

Vanguard University
School for Professional Studies
Degree Program

GENERAL PSYCHOLOGY
PSYC 103C

Student Guide

11/10

COURSE DESCRIPTION

General psychology is a prerequisite to all other psychology courses. This course explores the fundamental issues of psychology, including research in psychology, biological influences on development and behavior, learning and memory, motivation, personality, psychological disorders, psychological intervention, and social behavior.

TEXTS AND MATERIALS

Required Texts:

Myers, D. G. (2011). *Exploring Psychology* (8th ed.). New York: Worth Publishers.
ISBN 1-4292-1635-2
ISBN 13: 978-1-429-21635-7

Suggested Text:

Myers, D. G., & Jeeves, M. A. (1987). *Psychology through the eyes of faith*. New York: Harper Collins Publishers.

Publisher Student Resources:

Student resources need no access code. The web address is as follows: <http://bcs.worthpublishers.com/exploring8e>. Resources may be helpful for studying, and include the following. Practice quizzes, flashcards, animation video clips, focus on vocabulary (vocabulary help), Psychsim tutorials and quizzes (not multiple choice), and worksheets.

STUDENT LEARNING OUTCOMES

The student will demonstrate a competent knowledge base in the following areas.

1. Define psychology.
2. Know how psychologists ask and answer questions (describe the scientific method.)
3. Describe the subfields of psychology.
4. Understand and describe how neurons communicate.
5. Describe how neurotransmitters affect us.
6. Understand and describe the basic function of structures in the brain
7. Understand and describe the influences of genes and environment on development.
8. Describe Piaget's theory of cognitive development.
9. Understand and describe how gender and aging affects development
10. Understand and describe basic brain development
11. Understand and describe the processes of sensation and perception.
12. Define consciousness and hypnosis.
13. Understand and describe the stages of sleep
14. Define how drugs affect us.
15. Describe and give an example of classical conditioning.
16. Describe and give an example of operant conditioning.
17. Describe how memory and forgetting occur.
18. Describe the problems and errors that we make when we think
19. Define intelligence describe if and how it can be measured
20. Describe achievement motivation and how can we get it
21. Describe the relation between stress, emotion and health.
22. Describe the major perspectives that we use to understand personality
23. Describe the major psychological disorders. Is labeling a problem?
24. Describe the basic psychological therapies.
25. Describe some of the most important social relationship influences on individuals.
26. Articulate how the study of psychology integrates with your faith.
27. Evaluate your overall learning in this course. Be able to identify how you and any of your ideas have changed?
28. Evaluate the professor and the learning activities in this course.

STUDENT EVALUATION

Percentages	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Good	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Satisfactory	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Poor	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

TOTAL POINTS IN COURSE

5 Essays @ 100 points each – Week one through Week five	500
Each essay consists of 2 questions	
Take-home Exam (distributed week 3 and due week five; 50 questions)	200
Class participation (40pts. each week)	200
Final Oral Presentation (week 5)	100
	1000 Total

EXTRA CREDIT Essay on Faith and Learning worth up to 25pts – Due week 4

OVERVIEW

ATTENDANCE POLICY

Because each course meets only five to eight times, it is important that students not miss class unless it is unavoidable. To receive the full participation points students must arrive on time to class with a working knowledge of each sessions assignments and they must actively engage in class discussions.

Students who miss more than five class hours in any given course will automatically receive a failing grade and need to retake the course to obtain a passing grade. If an instructor deems that a student's absence, beyond the 5 hours was under extremely unavoidable and unusual circumstances (i.e. hospitalization, death in the family, major auto accident), the professor may file an academic petition on behalf of the student to the Program Chair. If the academic petition is approved, the instructor may give the student a "W" (Withdrawal) grade in place of a failing grade. The student will be required to re-take the course.

Students who miss the first two class sessions, or the first five hours of a course, will automatically be dropped and be required to retake the course.

