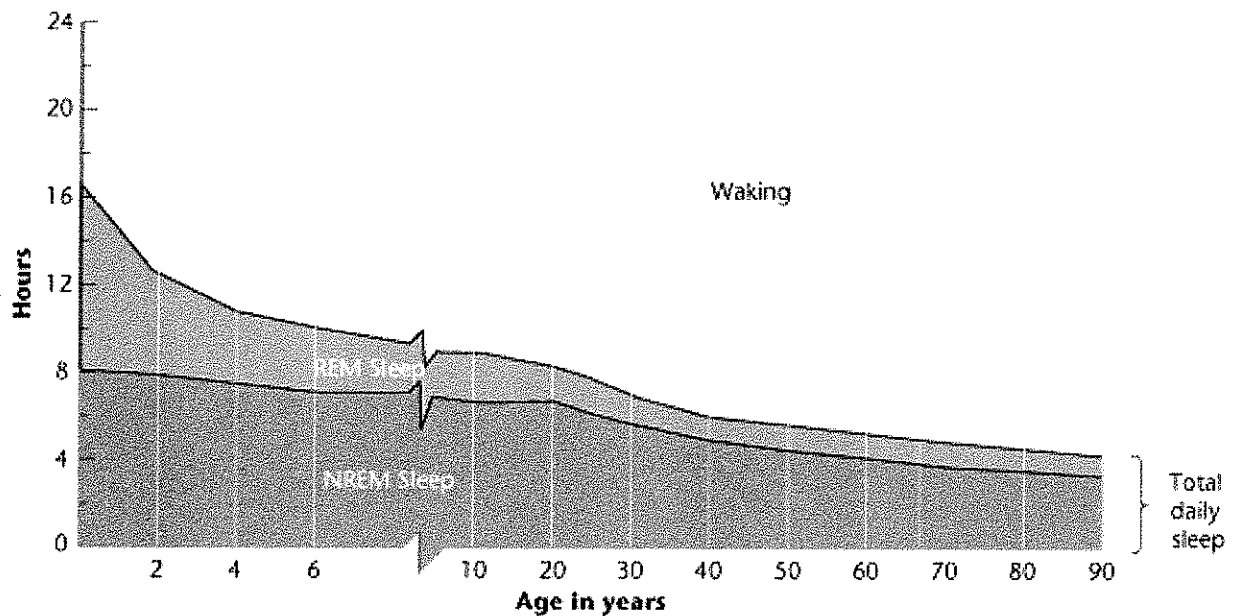
### Brain waves and the six sleep stages



### REM Sleep

- “Rapid Eye Movement”
- REM called paradoxical sleep
- Brain waves similar to waking state, but person is deeply asleep and unable to move
- Most dreaming takes place during REM

## Changes In REM and NREM



## Sleep Disorders

- Sleep talking and sleepwalking
  - Usually occurs during Stage 4 sleep
  - More common in children
  - Sleepwalking more common in boys
- Night terrors
  - Episodes of fright that occur during stages 3 or 4 of NREM sleep
  - Person may sit up or scream, but likely will not recall the episode in the morning
- Insomnia
  - Difficulty falling asleep or remaining asleep
  - Affects about 35 million Americans
  - May be related to stress, depression, medication
  - Can also be caused by noise, temperature, or trying to sleep in a new environment
- Apnea
  - Person stops breathing momentarily during sleep
  - Affects about 10 to 12 million Americans
- Narcolepsy
  - Suddenly falling asleep without warning during waking hours
  - Narcoleptics often experience loss of muscle tone as well
  - May also drop into REM sleep immediately, causing hallucinations
  - Likely caused by a central nervous system defect

## Dreams



### Why Do We Dream?

#### Dreams as unconscious wishes

- Freud thought dreams were the “royal road to the unconscious”
- Manifest content
- What the dreamer remembers about the dream
- Latent content
- The hidden, unconscious meaning of the dream

#### Dreams and information processing

- Information gathered during the day is reprocessed to strengthen memory

#### Dreams and neural activity

- Activation-synthesis hypothesis
- Random outbursts of nerve-cell activity are interpreted as stories by higher brain centers

#### Dreams and waking life

- Extension of concerns in daily life



## Drug-Altered Consciousness

### Substance Use and Abuse

#### Substance Use

Using a substance but it does not yet interfere with a person's life

#### Substance Abuse

- Pattern of drug use that diminishes one's ability to fulfill responsibilities
- May result in repeated use in dangerous situations
- May lead to legal difficulties related to drug use
- Dependence
  - Compulsive use of a substance
  - Also known as addiction
- Tolerance
  - More substance is required to obtain the original effect
- Withdrawal
  - Physical discomfort when the substance is stopped

### *Dependence*

*(4 of the following 7 symptoms)*

- Developing a tolerance
- Experiencing withdrawal
- Using substance for a longer period or in greater quantities than intended
- Presence of a desire or repeated attempts to cut back on use
- Spending a lot of time using/obtaining the substance
- Reduction or cessation of usual activities
- Continued use despite awareness of drug's harmful effects

### Depressants

- Depressant drugs slow behavior by either speeding up or slowing down nerve impulses
- Common depressants are
  - Alcohol
  - Barbiturates
  - Opiates

### Alcohol

- Most used psychoactive drug in Western societies
- Although most often used in moderation, about 14 million Americans have problems with alcohol
- Men are three times more likely to be problem drinkers
- Highly addictive

- Even moderate amounts can affect
  - Perception
  - Motor processes
  - Memory
  - Judgment
  - Visual acuity
  - Depth perception
  - Cognitive functioning
- Overall effect is to calm the nervous system
- Sometimes perceived as a stimulant because it relaxes inhibitions

#### Barbiturates

- "Downers"
- Often Used to treat insomnia
- Can interfere with sleep patterns and cause dependence
- Effects are similar to alcohol

#### Opiates

- Derived from the opium poppy
- Includes opium, morphine, and heroin
- Opiates resemble endorphins, the body's natural painkillers
- Causes euphoria followed by clouded mental functioning

#### Stimulants

Substances that excite the central nervous system

Includes drugs such as

- Caffeine
- Nicotine
- Amphetamines
- Cocaine

#### Caffeine

- Naturally occurring substance found in coffee, tea, cocoa, and chocolate
- Also added to soft drinks and pain medications
- Increases alertness
- In high doses, caffeine can cause anxiety, headaches, heart palpitations, insomnia, and diarrhea

## Nicotine

- Found in tobacco
- Considered by many to be the most addictive stimulant in use today
- Affects levels of several neurotransmitters
- Depending on amount and time smoked, can have either sedative or stimulating effects
- Can lead to numerous withdrawal symptoms, including nervousness, headaches, and irritability

## Amphetamines

- Chemically similar to epinephrine, a hormone that activates the sympathetic nervous system
- Increase alertness as well as feelings of well-being
- Can cause euphoria followed by a crash, including severe depression
- Leads to cycle of addiction
- Forms can include methamphetamine and ecstasy (MDMA)
- Ecstasy acts as both a stimulant and hallucinogen
- Even short-term use of ecstasy may have long-term consequences

## Cocaine

- Blocks reabsorption of dopamine
- Produces increased alertness, motivation, and euphoria
- Crash leads to anxiety, depression, and strong cravings

## Hallucinogens

- Substances that distort visual and auditory perception
- LSD
  - Produces hallucinations and delusions similar to a psychotic state
  - Can result in psychosis, memory loss, paranoia, panic attacks, nightmares and aggression

## Marijuana

- THC, the active ingredient in marijuana, produces symptoms such as
  - Mild hallucinations
  - Euphoria
  - Enhanced sense of well-being
  - Relaxation
  - Distortion of time
- Some users may experience anxiety and paranoia



## Explaining Abuse and Addiction

### Biological factors

- Some people may be genetically predisposed to addiction

### Psychological, social, and cultural factors

- Expectations, social setting, and cultural beliefs and values can affect usage patterns
- Attitudes and beliefs about drug use may come from family environment

## Meditation and Hypnosis

- Meditation

Techniques which improve the ability to focus and relax

Suppresses activity of the sympathetic nervous system

- Hypnosis

- Trancelike state in which people can respond more easily to suggestion
- Hypnosis has been used in conjunction with psychotherapy and as an anesthetic in dentistry and surgery

# Chapter 5-Learning

## What is Learning?

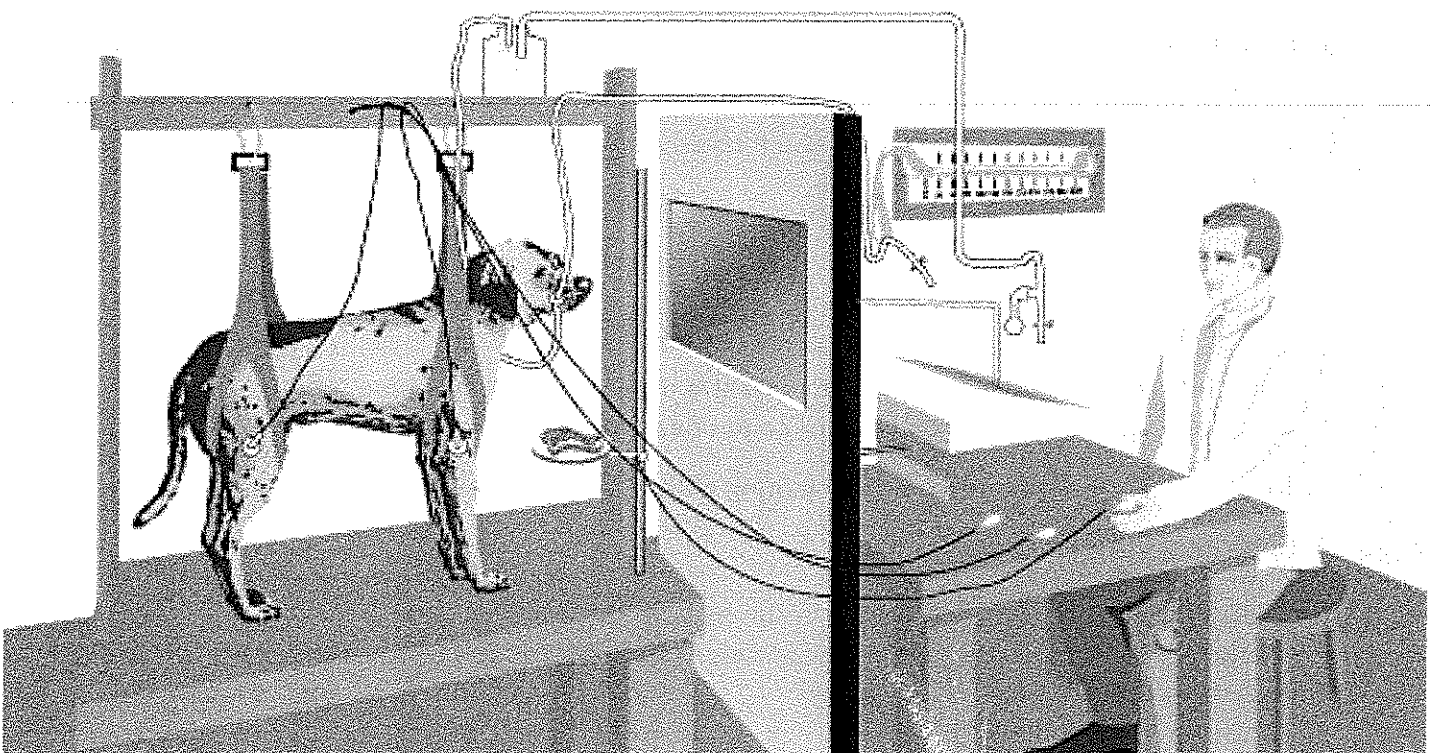
- A relatively permanent change in an organism's behavior due to experience.
- Conditioning:
  - The acquisition of specific patterns of behavior in the presence of well-defined stimuli.

## Two Types of Conditioning

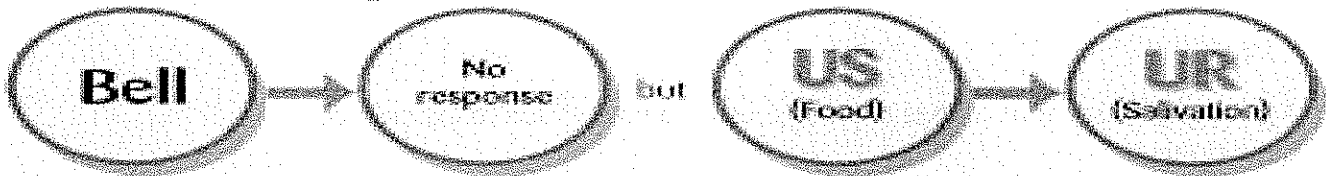
- Classical (C.C.):
  - a response naturally elicited by one stimulus comes to be elicited by a different, formerly neutral stimulus
- Operant (O.C.):
  - behaviors are emitted (in the presence of specific stimuli) to earn rewards or avoid punishments

## Classical Conditioning Terms

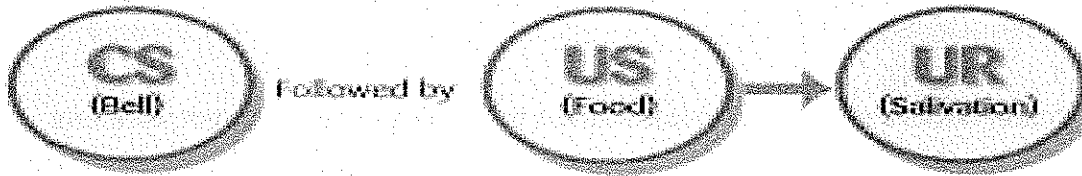
- Unconditioned stimulus (US):
  - A stimulus that always elicits a specific response in the absence of any training.
- Unconditioned response (UR):
  - A response that is always elicited by a specific stimulus in the absence of any training.
- Neutral stimulus:
  - A stimulus that does not elicit a specific response.
- Conditioned stimulus (CS):
  - A neutral stimulus that acquires the ability to elicit a specific response
- Conditioned response (CR):
  - A response similar to the UR that is elicited by the CS.