ACADEMIC DISHONESTY (incl. Plagiarism)

Academic dishonesty, either cheating or plagiarism (presenting the words or opinions of others as one's own work), is regarded as a serious violation of both the academic and moral standards of Vanguard University. Dishonesty in any class assignment can result in: loss of credit for the assignment, loss of credit for the entire course, and referral to the Director and/or Provost. It is the prerogative and responsibility of the instructor to determine if academic dishonesty has occurred and the seriousness of the infraction. The Office of the Provost is to be notified of instances of academic dishonesty.

A student commits plagiarism if he/she submits as his/her own work:

1. Part or all of an assignment copied from another person's assignments, notes, or computer file.
2. Part or all of an assignment copied or paraphrased from a book, magazine, pamphlet, or website.
3. A sequence of ideas transferred from another source which the student has digested, integrated, and reorganized, and for which he/she fails to give proper acknowledgement.

A student is an accomplice in plagiarism if he/she

1. Allows his/her paper or other assignments, in outline or finished form, to be copied and submitted as the work of another.
2. Lends his/her computer disk to another student or otherwise allows his/her computer files to be copied for the purposes of plagiarism.
3. Prepares a written assignment for another student and allows it to be submitted as another's work.

DISABILITY SERVICES

For students with documented medical or psychological disabilities, please contact the

Coordinator of Disability Services to request reasonable accommodations. The Coordinator of Disability Services is located in the Counseling Center on the second floor of the Scott Academic Center and can be reached at extension 4489 or by email at disabilityservices@vanguard.edu

For students with a documented learning disability who would like to request appropriate accommodations, please contact the Director of Learning Skills, located upstairs in Scott Academic Center at extension 2540 or by email at disabilityservices@vanguard.edu

DIVERSITY STATEMENT

The School for Professional Studies intends to foster a Christ-centered community that promotes appreciation and respect for individuals, enhances the potential of all members, and values differences in gender, race, abilities, and generation. As such, we endeavor to communicate with honesty, to speak with encouraging and edifying words, and to create a safe environment in our classes and interactions.

GRADED HOMEWORK/ASSIGNMENTS

If an instructor chooses to submit graded papers or assignments to the SPS office, students may pick-up their work at the SPS Office Front Desk. Graded work is not kept 5 weeks beyond the last class session. Please note: the SPS office is not responsible for unclaimed or lost papers or assignments.

If a student chooses to submit their paper or assignment to the SPS office, this must be arranged between the instructor and student prior to submission. The SPS Office will gladly forward the completed paper or assignment to the instructor, however the SPS office is not responsible for unclaimed or lost papers or assignments.

LATE WORK

No late work is accepted. Exceptions may be made between the instructor and student.

STUDENT ASSESSMENTS

Essay Questions

Essays are due each week. Essays consists of two questions that must both be answered. These should be typed, double-spaced and should be brought to class with you; assignments e-mailed after the class will be considered late. Answers should reflect an understanding of the text content and should integrate the student's personal insights on the issues. It is important to think critically about all of the course material. All essays should be in the student's own words and all examples should be original. (Typical length of essays are 2 –3 pages total.)

Take-Home Exam

The purpose of this final assessment is to both facilitate learning and to determine what the student has learned from the course. The 50-item, multiple-choice exam will be distributed week 3, and is due on week 5. Notes and the text should be used, but students are expected to work independently. This exam is comprehensive and covers all 14 chapters of the text.

Final Oral Presentation

During the last week, each student will give a 7-10-minute presentation (this may be altered by the professor due to variation in class size) to express the five most important things that he/she has learned in this class and how the information will impact the student's future life or career. The purpose of this assignment is to encourage personal and applicable processing of the information and to allow the student the opportunity to demonstrate clear, creative oral communication strategies.

General Guideline for Oral Presentation

7-10 minutes – rehearse so that you will stay within your time limit.

Develop a rapport with your audience – do not read – make eye contact – use examples or illustrations.

Use overheads, the board, posters, or other visuals to make your presentation interesting

Introduction – State that will you discuss the five most important things that you learned in this class and that you will explain how you will use this information in your own life and career.

Content -Key points – What did you learn that you value the most?
Why do these things matter to you?

Summary – Briefly review or list on an overhead the five most important things that you learned.

Speak with energy and present the material creatively, using a variety of visual aids and handouts. Remember, it is not easy to listen to someone who is reading his or her paper. Do not quote, but paraphrase the information that you have gathered.

Remember that a professional appearance and prior rehearsal adds to the final product.

Grading Criteria for Oral Presentation

COMMUNICATES CONTENT	50
REACHES AUDIENCE THROUGH MEDIA	30
<ul style="list-style-type: none"> ▪ Creativity ▪ Uses 2 or more multimodal media (Overheads, charts, role-playing, handouts, other materials) ▪ Uses technology (power point, color graphic slides) ▪ Handouts and Transparencies: Usefulness, Readability, and Neatness ▪ Integrates materials into talk 	
EFFECTIVE DELIVERY	20
<ul style="list-style-type: none"> • Engages audience (questions, demonstrations) • Shows awareness of Audience's knowledge • Distinguishes OWN ideas from reported info. • Avoids speech fillers (ah, you know, and dah, um) • Avoids physical distracters (shuffling, tapping, etc) • Speaks on Feet (no reading/ conversational style) • Body Responses (smile, eye contact, and gestures) • Professional attire • Linguistics Pronunciation, grammar, volume, speed Voice modulation, energy, & enthusiasm • Time allotment 	
TOTAL	100

Extra Credit Essay (25 points)

Discuss your model of the integration between faith and psychology. What have you learned in this course that is echoed in scripture? How does psychological science complement the perspective of faith? How can the church use some of the psychological findings in the text?

You may use the suggested text: *Psychology Through the Eyes of Faith* as a starting point and also give your own model of the integration of faith and psychology. Other sources may be used, and should be cited in your paper. Compare and contrast Myers and Jeeves' model of the integration of faith and psychology with your own.

Student Reading Assignments

Week One

Myers Ch 1 Thinking Critically with Psychological Science
Myers Ch 2 The Biology of Mind
Myers Ch 3 Consciousness and the Two-Track Mind

Week Two

Myers Ch 4 Nature, Nurture, and Human Diversity
Myers Ch 5 The Developing Person Through the Life Span
Myers Ch 6 Sensation and Perception

Week Three

Myers Ch 7 Learning
Myers Ch 8 Memory
Myers Ch 9 Thinking, Language and Intelligence
Myers Ch 10 Motivation

Week Four

Myers Ch 11 Emotions, Stress, and Health
Myers Ch 12 Personality
Myers Ch 13 Psychological Disorders
Myers Ch 14 Therapy

Week Five

Myers Ch 15 Social Psychology

Logistics Chart

Hr	Week 1	Week 2	Week 3	Week 4	Week 5
1	Introduction	Ch 4 Nature, Nurture, and Human Diversity	Ch 7 Learning Ch 8 Memory	Ch 11 Emotions, Stress & Health	Ch 15 Social Psychology
2	Ch 1 Thinking Critically BREAK	Ch 5 Developing Through the Life Span BREAK	Ch 9 Thinking, Language, Intelligence BREAK	Ch 12 Personality BREAK	Presentations BREAK
3	Ch 2 The Biology of Mind Ch 3 The Two-Track Mind	Ch 6 Sensation and Perception	Ch 10 Motivation	Ch 13 Psych Disorders Ch 14 Therapy	Presentations
4	Film Discussion: Personal Application	Film Discussion: Personal Application	Film Discussion: Personal Application	Film Discussion: Personal Application	Course Evaluation

Throughout this course, the instructor may use the DVD *Moving Images: Exploring Psychology Through Film*, provided by Worth Publishers / Films for the Humanities and Sciences. This provides 25 segments, all less than 10 minutes. These correspond with the topics covered in the text. Instructors are asked not use segment #20, *Fostering Self-Esteem: The Hazards of Pride*, as this segment is used in the Social Cultural Psychology component.