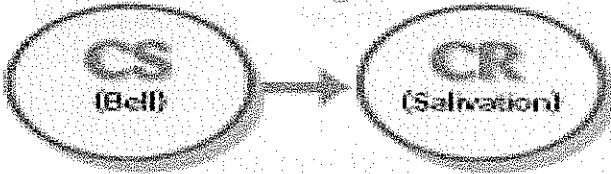
### Before conditioning



### During conditioning



### After conditioning



## Common Examples of Classical Conditioning

- Phobias:
  - Irrational fears
- Conditioned food (taste) aversion:
  - Classically conditioning a novel flavor to illness

## Classical Conditioning in Human

- J. B. Watson classically conditions "Little Albert" to fear white rats.
- Mary Cover Jones reconditions "Peter" to not fear white rats.
- This procedure evolved into desensitization therapy.
- Researchers have devised a novel way to treat autoimmune disorders, which cause the immune system to attack healthy organs or tissues.
- Researchers discovered that they could use formerly neutral stimuli either to increase or to suppress the activity of the immune system

## Classical Conditioning Is Selective

- Martin Seligman has used the concept of preparedness to account for the fact that certain conditioned responses are acquired very easily.
- The ease with which we develop conditioned taste aversions illustrates preparedness.
- Animals are biologically prepared to learn conditioned taste aversions
- Taste aversions can occur with only one pairing of the taste of a tainted food and later illness.

## Reasons Taste Aversion Is Unique

- Taste aversion only requires one pairing of the NS with the US.
- Several hours can occur between the presentation of the NS and the US and the association between the two stimuli will occur.

# Operant Conditioning

## Operant/Instrumental Conditioning

- Operant or instrumental conditioning is learning to make or withhold a certain response because of its consequences.
- Operant behaviors are different from the responses involved in classical conditioning
  - They are voluntarily emitted
  - Those involved in classical conditioning are elicited by stimuli.

## Operant Conditioning Terms

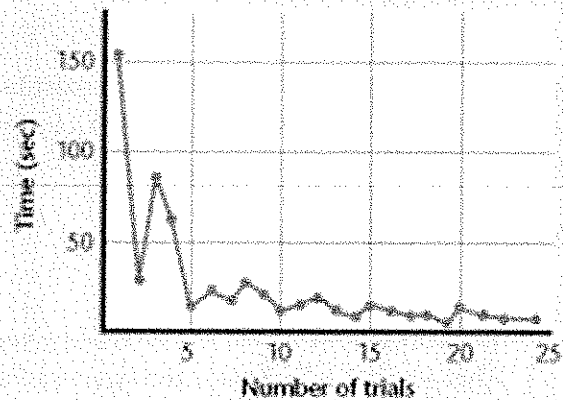
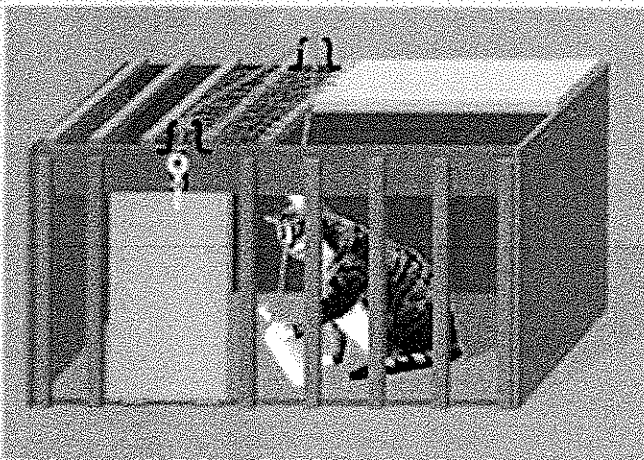
- Reinforcer:
  - An event or stimulus that makes the behavior it follows more likely to occur again.

## Types of Reinforcement

- Primary reinforcers
- Secondary reinforcers
- Positive reinforcers
- Negative reinforcers
- Punisher:
  - Any event that decreases the likelihood that the behavior preceding it will occur again.

## Thorndike's Law of Effect

- Behavior consistently rewarded will become learned behavior.
- Contemporary psychologists refer to this as the principle of reinforcement



## What Is Punishment?

- The aim of punishment is to decrease the likelihood that an ongoing behavior will recur.
- Punishment must be swift, sufficient, and certain for it to be effective.

## Reinforcement vs. Punishment

- Reinforcers increase the rate of responding.
- Punishers decrease the rate of responding.

## A Closer Look At Reinforcement

- Positive reinforcer:
  - A pleasant event that follows an operant response and increases the likelihood that the response will recur.
- A negative reinforcer strengthens a given response by removing an aversive stimuli.

## A Closer Look AT Punishment

- Punishment is generally not as effective as the skillful application of reinforcement.
- Avoidance training is an alternative strategy to using punishment.
- Avoidance training:
  - Learning a desirable behavior to prevent the occurrence of something unpleasant.

## Learned Helplessness

- Failure to take steps to avoid or escape from an unpleasant or aversive stimulus that occurs as a result of previous exposure to unavoidable painful stimuli.

## Factors Shared by Classical and Operant Conditioning

- In both classical and operant conditioning, an "if-then" relationship or contingency exists.
- The contingency can be either between two stimuli or between a stimulus and a response.
- In these kinds of learning, perceived contingencies are important.

## Operant Contingencies

- In operant conditioning, contingencies exist between responses and consequences.
- These contingencies between responses and rewards are called schedules of reinforcement.

## Schedules of Reinforcement

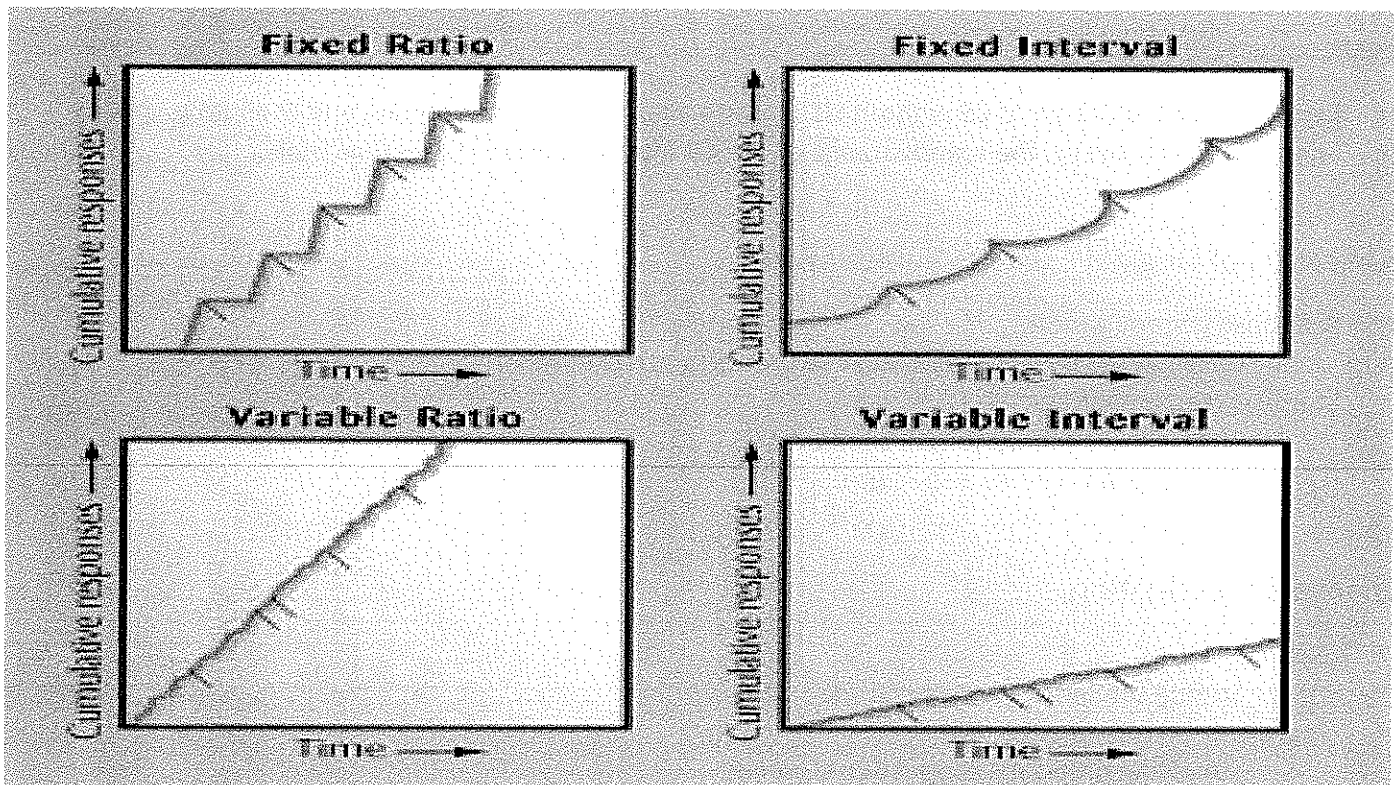
- Partial reinforcement:
  - Reinforcement which rewards are given for some correct responses but not for every one;
  - This generates behavior that persists longer than behavior learned by continuous reinforcement.
- Partial reinforcement encourages learners to keep "testing" for a reward.
- The type of partial reinforcement schedule also matters.

## Two Major Types of Reinforcement

- Continuous:
  - each response is reinforced
- Intermittent/partial:
  - reinforcement does not follow every response

## Schedules of Reinforcement

- A fixed-interval schedule:
  - Reinforcement given for the first correct response after a fixed time period, tends to result in a flurry of responding right before a reward is due.
- A variable-interval schedule:
  - Reinforces the first correct response after an unpredictable period of time, tends to result in a slow but steady pattern of responding as the learner keeps testing for the next payoff.
- A fixed-ratio schedule:
  - behavior is rewarded after a fixed number of correct responses,
  - so the result is usually a high rate of responding because faster responses yield quicker payoffs.
- A variable-ratio schedule:
  - Provides reinforcement after a varying number of correct responses.
  - Encourages a high rate of response that is especially persistent because the person keeps harboring the hope that the next response will bring a reward.



## Examples of Schedules

- Variable-ratio schedule:
  - Playing a slot machine
- Fixed-interval schedule:
  - Receiving a salary paycheck every two weeks
- Variable-interval schedule:
  - Surprise quizzes

## Extinction and Spontaneous Recovery

- A factor shared by classical and operant conditioning is that learned responses sometimes weaken and may even disappear, a phenomenon called extinction.
- The learning is not necessarily completely forgotten, however.
- Sometimes a spontaneous recovery occurs, in which the learned response suddenly reappears on its own, with no retraining.

### Extinction

- Classical
  - Occurs when CS-US pairing lapses
- Operant
  - Occurs when reinforcing is withheld

### Spontaneous Recovery

- Classical
  - may occur
- Operant
  - may occur

## Persistence of Classical Conditioning

- Extinction: presentation of CS without US leads to a lessening of responding and then no response
- Spontaneous recovery: the reappearance of the CR after a pause in extinction trials

## Modification of Original Classical Conditioning

- Response generalization:
  - CR triggered by stimulus similar to the CS (e.g., Little Albert)
- Stimulus discrimination:
  - CR is not elicited by stimuli similar to CS
  - CR is elicited only by a specific CS

## Response Generalization

- Classical
  - Stimuli similar to CS will elicit CR
- Operant
  - Supplying different response to stimulus

## Stimulus Discrimination

- Classical
  - CR is specific to a certain CS-US pairing
- Operant
  - Reinforcing only specific responses

## Higher Order Conditioning

- Conditioning based on previous learning
- An earlier CS becomes the US for further learning

## Primary and Secondary Reinforcers

- Primary reinforcer:
  - A reinforcer that is rewarding in itself, such as food, water, and sex.
- Secondary reinforcer:
  - A reinforcer that acquires its reinforcing power through association with a primary reinforcer.

## Differences Between Classical and Operant Conditioning

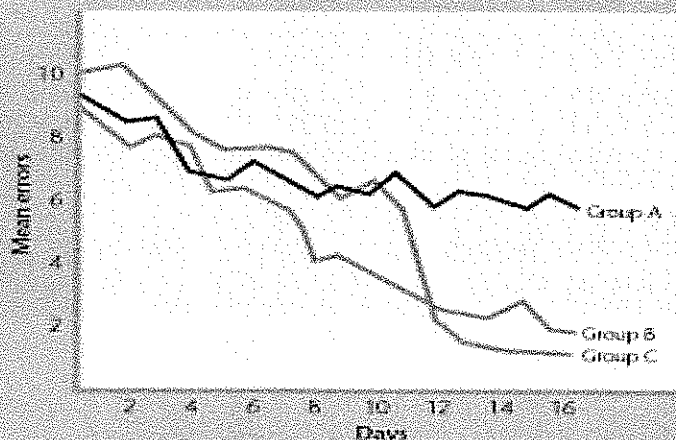
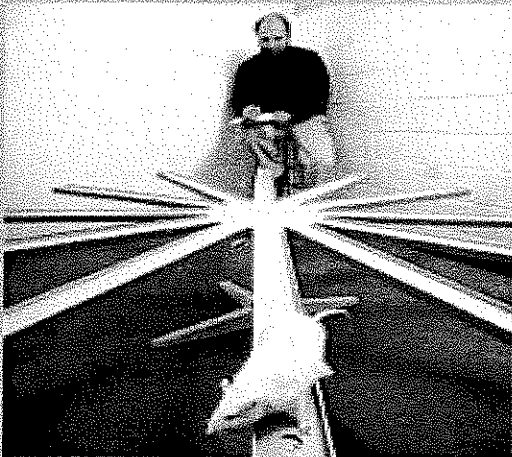
- Classical conditioning is passive on the part of the learner.
- Operant conditioning relies on the learner to actively participate in the learning process.
- In operant conditioning reinforcers act as incentives for learning.
- Classical conditioning, on the other hand, does not provide incentives.

## Other Types of Learning

- Cognitive learning
- Latent learning
- Cognitive maps
- Insight
- Learning sets
- Social learning theory

## Cognitive Learning

- Cognitive learning:
  - Learning that depends on mental processes that are not directly observable
- Latent learning:
  - Learning that is not immediately reflected in a behavioral change
- Cognitive map:
  - A learned mental image of a spatial environment that may be called on to solve problems when stimuli in the environment change.





# Insight Learning

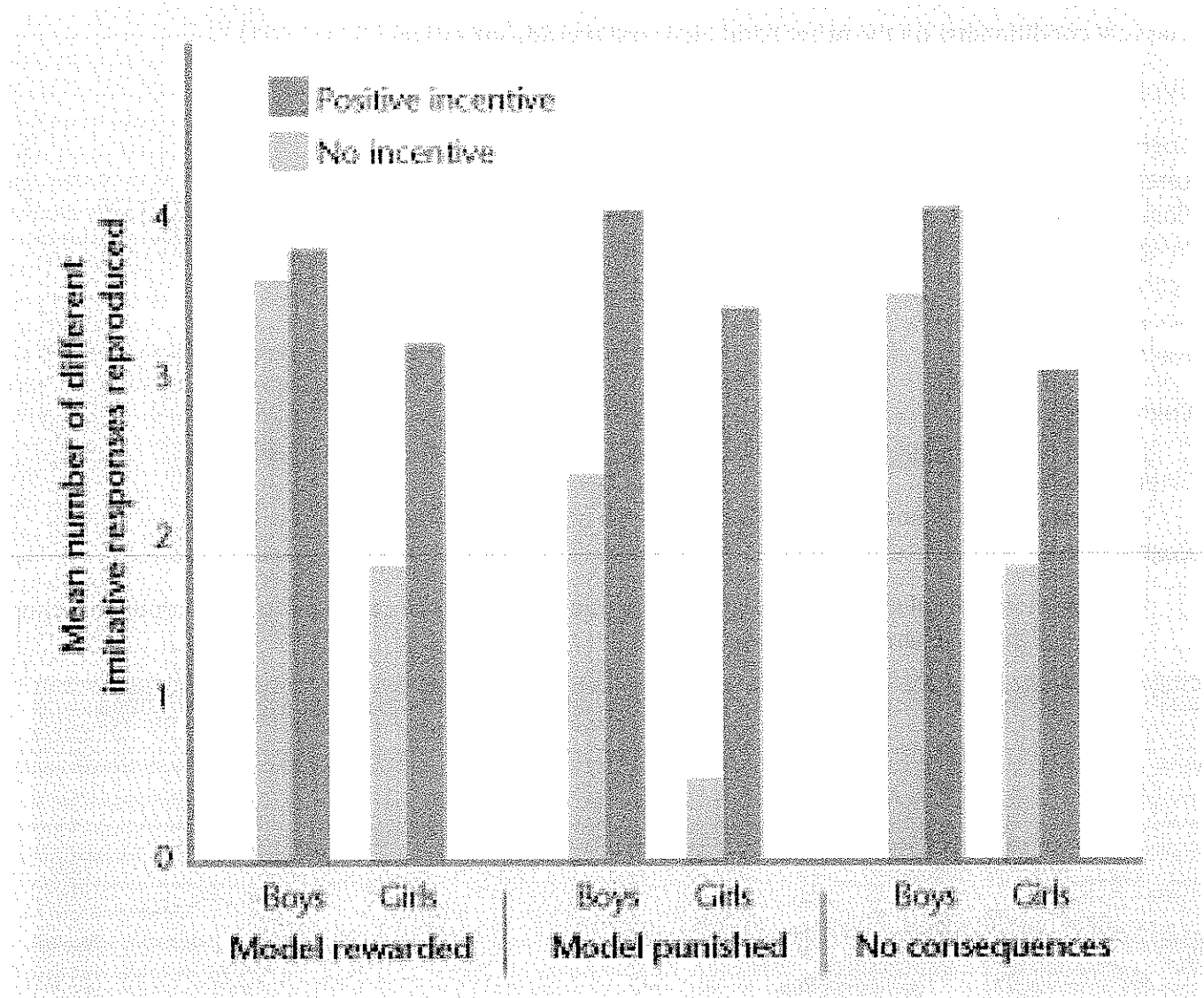
- Insight:
  - Learning that occurs rapidly as a result of understanding all the elements of a problem.

## Learning Sets

- The ability to become increasingly more effective in solving problems as more problems are solved.
  - i.e., “learning how to learn”

## Social Learning Theory

- A view of learning that emphasizes the ability to learn by observing a model or receiving instructions, without firsthand experience by the observer.



## Psychology

### Chapter 8: Intelligence and Mental Abilities – Open book/resources make sure to know these

1. IF JANE'S INTELLIGENCE QUOTIENT IS 100, WE KNOW THAT SHE HAS A
  - a. perfect score on a set of age-related tests.
  - b. test performance superior to 90% of other children the same age who took the test.
  - c. mental age typical of children who have the same chronological age.
  - d. mental age below those of children with the same chronological age.
2. \_\_\_\_\_ INTELLIGENCE TESTS ASSESS A WIDE VARIETY OF MENTAL ABILITIES.
  - a. IQ
  - b. Special
  - c. Multiple
  - d. General
3. WHICH OF THE FOLLOWING IS PART OF WECHSLER'S DEFINITION OF INTELLIGENCE?
  - a. naturalistic intelligence
  - b. iconic memory and eidetic imagery
  - c. ability to deal effectively with the environment
  - d. spatial and kinesthetic abilities
4. IN BINET'S TEST OF INTELLIGENCE, ITEMS INCLUDED AT EACH AGE LEVEL WERE THOSE WHICH
  - a. could be answered by an average child of that age.
  - b. measured rote learning and memory.
  - c. revealed a child's grade level in school.
  - d. required creative as well as correct answers.
5. WHICH OF THE FOLLOWING IS ONE OF GARDNER'S TYPES OF INTELLIGENCE?
  - a. executive skills
  - b. ethics
  - c. music
  - d. creativity
6. \_\_\_\_\_ IS THE CAPACITY FOR LEARNING CERTAIN AND SPECIFIC ABILITIES.
  - a. Achievement
  - b. Intelligence
  - c. Aptitude
  - d. Scholastics
7. IT CAN BE ARGUED THAT STANDARDIZED TESTING (SUCH AS THE SAT) IS BENEFICIAL BECAUSE
  - a. it can help label people as genius and gifted.
  - b. there is a perfect correlation between standardized tests and academic performance.
  - c. they predict future occupational success.
  - d. they are fairer and more objective than admission officers' judgments.

8. THE FACT THAT FRATERNAL TWINS ARE MORE SIMILAR IN INTELLIGENCE THAN ORDINARY SIBLINGS SUGGESTS THE IMPORTANCE OF
- common hereditary factors.
  - common environmental factors.
  - genetic effects.
  - effects of intrauterine environment.
9. A SCHOOL CURRICULUM BUILT ON HOWARD GARDNER'S THEORY OF INTELLIGENCE WOULD PROVIDE
- neuromuscular training because such skills underlie general intelligence.
  - training in logic, rhetoric, philosophy and math to strengthen the general factor in intelligence.
  - emphasis on creative, artistic abilities rather than the traditional emphasis on cognitive abilities.
  - a diverse curriculum with education in skills not traditionally associated with IQ.
10. STANDARDIZATION INCLUDES FORMALIZING TESTING PROCEDURES AND ESTABLISHING
- goals.
  - plans.
  - norms.
  - forms.
11. THE PERSON RESPONSIBLE FOR THE DEVELOPMENT AND DESIGN OF THE FIRST USEFUL INDIVIDUAL TEST OF INTELLIGENCE IS
- Freud.
  - Terman.
  - Binet.
  - Wechsler.
12. Which of the following is a factor that influences success for the gifted?
- Extrinsic motivation
  - Level of adjustment
  - Persistence
  - Sibling rivalry
13. The distribution of IQ scores
- Is approximately normal or bell-shaped
  - Shows that most people score between 80 and 100
  - Reveals a difference in the average between men and women
  - Falls off abruptly after 100
14. The average 12 year old child has a mental age of
- 100
  - 120
  - 10
  - 12
15. When a person of limited intelligence shows exceptional intelligence/abilities in art, music, or math, it is called
- Genius
  - Giftedness
  - Discalcula

d. Savant syndrome

16. Who would be the best norm group for the ACT or SAT college-entrance exam?

a. Lawyers

b. High school seniors

c. College sophomores

d. College graduates

17. Which of the following is a factor in emotional intelligence?

a. Visual and spatial intelligence

b. Memory

c. Problem solving skills

d. Self-awareness

### Short Answer

18. Explain the difference between achievement and aptitude tests. How are they used in schools and the real world?

### **Psychology - Intelligence & Mental Abilities – Questions to answer**

1. What is intelligence?
  2. What are intelligence tests?
  3. Why do we try to measure intelligence?
  4. Explain Charles Spearman's theory of general intelligence.
  5. Identify and explain the different intelligences highlighted in Gardner's theory of intelligence.
  6. Identify and explain the different intelligences highlighted in Sternberg's theory of intelligence.
  7. Identify and explain the different components that make up Sternberg's components of creativity.
  8. Identify and explain the different components that make up emotional intelligence.
  9. What Alfred Binet's motivation for measuring intelligence?
  10. Explain the difference between achievement and aptitude tests. How are they used in schools and the real world?
  11. What areas do the Weschler Intelligence Scales measure?
  12. Explain how the Weschler Intelligence Scale is interpreted.
  13. What classifies people as having an intellectual disability? How is that measured?
  14. What is the significance of the label of "intellectual disability"?
  15. What is important for "gifted" children?
  16. Explain how intelligence scores have contributed to the spread of stereotypes & discrimination.
  17. Explain re-standardization. What is the Flynn-Effect?
  18. Explain the difference between fluid intelligence and crystallized intelligence.
- Make sure to include written answers to these questions with your test out materials to hand in!

Psychology - Ch.10 Life Span Development  
Topics and Questions

Terms to know:

- Developmental psychology
- Cross-sectional study
- Cohort
- Longitudinal study
- Biographical study
- Prenatal development
- Embryo
- Fetus
- Placenta
- Teratogens
- Fetal Alcohol Syndrome (FAS)
- Rooting reflex
- Temperament
- Developmental norms
- Sensory-motor stage
- Object permanence
- Pre-operational stage
- Egocentric
- Concrete-operational stage
- Formal-operational stage
- Autonomy
- Solitary and parallel play
- Cooperative play
- Peer group
- Gender identity
- Menarche
- Imaginary audience
- Personal fable
- Identity formation
- Midlife crisis
- Menopause
- Alzheimer's disease

Guided Reading Questions:

1. Why are biographical studies relatively untrustworthy?
  2. What are teenagers?
  3. What do newborns particularly like to look at?
  4. Do young children think differently than adults?
  5. Are teenage pregnancy and childbearing increasing or decreasing?
  6. Does personality change during adulthood?
  7. Is cognitive decline inevitable in late adulthood?
- Include your written answers to these seven questions with your test out material to hand in!

## Prenatal Development and the Newborn

### Developmental Psychology

a branch of psychology that studies physical, cognitive and social change throughout the life span

- Zygote
  - the fertilized egg
  - enters a 2 week period of rapid cell division
  - develops into an embryo
- Embryo
  - the developing human organism from 2 weeks through 2nd month
- Fetus
  - the developing human organism from 9 weeks after conception to birth

40 days

45 days

2 months

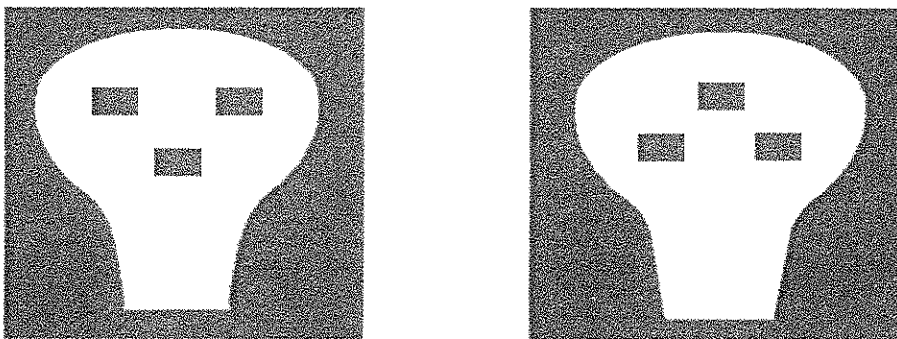
4 months



- Teratogens
  - agents, such as chemicals and viruses, that can reach the embryo or fetus during prenatal development and cause harm
- Fetal Alcohol Syndrome (FAS)
  - physical and cognitive abnormalities in children caused by a pregnant woman's heavy drinking
  - symptoms include facial mis-proportions
- Rooting Reflex
  - tendency to open mouth, and search for nipple when touched on the cheek

#### Preferences

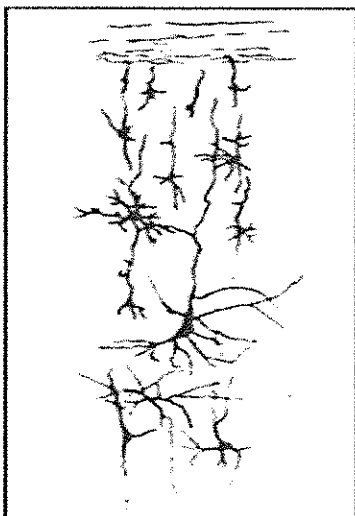
- human voices and faces
- face like images-->



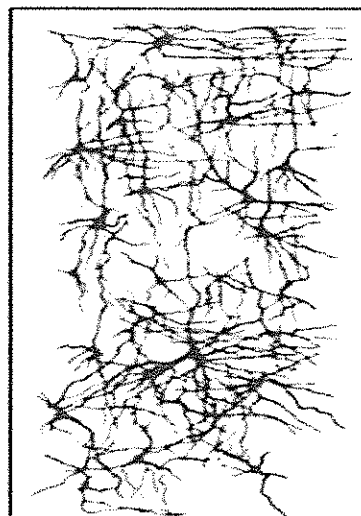
smell and sound of mother

#### Infancy and Childhood: Physical Development

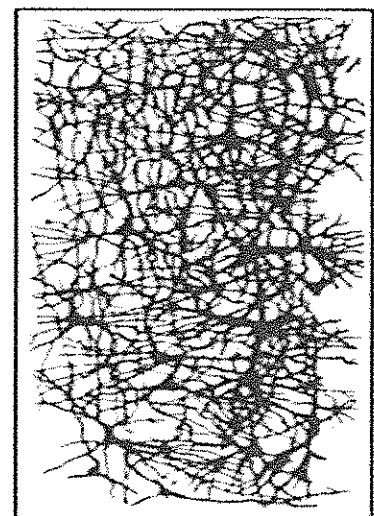
- Maturation
  - biological growth processes that enable orderly changes in behavior
  - relatively uninfluenced by experience



At Birth



3 Months



15 Months





Babies only 3 months old can learn that kicking moves a mobile- and can retain that learning for a month (Rovee-Collier, 1989, 1997).

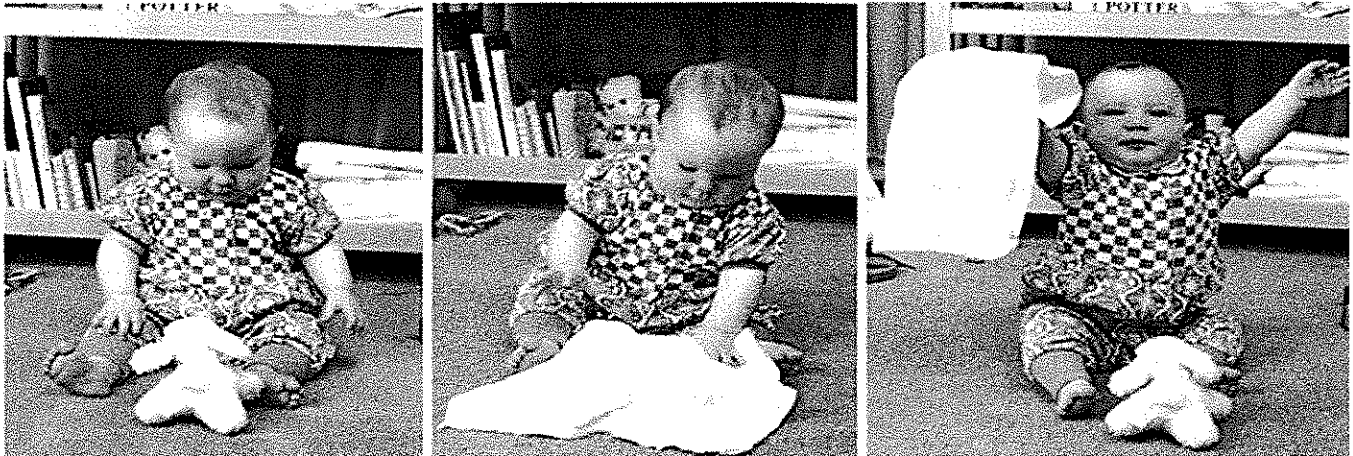
- Accommodation
  - adapting one's current understandings (schemas) to incorporate new information
- Cognition
  - All the mental activities associated with thinking, knowing, remembering, and communicating

#### Piaget's Stages of Cognitive Development

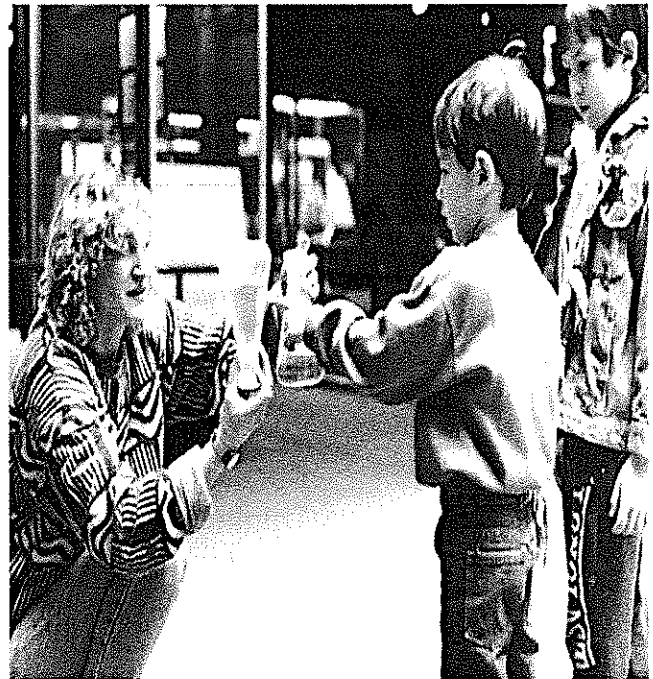
Typical Age Range	Description of Stage	Developmental Phenomena
Birth to nearly 2 years	<i>Sensorimotor</i> Experiencing the world through senses and actions (looking, touching, mouthing)	<ul style="list-style-type: none"> <li>•Object permanence</li> <li>•Stranger anxiety</li> </ul>
About 2 to 6 years	<i>Preoperational</i> Representing things with words and images but lacking logical reasoning	<ul style="list-style-type: none"> <li>•Pretend play</li> <li>•Egocentrism</li> <li>•Language development</li> </ul>
About 7 to 11 years	<i>Concrete operational</i> Thinking logically about concrete events; grasping concrete analogies and performing arithmetical operations	<ul style="list-style-type: none"> <li>•Conservation</li> <li>•Mathematical transformations</li> </ul>
About 12 through adulthood	<i>Formal operational</i> Abstract reasoning	<ul style="list-style-type: none"> <li>•Abstract logic</li> <li>•Potential for moral reasoning</li> </ul>

## Infancy and Childhood: Cognitive Development

- Object Permanence
  - the awareness that things continue to exist even when not perceived



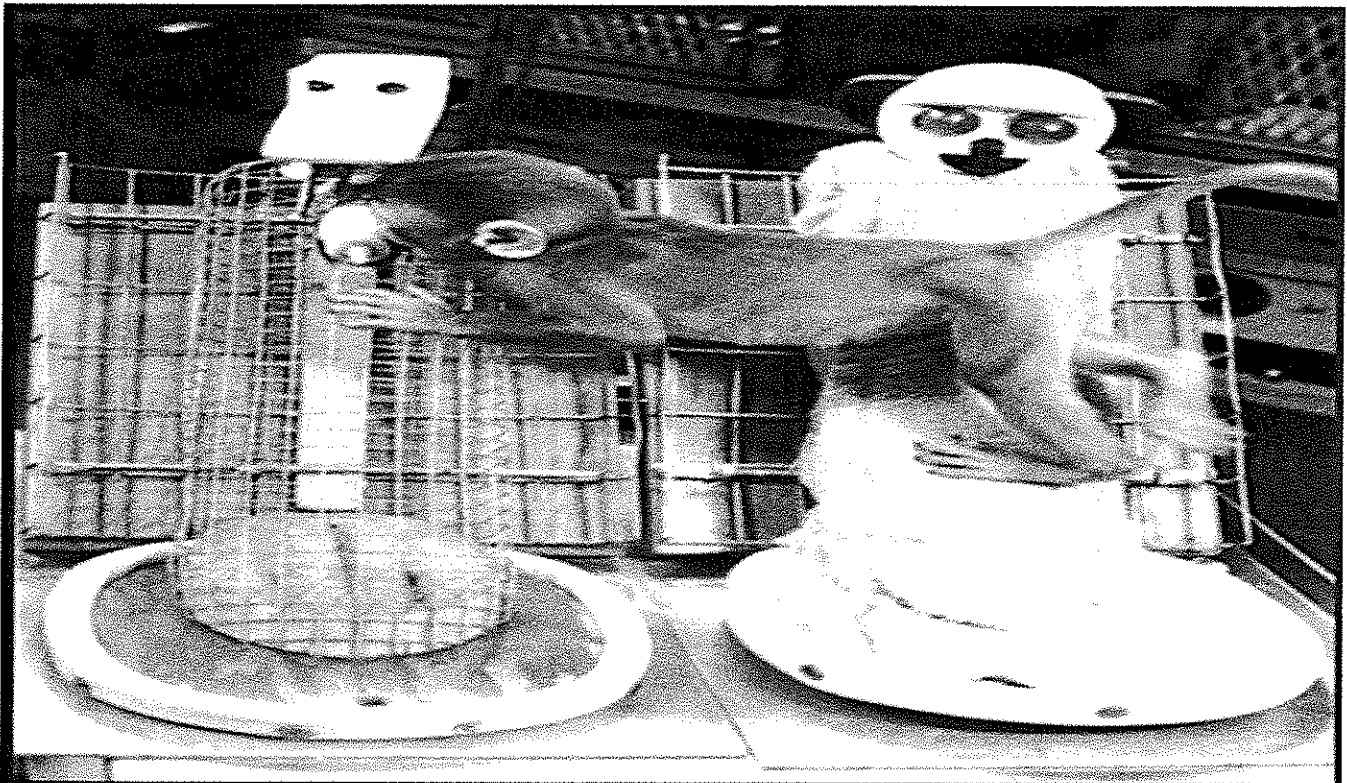
- Conservation
  - the principle that properties such as mass, volume, and number remain the same despite changes in the forms of objects



- **Egocentrism**
  - the inability of the preoperational child to take another's point of view
- **Theory of Mind**
  - people's ideas about their own and others' mental states - about their feelings, perceptions, and thoughts and the behavior these might predict
- **Autism**
  - a disorder that appears in childhood
  - Marked by deficient communication, social interaction and understanding of others' states of mind

## Social Development

- **Stranger Anxiety**
  - fear of strangers that infants commonly display
  - beginning by about 8 months of age
- **Attachment**
  - an emotional tie with another person
  - shown in young children by their seeking closeness to the caregiver and showing distress on separation
- **Harlow's Surrogate Mother Experiments**
  - Monkeys preferred contact with the comfortable cloth mother, even while feeding from the nourishing wire mother



### Critical Period

- an optimal period shortly after birth when an organism's exposure to certain stimuli or experiences produces proper development

### Imprinting

- the process by which certain animals form attachments during a critical period very early in life



- Monkeys raised by artificial mothers were terror-stricken when placed in strange situations without their surrogate mothers

### Gender Role Development

**Gender**—cultural, social, and psychological meanings associated with masculinity or femininity

**Gender roles**—various traits designated either masculine or feminine in a given culture

**Gender identity**—A person's psychological sense of being male or female

Between ages 2-3 years, children can identify themselves and other children as boys or girls. The concept of gender or sex, is, however, based more on outward characteristics such as clothing.

### Gender Differences

Toddler girls tend to play more with dolls and ask for help more than boys

Toddler boys tend to play more with trucks and wagons, and to play more actively

After age 3 years we see consistent gender differences in preferred toys and activities

Children are more rigid in sex-role stereotypes than adults

## Social Learning Theory

Gender roles are acquired through the basic processes of learning, including reinforcement, punishment, and modeling.

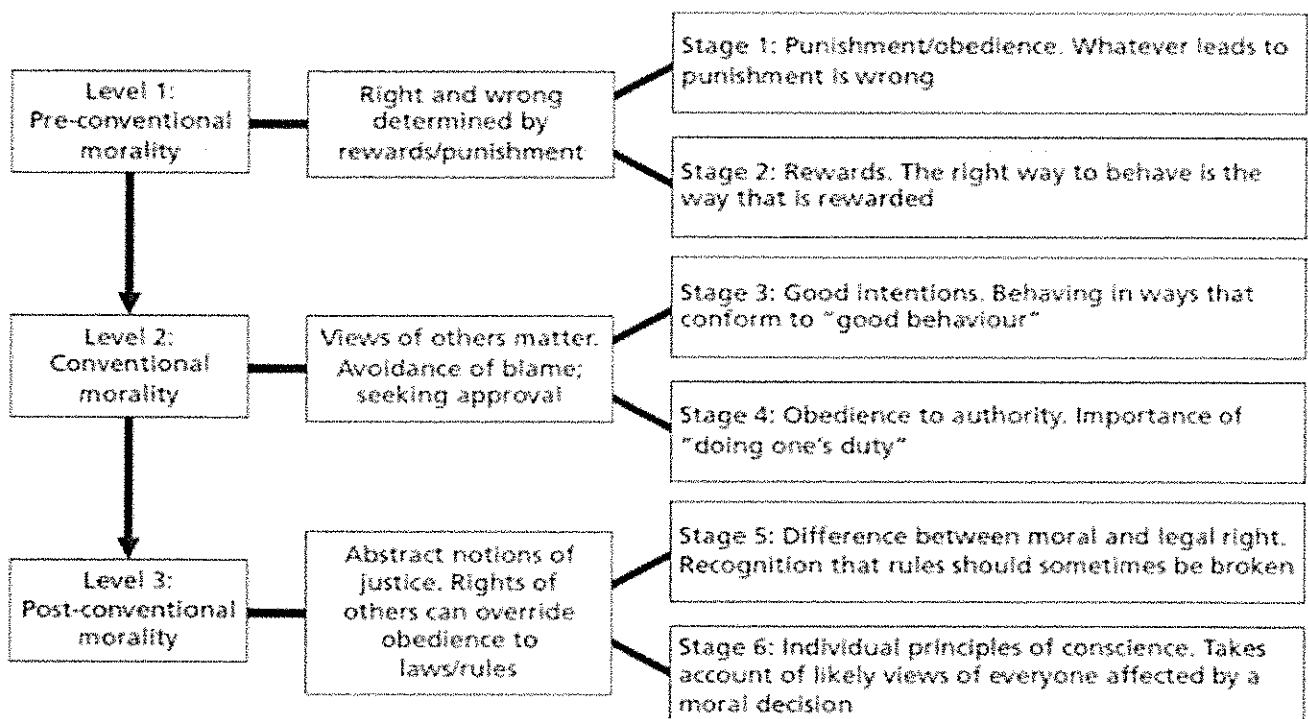


## Gender Schema Theory

- Gender-role development is influenced by the formation of schemas, or mental representations, of masculinity and femininity
- Children actively develop mental categories of masculinity and femininity and categorize these into gender categories or schemas
- Trucks are for boys and dolls are for girls is an example of a gender schema

## Kohlberg's Theory of Moral Development

- z Assessed moral reasoning by posing hypothetical moral dilemmas and examining the reasoning behind people's answers
- z Proposed six stages, each taking into account a broader portion of the social world



## Levels of Moral Reasoning

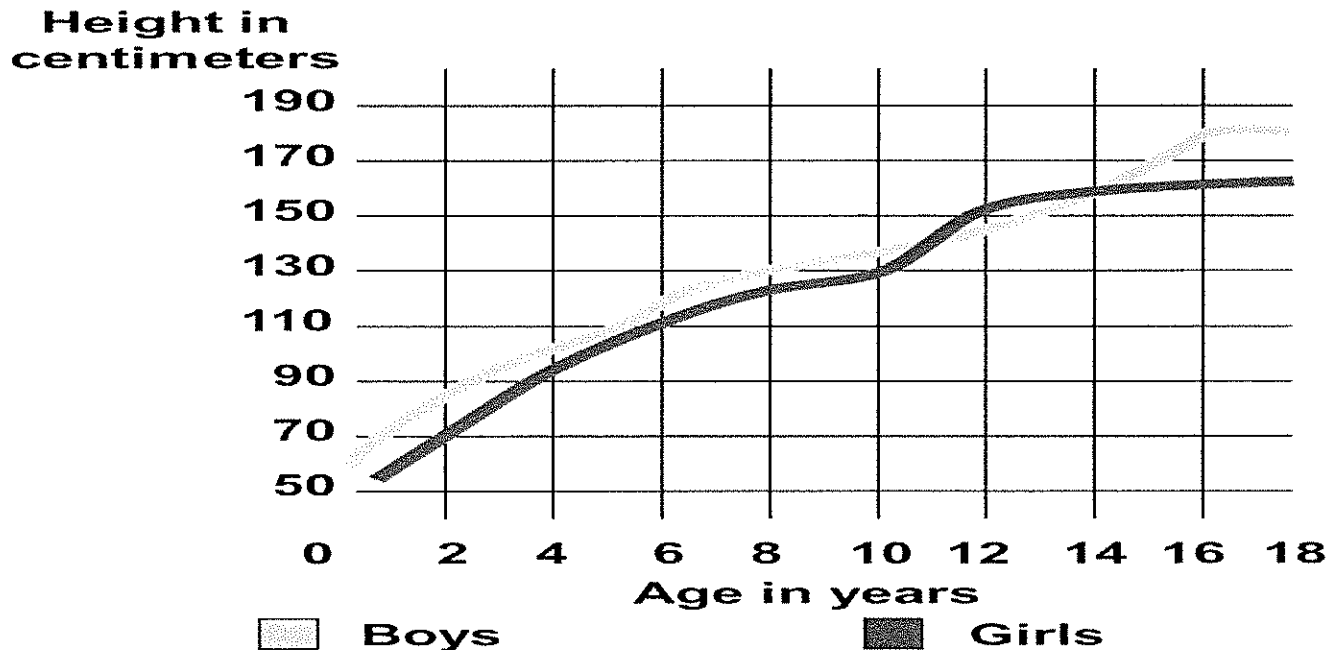
Preconventional—moral reasoning is based on external rewards and punishments

Conventional—laws and rules are upheld simply because they are laws and rules

Postconventional—reasoning based on personal moral standards

## Adolescence

- Throughout childhood, boys and girls are similar in height. At puberty, girls surge ahead briefly, but then boys overtake them at about age 14.



- z Transition stage between late childhood and early adulthood
- z Sexual maturity is attained at this time
- z Puberty--attainment of sexual maturity and ability to reproduce
- z Health, nutrition, genetics play a role in onset and progression of puberty

## Baumrind's Parenting Styles

- z Authoritarian—value obedience and use a high degree of power assertion
- z Authoritative—less concerned with obedience, greater use of induction
- z Permissive—most tolerant, least likely to use discipline
- z Neglectful—completely uninvolved

## Adolescent egocentrism

- Imaginary audience – everyone is watching
- Personal fable – belief that s/he is unique
- Hypocrisy – okay for one to do it but not another
- Pseudostupidity – use of oversimplified logic

## Social development

- Time of drifting or breaking away from family

## Emotional development

- G. Stanley Hall – time of storm and stress
- Most adolescents are happy, well-adjusted
- Areas of problems
  - Parent-child conflicts
  - Mood changes - self-conscious, awkward, lonely, ignored
  - Risky behavior - aggression, unprotected sex, suicide, use of substances or alcohol

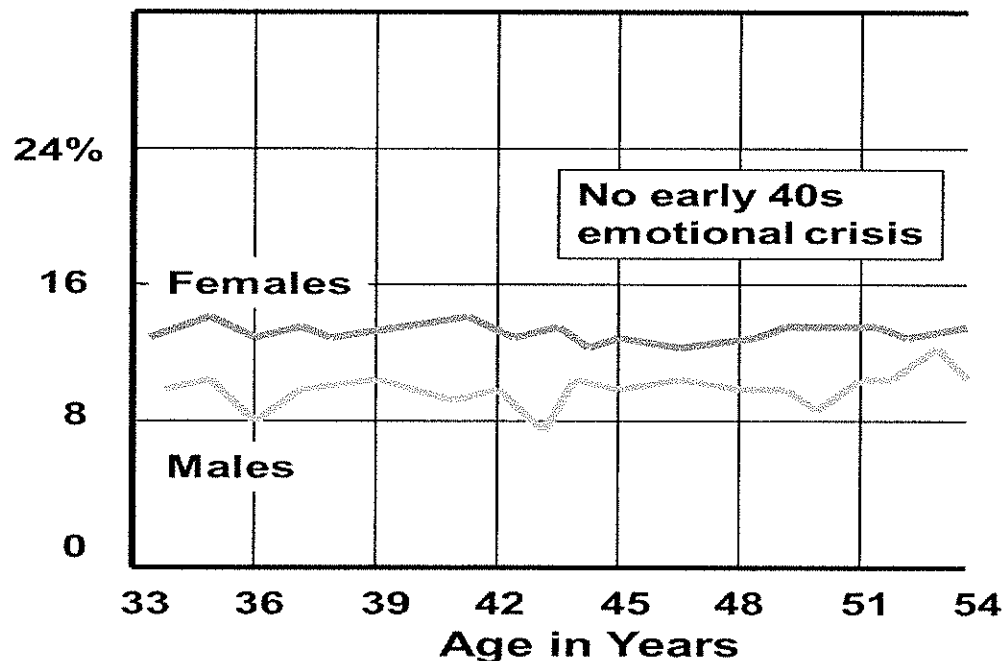
## Adulthood- Social Changes

- Social Clock
  - the culturally preferred timing of social events
    - marriage
    - parenthood
    - retirement

## Adulthood- Social Development

- Early-forties midlife crisis?

## Emotional instability



## Adulthood- Cognitive Development

- Crystallized Intelligence
  - one's accumulated knowledge and verbal skills
  - tends to increase with age
- Fluid Intelligence
  - one's ability to reason speedily and abstractly
  - tends to decrease during late adulthood

## Adult Development

- z Genetics and lifestyle combine to determine course of physical changes
- z Social development involves marriage and transition to parenthood
- z Paths of adult social development are varied and include diversity of lifestyles

## Adulthood

- z Physical development
  - Growth and strength in early adulthood, then slow process of decline afterwards
  - Speed and endurance
  - Vision and ability to see in weak lighting
  - Hearing and detection of tones
  - Taste – intact until later in life; men tend to lose hearing and taste earlier than women
  - Decline affected by health and lifestyles

## Late Adulthood

- z Old age as a time of poor health, inactivity, and decline is a myth
- z Activity theory of aging—life satisfaction is highest when people maintain level of activity they had in earlier years

## Death and Dying

- z In general, anxiety about dying tends to decrease in late adulthood
- z Kubler-Ross stages of dying
  - y Denial
  - y Anger
  - y Bargain
  - y Depression
  - y Acceptance
- z Not universally demonstrated



## Adulthood- Physical Development

- The Aging Senses

## Adulthood- Social Changes

- Multinational surveys show that age differences in life satisfaction are trivial (Inglehart, 1990)

## Erikson's Stages of Psychosocial Development

Approximate age	Stage	Description of Task
Infancy (1st year)	Trust vs. mistrust	If needs are dependably met, infants develop a sense of basic trust.
Toddler (2nd year)	Autonomy vs. shame and doubt	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
Preschooler (3-5 years)	Initiative vs. guilt	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
Elementary (6 years- puberty)	Competence vs. inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
Approximate age	Stage	Description of Task
Adolescence (teens into 20's)	Identity vs. role confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
Young Adult (20's to early 40's)	Intimacy vs. isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
Middle Adult (40's to 60's)	Generativity vs. stagnation	The middle-aged discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
Late Adult (late 60's and up)	Integrity vs. despair	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.

## ERICKSON'S PSYCHOSOCIAL STAGES

<i>Stages</i>	<i>Crisis</i>	<i>Favorable Outcome</i>	<i>Unfavorable Outcome</i>
<b>Childhood</b>			
<b>1<sup>st</sup> year of life</b>	<i>Trust vs. Mistrust</i>	Faith in the environment and future events	Suspicion, fear of future events
<b>2<sup>nd</sup> year</b>	<i>Autonomy vs. Doubt</i>	A sense of self-control and adequacy	Feelings of shame and self-doubt
<b>3<sup>rd</sup> through 5<sup>th</sup> years</b>	<i>Initiative vs. Guilt</i>	Ability to be a "self-starter," to initiate one's own activities.	A sense of guilt and inadequacy to be on one's own
<b>6<sup>th</sup> year to puberty</b>	<i>Industry vs. Inferiority</i>	Ability to learn how things work, to understand and organize.	A sense of inferiority at understanding and organizing.
<b>Transition years</b>			
<b>Adolescence</b>	<i>Identity vs. confusion</i>	Seeing oneself as a unique and integrated person.	Confusion over who and what one really is.
<b>Adulthood</b>			
<b>Early adulthood</b>	<i>Intimacy vs. isolation</i>	Ability to make commitments to others, to love.	Inability to form affectionate relationship.
<b>Middle age</b>	<i>Generativity vs. self-absorption</i>	Concern for family and society in general.	Concern only for self—one's own well-being and prosperity.
<b>Aging years</b>	<i>Integrity vs. despair</i>	A sense of integrity and fulfillment; willingness to face death.	Dissatisfaction with life; despair over prospect of death.

## Psychology – Ch 10 Activity

### Piaget Meets Santa Claus

Your task in this exercise is to develop the point of view of children who are dealing with “Santa” at various stages of their own cognitive development. As you assume their perspective, try to anticipate the kinds of observations and impressions an encounter with “Santa” would trigger. How would you react in each stage of development? What features of Santa would be most important at each stage? What would you believe about his existence?

To be successful in this task, you must develop an objective or unbiased way of looking at a concept you may already know well. Chances are that you are a formal operational thinker in relation to the existence of “Santa”. But can you set aside what you know (and believe and feel) in order to describe an encounter with “Santa” from the perspective of a child at the stages targeted in this exercise? The characteristics of the stages as Piaget described them should help you identify with experience, thoughts, beliefs, and feelings of those whose behavior you are attempting to explain. You may want to review the stages of cognitive development in your text, and the handout before you predict the experiences of children in the different stages.

1. On encountering “Santa”, what would the **sensorimotor** stage child:  
Observe?

Think and feel?

Believe?

2. On encountering “Santa”, what would the **preoperational** stage child:  
Observe?

Think and feel?

Believe?

The breakdown in belief in “Santa” tends to correspond with the child’s transition into the concrete operations stage.

3. On encountering “Santa”, what would the **concrete operational** stage child:

Observe?

Think and feel?

Believe?

4. How do these changing experiences, stated above, differ from the characteristics of the **formal operational** child and adult?

**Psychology  
Lifespan Development  
Review-(part 1)**

**Prenatal & Newborn**

1. Define developmental psychology.
2. Define prenatal development.
3. Explain the process of prenatal development.
4. Define the following terms: embryo, fetus, placenta.
5. What is fetal alcohol syndrome?
6. Identify and define the five newborn reflexes highlighted in your textbook.
7. Explain the concept of temperament---in relation to newborns.
8. Identify the vision capabilities of newborns.
9. Identify the hearing capabilities of newborns.
10. Identify the taste and smell capabilities of newborns.

## **Infancy & Childhood**

1. Summarize the process of physical development for infants.
2. Define motor development.
3. Define the term developmental norms.
4. Identify the developmental norms of motor development for infants.
5. Define the term maturation.
6. Explain the concept of moral development.
7. Identify the Kohlberg's stages of moral reasoning---and provide a brief summary of each.
8. Identify and explain the stages of language development for infants.
9. Summarize parent-child relationships in infancy.
10. Summarize parent-child relationships in childhood.
11. Explain the concepts of solitary play, parallel play, and cooperative play.
12. Define the terms gender identity, gender constancy, gender stereotypes, and sex-typed behavior.

## Ch. 11 Personality

**Personality:** An individual's unique pattern of thoughts, feelings, and behaviors that persists over time and across situations

**The Case of Jaylene Smith** – (Class reading and discussion)

### Psychodynamic Theories

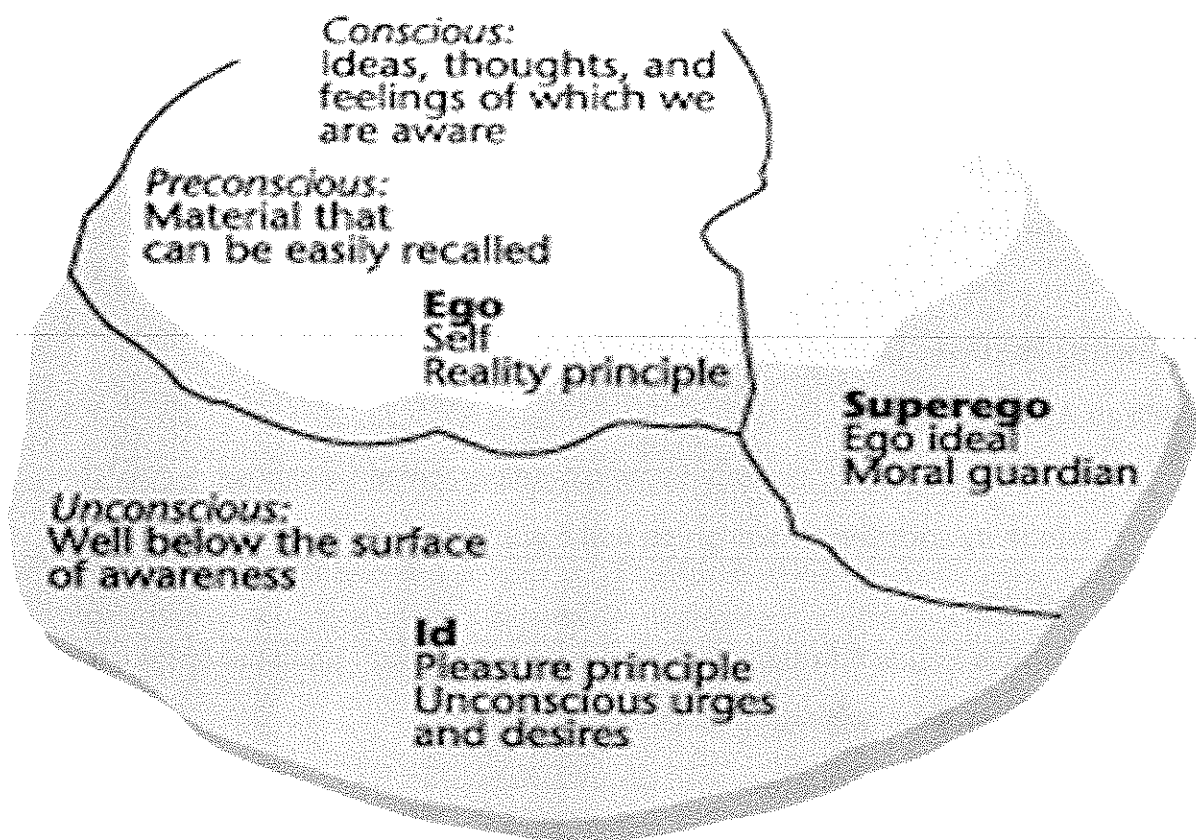
**A. Sigmund Freud: How personality is structured –**

Id = Pleasure principle

Ego = Reality principle

Superego = Ego ideal

Libido = Sensual energy



## **Psychosexual Stages**

Oral Stage

Anal Stage

Phallic Stage = Erotic feelings center on genitals

Latency Stage = Child appears to have no interest in the other sex

Genital Stage = Mature sexuality

## **B. Carl Jung**

Personal unconscious

Collective unconscious = unconscious that is inherited and common to a species

Archetypes = Ideas/categories in the collective unconscious

Persona = Our public self

Anima = Female archetype expressed in male

Animus = Male archetype expressed by female

Extrovert = Focus on external world

Introvert = Focus on internal world

Rational individuals

Irrational individuals

## **Enduring Issues: Universal Human Archetypes**

### **C. Alfred Adler**

- \* Compensation = Our efforts to overcome perceived weakness
- \* Inferiority complex = Fixation on feelings of inferiority that paralyze us

### **D. Karen Horney**

- \* Neurotic trends = Irrational strategies for coping with emotional problems
- \* Environmental and social factors are important

## **Enduring Issues: Is Biology Destiny?**

### **E. Erik Erikson**

1. Trust versus mistrust
2. Autonomy versus shame and doubt
3. Initiative versus guilt
4. Industry versus inferiority
5. Identity versus role confusion
6. Intimacy versus isolation
7. Generativity versus stagnation
8. Ego integrity versus despair

### **F. A Psychodynamic View of Jaylene Smith**

Jaylene had not resolved Electra complex

- lead to insecurity, worthlessness
- fixation at phallic stage

### **G. Evaluating Psychodynamic Theories**

Culture-bound ideas

- Women subordinate in society

Unscientific (untestable)

## **Humanistic Personality Theories**

### **A. Carl Rogers**

Actualizing tendency

- Biological push toward fulfillment

Unconditional positive regard

- Acceptance of another regardless of person's behavior

### **B. A Humanistic View of Jaylene Smith**

Discrepancy between self-concept and inborn capacities

- When 13 couldn't be herself

### **C. Evaluating Humanistic Theories**

- Can't test scientifically



## Trait Theories

- A. Development of Trait Theory
- B. **The Big Five**  
Traits currently thought to be central to describing personality
  - Extroversion
  - Agreeableness
  - conscientiousness/dependability
  - Emotional stability
  - intellect/openness
- C. A Trait View of Jaylene Smith  
Determined, intelligent, insecure, introvert, anxious
- D. Evaluating Trait Theories - Can study
  - \* e.g. isn't agreeable in all situations
- E. Walter Mischel: How Consistent Are We?

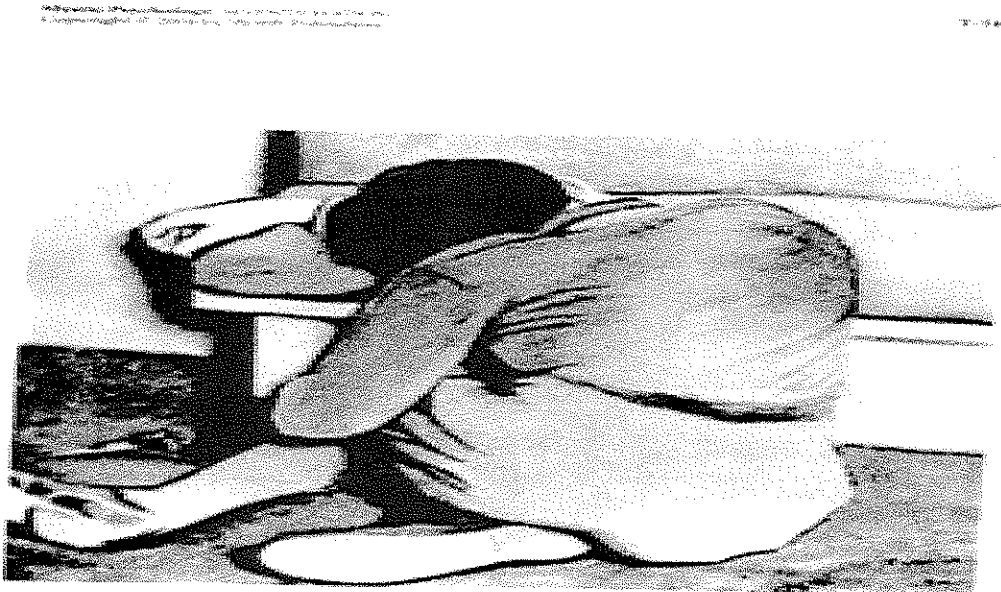
## Cognitive-Social Learning Theories

- A. Expectancies
  - What a person expects based on past
- B. Locus of control and Self-Efficacy
  - Locus of control - rewards are external or internal
  - Self-Efficacy - expect that you will be successful
- C. A Cognitive-Social Learning View of Jaylene Smith
  - She learned to be shy and was rewarded when she studied hard
- D. Evaluating Cognitive-Social Learning Theories
  - "Theory has great potential"
  - Can be studied scientifically
  - Thinking and environment important

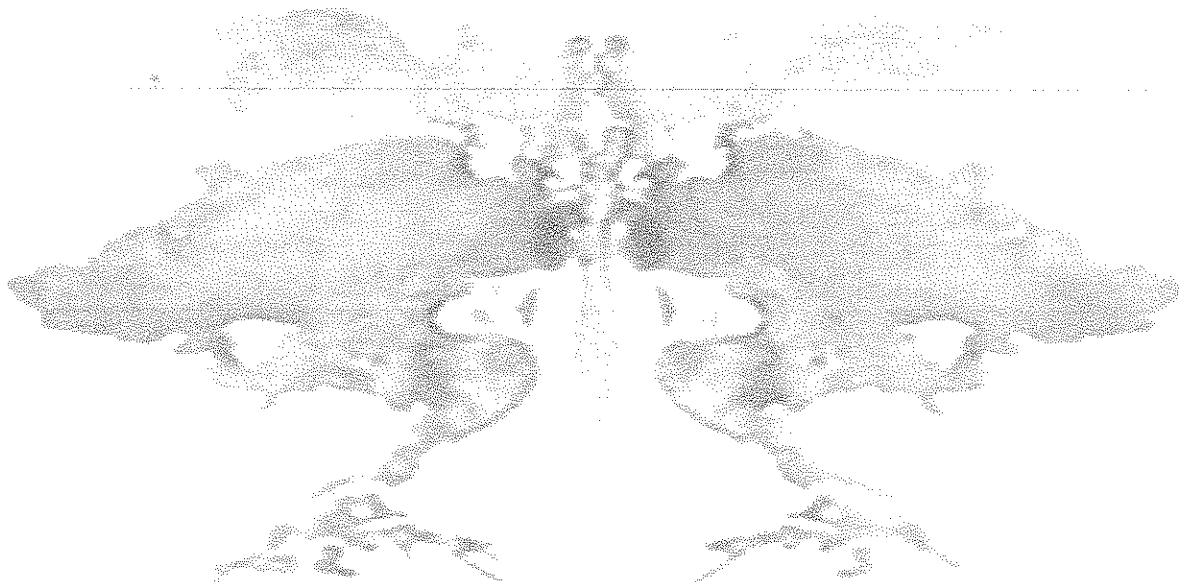
## Personality Assessment

- A. The Personal Interview
- B. Observation
- C. Objective Tests16 Factor Personality Factor Questionnaire
  - \* Minnesota Multiphasic Personality Inventory
- D. Projective Tests
  - \* Rorschach test = Thematic Apperception Test (TAT)

Thematic Apperception Test (TAT): A projective test in which people express their inner feelings through stories they make up about ambiguous scenes



Rorschach test: Uses a set of 10 inkblots to identify people's inner feelings by analyzing their interpretations of the blots



# The Freudian Theory of Personality

Sigmund Freud is considered to be the father of psychiatry. Among his many accomplishments is, arguably, the most far-reaching personality schema in psychology: the **Freudian theory of personality**. It has been the focus of many additions, modifications, and various interpretations given to its core points. Despite many reincarnations, Freud's theory is criticized by many (e.g. for its perceived sexism) and it remains the focus of hot discussions on its relevance today.

## Etymology

Freud was a one of a kind thinker. There can be little question that he was influenced by earlier thinking regarding the human mind, especially the idea of there being activity within the mind at a conscious and unconscious level yet his approach to these topics was largely conceptual. His theoretical thoughts were as original as they were unique. It is a testament to Freud's mind to know that whether you agree, disagree, or are ambivalent about his theory, it remains as a theoretical cornerstone in his field of expertise.

## Definition

Human Personality: The adult personality emerges as a composite of early childhood experiences, based on how these experiences are consciously and unconsciously processed within human developmental stages, and how these experiences shape the personality.

Not every person completes the necessary tasks of every developmental stage. When they don't, the results can be a mental condition requiring psychoanalysis to achieve proper functioning.

## Stages of Development

Believing that ***most human suffering is determined during childhood development***, Freud placed emphasis on the five stages of psychosexual development. As a child passes through these stages unresolved conflicts between physical drives and social expectation may arise.

These stages are:

- **Oral** (0 – 1.5 years of age): Fixation on all things oral. If not satisfactorily met there is the likelihood of developing negative oral habits or behaviors.
- **Anal** (1.5 to 3 years of age): As indicated this stage is primarily related to developing healthy toilet training habits.
- **Phallic** (3 – 5 year of age): The development of healthy substitutes for the sexual attraction boys and girls have toward a parent of the opposite gender.
- **Latency** (5 – 12 years of age): The development of healthy dormant sexual feelings for the opposite sex.
- **Genital** (12 – adulthood): All tasks from the previous four stages are integrated into the mind allowing for the onset of healthy sexual feelings and behaviors.

It is during these stages of development that the experiences are filtered through the three levels of the human mind. It is from these structures and the inherent conflicts that arise in the mind that personality is shaped. According to Freud while there is an interdependence among these three levels, each level also serves a purpose in personality development. Within this theory the ability of a person to resolve internal conflicts at specific stages of their development determines future coping and functioning ability as a fully-mature adult.

## Super ego

Each stage is processed through Freud's concept of the human mind as a three tier system consisting of the superego, the ego, and the id. The super ego functions at a conscious level. It serves as a type of screening center for what is going on. It is at this level that society and parental guidance is weighed against personal pleasure and gain as directed by ones id. Obviously, this puts in motion situations ripe for conflict.

## Ego

Much like a judge in a trial, once experiences are processed through the superego and the id they fall into the ego to mediate a satisfactory outcome. Originally, Freud used the word ego to mean a sense of self, but later revised it to mean a set of psychic functions such as judgment, tolerance, reality testing, control, planning, defense, synthesis of information, intellectual functioning, and memory.

## Id

The egocentric center of the human universe, Freud believed that within this one level, the id is constantly fighting to have our way in everything we undertake.

## Critique

So where does this leave us? In the words of Jim Morrison in a song he wrote for the Doors "I want the world and I want it NOW!" seems to be on the tip of many persons lips. It could have been entitled ***Ode to the Id***.

There are many mental illnesses that place the id in the forefront decision making. In particular, there are those whose lives are lived on a totally narcissistic level. Then there are those with anti-social personalities, psychotic like illnesses, and more. In the world of Freud, it is the neurotic person that is most affected by the principles of his theory.

As a result Freud laid out his plan for treatment: ***psychoanalysis***. The treatment has been in use for many years with many adaptations given to it. On the plus side, psychoanalysis do present a client with the structure and time to resolve neurotic issues. On the negative side there is always expressed concern over the cost. Being that it does take time for psychoanalysis to be effective there is an associated cost that can be prohibitive.

**Psychodynamic Theorists of Personality**

**\*Write the theory and key points about those theories in the appropriate column.**

<u>Freud</u>	<u>Jung</u>	<u>Adler</u>	<u>Horney</u>

## *What About Bob? Personality Assignment*



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Your assignment for Chapter 11 is as follows. Use your textbook, any materials you have, and/or the Internet to complete the assignment. Make sure you put everything in your own words!

**For this assignment**, you will be analyzing the personalities of *Bob* and his doctor. You will be writing a personality analysis for both characters, using the major personality theories from this chapter.

To complete the assignment, you will need to do the following for EACH character Bob and the Doctor.

- A 1-2 paragraph biography of your character, which can include the following:
  - Family history
  - Employment history
  - Social tendencies
  - Major life events

Then, describe how each of the following theories/concepts would describe the personality of both Bob and the Doctor in 1 paragraph for EACH character. Paragraphs must be a minimum of 5 sentences.

1. Sigmund Freud (Psychoanalytic) – Id, ego, superego and psychosexual stages of development
2. Alfred Adler (Psychoanalytic) – Inferiority complex and birth order
3. Carl Jung – Type theory: (Introvert/Extrovert, Intuition/Sensing, Thinking/Feeling, Judging/Perceiving)

# Chapter 12- Stress and Health Psychology

## Sources of Stress

- We experience stress when we are faced with a tense or threatening situation that requires us to change or adapt our behavior.
- Stress: Any environmental demand that creates a state of tension or threat and requires change or adaptation.
- Adjustment: Any effort to cope with stress.
- Health psychology: Concerned with the relationship between psychological factors and physical health and illness.
  
- Change
  - I. Most stressful events involve some kind of change.
  - II. Regardless of whether a change is positive or negative, it will still produce stress.
- Hassles
  - I. Life's petty annoyances, irritations, and frustrations.
  - II. Examples of hassles:
    - Being stuck in traffic, misplacing car keys, getting into trivial arguments with co-workers
- Pressure
  - I. A feeling that one must speed up, intensify, or change the direction of one's behavior or live up to a higher standard of performance.
- Frustration
  - I. The feeling that occurs when a person is prevented from reaching a goal.
  - II. Frustration is different from hassles because hassles do not typically prevent one from reaching his/her goals
  - III. Five Sources of Frustration in American Life
    - Delays
    - Lack of resources
    - Losses
    - Failure
    - Discrimination
- Conflict
  - I. The simultaneous existence of incompatible demands, opportunities, needs, or goals.
  - II. Types of Conflict:
    - Approach/approach conflict:
      - Simultaneous attraction to two appealing possibilities, neither of which has any negative qualities.
    - Avoidance/avoidance conflict:
      - Facing a choice between two undesirable possibilities, neither of which has any positive qualities.

- Approach/avoidance conflict:
- Simultaneous attraction and repulsion to the same goal.
- Self-imposed stress
  - I. Albert Ellis believes many people have irrational or self-defeating beliefs that create self-imposed stress.
  - II. Stress and Individual Differences
    - Individual differences, such as hardiness, may predict reactions to stress.
    - Hardiness:
      - Feeling in control of your life and viewing difficult demands as challenges to be overcome.
  - III. Dealing With Stress
    - Direct coping: Action taken to change an uncomfortable situation.
    - Defensive coping: Convincing yourself that you are not really threatened or do not really want something that is unattainable.
  - IV. Coping With Stress
    - People generally adjust to stress in one of two ways:
      1. Direct coping describes any action people take to change an uncomfortable situation, whereas
      2. Defensive coping denotes the various ways people convince themselves that they are not really threatened or do not really want something they cannot get.
    - Types of Direct Coping
      1. Confrontation:
        - Acknowledging a stressful situation directly and attempting to find a solution to the problem
      2. Compromise:
        - Choosing a more realistic goal when an ideal goal cannot be met
      3. Withdrawal:
        - Avoiding a situation when other options are not practical
  - V. Defense Mechanisms
    - Denial: Refusal to acknowledge a painful or threatening reality.
    - Repression: Excluding uncomfortable thoughts, feelings, and desires from consciousness.
    - Projection: Attributing one's own repressed motives, feelings, or wishes to others.
    - Identification: Taking on the characteristics of someone else to avoid feeling incompetent.
    - Regression: Reverting to childlike behavior and defenses.
    - Intellectualization: Thinking abstractly about stressful problems as a way of detaching oneself from them.
    - Reaction formation: Expression of exaggerated ideas and emotions that are the opposite of one's repressed beliefs or feelings.



- Displacement: Shifting repressed motives and emotions from an original object to a substitute object.
- Sublimation: Redirecting repressed motives and feelings into more socially acceptable channels.

### How Stress Affects Health

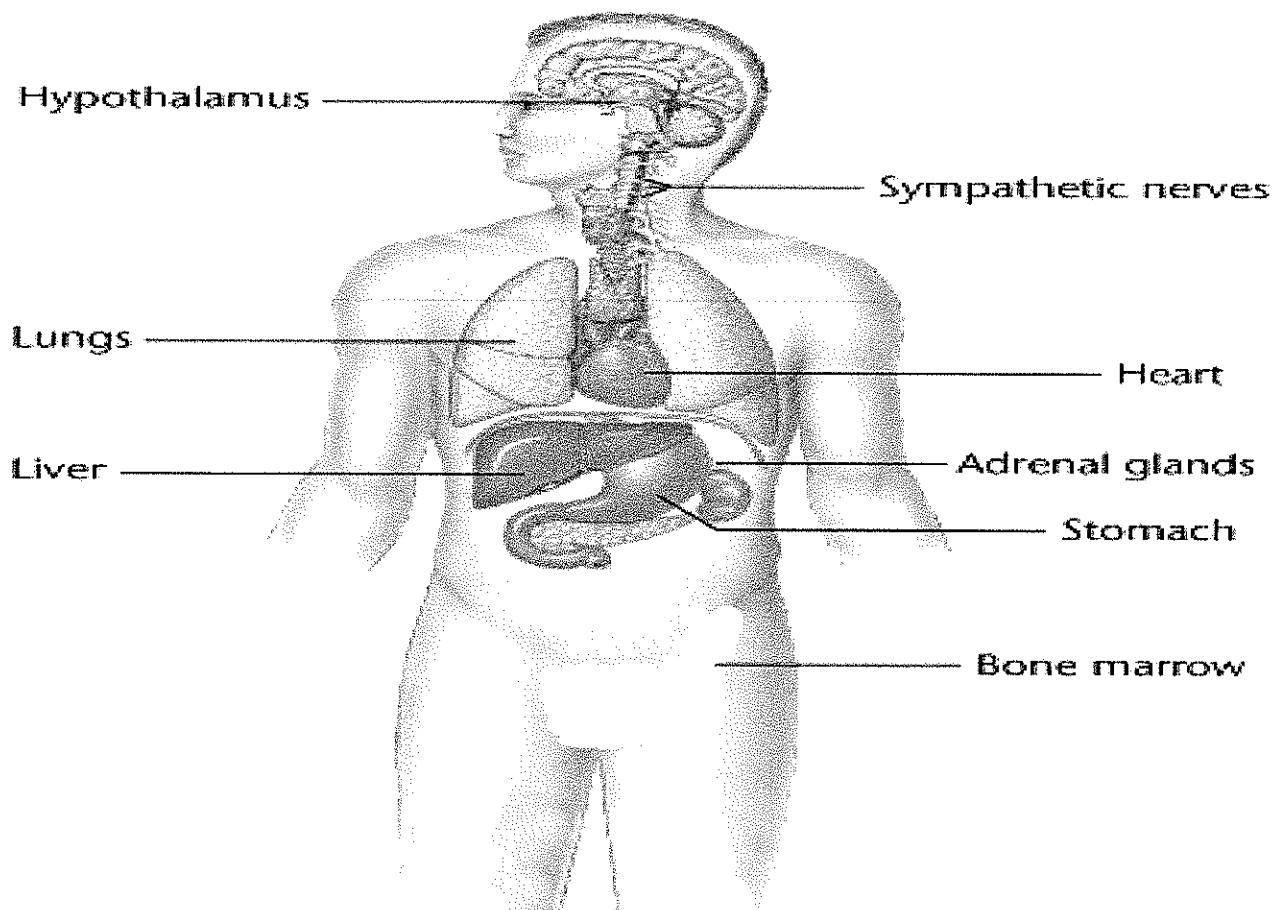
- Physiologist Hans Selye contends that people react to physical and psychological stress in three stages

#### *I. Selye's General Adaptation Syndrome (GAS)*

- *We react to stress in three ways:*
  1. *Alarm reaction (stage 1)*
  2. *Resistance (stage 2)*
  3. *Exhaustion (stage 3)*

#### Alarm Reaction:

- The sympathetic nervous system prepares the body for fight or flight:
  - Adrenal gland releases hormones
  - We become more sensitive and alert
  - Respiration and heart rate quicken
  - Muscles become tense



## Resistance

- An individual is still under stress, thus the body continues to produce large amounts of energy.
- During prolonged existence in this stage the body is subject to considerable wear and tear.

## Exhaustion

- Some people lose touch with reality and show signs of emotional disorder or mental illness.
- Others show signs of “burnout”
  - The inability to concentrate, irritability, procrastination, and a belief that nothing is worthwhile.
- Physical symptoms may also appear.

## Coronary Heart Disease

- Mental stress predisposes one to CHD.
- Personality also plays an important role.
  - Type A behavior pattern: respond to life events with impatience, hostility, competitiveness, urgency, and constant striving

## Stress and the Immune System

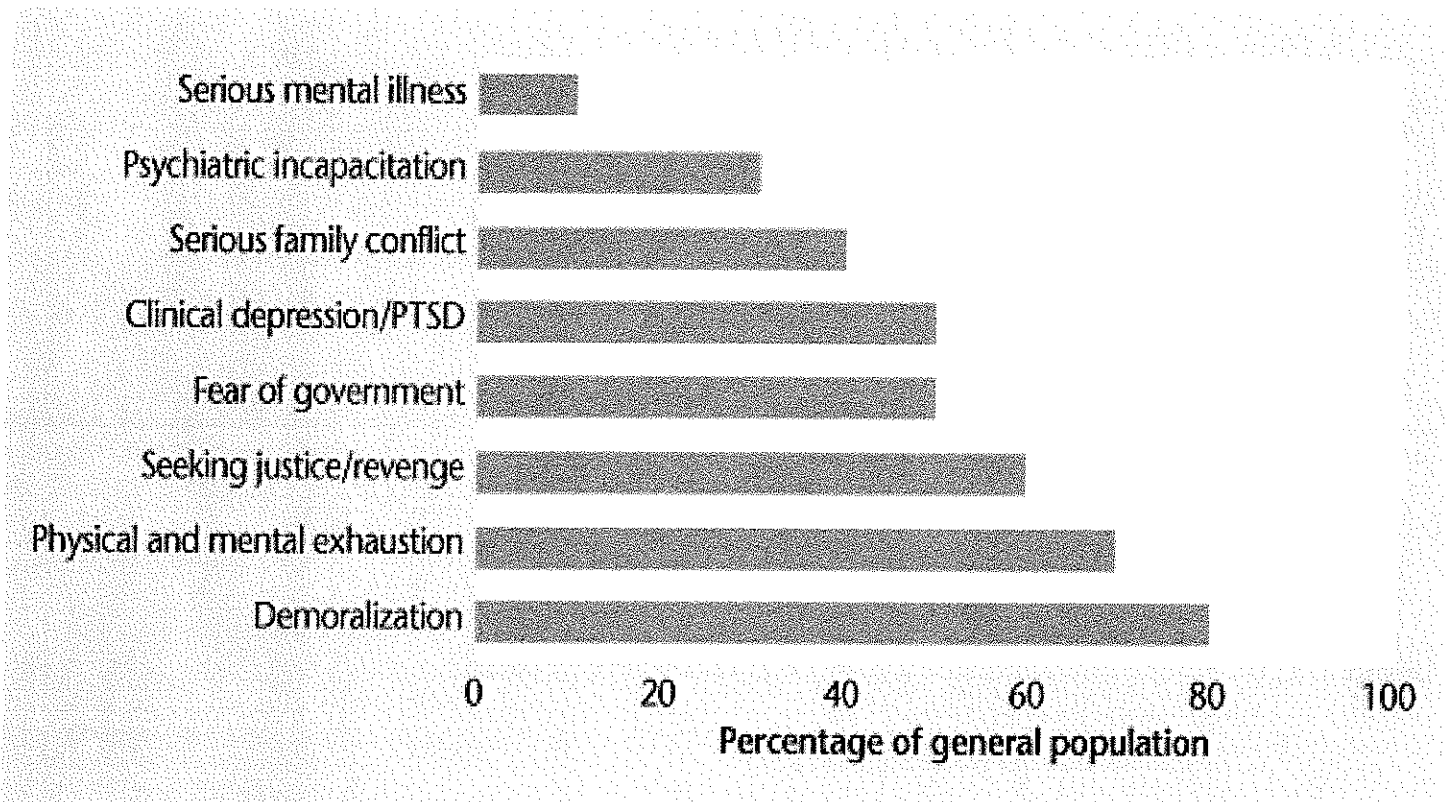
- Stress can lead to:
  - Colds or flu
  - Depression
  - Greater susceptibility to upper respiratory infections
  - Increased vulnerability to cancer

## Sources of Extreme Stress

- Stress derives from a number of sources
- Unemployment
- Divorce and separation
- Bereavement
- Catastrophes
- Combat and other personal attacks

## Posttraumatic Stress Disorder

- Extreme traumas may result in posttraumatic stress disorder (PTSD):
  - A disabling emotional disorder whose symptoms include anxiety, sleeplessness, and nightmares.
- Combat veterans and people with a history of emotional problems are especially vulnerable to PTSD.
- Also occurs in rape victims and victims of disasters



## The Well-Adjusted Person

- Psychologists are of several minds on what constitutes good adjustment.
- Some believe that well-adjusted people live according to social norms.
- They have learned to control socially forbidden impulses and to limit their goals to those that society allows.
- Other psychologists disagree, arguing that well-adjusted people enjoy overcoming challenging situations and that this ability leads to growth and self-fulfillment.
- Finally, some psychologists use specific criteria to evaluate a person's ability to adjust:
  - How well the adjustment solves the problem and satisfies both personal needs and the needs of others.

**Psychology - Chapter 15-Social Psychology**  
**Terms to know and Questions to write out answers for**

**\*Understand the following:**

- Social psychology
- Self-fulfilling prophecy
- Stereotype
- Attribution theory
- Defensive attribution theory
- Proximity
- Exchange
- Intimacy
- Attitude
- Self-monitoring
- Prejudice
- Discrimination
- Authoritarian personality
- Racism
- Social influence
- Norm
- Cultural norm
- Conformity
- Compliance
- Obedience
- Deindividuation
- Bystander effect
- Polarization
- Social loafing
- Hawthorne effect

1. Are first impressions of other people accurate?
2. Is a person's behavior a reflection of his or her attitudes?
3. Does discrimination reflect prejudice?

## In-groups, out-groups, and the psychology of crowds

### Does the ingroup-outgroup bias form the basis of extremism?

It's a well-known principle in social psychology that people define themselves in terms of social groupings and are quick to denigrate others who don't fit into those groups. Others who share our particular qualities are our "ingroup," and those who do not are our "outgroup."

Sometimes groupings are determined by factors intrinsic to who we are (sex, age, race/ethnicity) but in many other cases they are arrived at in a somewhat arbitrary fashion. If you grew up in Boston, you are in all likelihood a Red Sox fan; if you grew up in New York City, you may very well be a Yankees fan (or Mets, same point). The accident of your birth determines whether you wear a baseball cap decorated with little tiny crimson socks instead of one with interlocking initials. Red Sox fans think there's something very disturbed about Yankees fans and, of course, the feeling is mutual. But is a Red Sox fan fundamentally different from a Yankees fan? Does one bleed red and the other bleed blue? Of course, the answer is "No." Fans of any sort are identical in their passion, their drive, and their devotion. More importantly, they are really no different at all in their basic human qualities. Yet, sports rivalries feed on the manufactured distinctions that ingroups and outgroups breed within themselves.

The arbitrary nature of ingroup-outgroup distinctions between fans of different sports teams carries over to many other everyday mundane situations. For example, consider the distinction between pedestrians and motorists. When you are the pedestrian entering a crosswalk, you feel entitled to take your time to make it across the street. "Oh, let me just stop a second and send this text to my friend." The drivers in the cars who are waiting for you to cross the street just have to wait, no matter whether you're typing two words or a three-page missive. In fact, you might hurl an insulting comment out to the motorist while you're at it ("Chill out, buddy!"). Now put yourself in the role of the motorist. Your agitation and annoyance builds as you watch the idiotic pedestrian strolling in front of you seemingly oblivious to anyone else. A few choice insults might come to your mind as well.

One of the most significant "experiments" on ingroup-outgroup bias was not carried out in the psych lab at all, but in the school room of an Iowa teacher, Jane Elliot. In 1968, the day after the assassination of Martin Luther King, Elliot decided to address the problems of racial prejudice by dividing her third grade class into groups on the basis of eye color. As profiled in the PBS Frontline Documentary, "A Class Divided," Elliot showed how easy it was to turn her 7-year-old pupils into hate mongers by making the brown-eyed children the targets of discrimination by the "better" blue-eyed children. Within minutes, the blue-eyed children sadistically ridiculed their unfortunate classmates, calling them "stupid" and shunning them in the playground during recess. Then she flipped the situation and showed that the brown-eyed children, when on top, exacted the same punishments onto their blue-eyed classmates.

Since the time of Elliot's astonishing demonstration, social psychologists have continued to hammer out the causes, consequences, and correlates of ingroup-outgroup stereotyping. There are now literally thousands of studies on the topic. Some of the most recent and perhaps most promising work examines the basis in the brain's circuitry of ingroup-outgroup processing. One recent study conducted by University of Missouri researchers, showed that the effect of ingroup identification becomes even more intense when people are made to feel mortally threatened. We turn to those in our ingroup when we feel that we may be at risk of some type of physical harm.

Elliot's "experiment" became the basis for her life's work and she now conducts workshops in which she replicates the brown eye/blue eye exercise for diversity sensitivity training. Once you've been the victim of outgroup stereotyping, she reasons, you are more likely to treat your own outgroup (however it's defined) more humanely.

Perhaps there is some survival mechanism at work in formulating ingroup-outgroup distinctions. In our desire to feel safe, we bond together with those whom we see as most like us so that we can protect ourselves from those who might do us harm. The virtual fences we build keep the outsiders away and allow us to go on with our daily lives feeling protected and secure. However, it is precisely these fences that keep us from bonding with our fellow human beings and in this way, undercut our true security.

You need to work hard to avoid the dangers of the ingroup-outgroup trap. Here are some suggestions for tearing down some of those real and virtual fences:

**1. Recognize the arbitrary nature of many ingroup-outgroup distinctions.** The example of pedestrians and motorists is perhaps the easiest one for understanding this point. Your ingroup at one moment is your outgroup the next.

**2. Put yourself in the place of the outgroup member.** The little kids in Jane Elliot's classroom were sad and afraid when they were suddenly thrust into the role of outgroup member. Think about times when you've been put in an outgroup position and remember how painful that was.

**3. Look for commonalities between opposing groups.** Fans of opposing sports teams equally love the sport. People of different religions regard their faith as important to them. There are basic human needs that transcend particular labels.

**4. Work on building your inner sense of security.** People are more likely to stereotype when they feel they have something to lose. *If you feel more confident about your own identity, you'll be less likely to criticize someone else's.*

**5. Pass along the lesson.** We can't all be Jane Elliot's and go on a mission to change society one classroom at a time, but we can teach others the value of overcoming outgroup stereotyping.

There are ways to overcome the ingroup-outgroup bias but it takes effort. The results, however, are vital to our continued existence if not our personal fulfillment. As we enjoy the celebrations of our nation's holidays with fireworks, balloons, parades, and streamers, it's important to remember that underneath the flags, we are all part of one world

**Psychology  
Social Psychology  
Review**

1. Define social psychology. What does it emphasize?
2. Define the term self. What it depend on?
3. Explain the concept that there is no self without others.
4. Define self-schemas. Give an example.
5. Define reference groups. Give an example.
6. What is the attribution theory? Give an example.
7. What makes up our attitudes?
8. What is the foot in the door phenomenon?
9. Define the term role. Give an example.
10. What is cognitive dissonance theory?
11. What is conformity? Give an example.
12. What is normative social influence? Give an example.
13. Define norm. Give an example.



14. What is informational social influence?

15. What is social facilitation?

16. What is social loafing?

17. What is deindividuation?

18. Define groupthink.

19. Define group polarization.

20. Define self-fulfilling prophecy. Give an example.

21. What is prejudice? Give an example.

22. What are stereotypes? Give an example.

23. Explain the concept of the bystander effect. What are two explanations of why it occurs?