WEEK ONE**Assignments Due: Essays**

THESE ARE TO BE HANDED IN WEEK ONE. Answer both questions. Essays should be 2-3 pages in length total.

Describe the scientific method and other methods by which psychologists examine behavior and mental processes. Give an example of a question that you might want answered and using one of these methods describe how you would go about finding your answer.

Describe the various subfields and career opportunities for psychologists.

FILM: Segments from *Moving Images: Exploring Psychology Through Film* may be used at the discretion of the professor.

Class Activities

Introduction
Ch 1 Thinking Critically with Psychological Science BREAK
Ch 2 The Biology of Mind Ch 3 Consciousness and the Two-Track Mind
Film/Discussion: Personal Application

Class Objectives

Define psychology.

Know how psychologists ask and answer questions (the scientific method.)

Describe the subfields of psychology.

Understand how neurons communicate.

Describe how neurotransmitters affect us.

Understand the basic structures of the brain and what they do.

Understand the processes of sensation and perception.

Define consciousness and hypnosis.

Understand the stages of sleep

Define how drugs affect us.

WEEK TWO

Assignments Due: Essays

Answer both questions. Essays should be 2-3 pages in length total.

Discuss the development of the brain and the cognitive abilities of the newborn and the aging adult.

Discuss the major processes involved in sensation and perception.

FILM: Conception to Birth

Class Activities

Ch 4 Nature, Nurture, and Human Diversity
Ch 5 The Developing Person Through the Life Span BREAK
Ch 6 Sensation and Perception
Film/ Discussion: Personal Application

Class Objectives

Understand the influences of genes and environment on development.

Describe Piaget's theory of cognitive development.

Understand how gender and aging affects development

Understand basic brain development

WEEK THREE

Assignments Due: Essays

Answer both questions. Essays should be 2-3 pages in length total.

What are the stages of sleep and why do we dream?

Describe how memories are formed and why we forget.

FILM: Film segments from *Moving Images: Exploring Psychology Through Film* may be used at the discretion of the instructor

Class Activities

Ch 7 Learning Ch 8 Memory
Ch 9 Thinking, Language, and Intelligence BREAK
Ch 10 Motivation
Film Discussion: Personal Application

Class Objectives

- Describe and give an example of classical conditioning.
- Describe how memory and forgetting occur.
- What problems do we encounter when we think?
- What is intelligence and can it be measured?
- What is achievement motivation and how can we get it?

WEEK FOUR

Assignments Due: Essays

Answer both questions. Essays should be 2-3 pages in length total.

Extra Credit Essay on Faith and Learning

Discuss and give examples of how errors in thinking affect problem solving.

Discuss the physiology and expression of emotion. How do emotions affect health?

FILM: The World of Abnormal Psychology #12, Psychotherapies (1hour)

Class Activities

Ch 11 Emotions, Stress and Health
Ch 12 Personality BREAK
Ch 13 Psychological Disorders Ch 14 Therapy
Film Discussion: Personal Application

Class Objectives

Describe the relation between stress, emotion and health.

What are the major perspectives that we use to understand personality?

What are the major psychological disorders? Is labeling a problem?

Describe the basic psychological therapies.

WEEK FIVE

Assignments Due: Essays

Answer both questions. Essays should be 2-3 pages in length total.

Learning Outcome Assignment Due

Compare and contrast the perspectives on personality. Which do you think is most useful?

What is social psychology? In what ways is our own behavior affected by the presence of others?

COURSE EVALUATIONS**Class Activities**

Ch 15 Social Psychology
Presentations/BREAK
Presentations
Course Evaluation

Class Objectives

What are some of the most important social relationship influences on individuals?

Prepare and deliver an oral presentation in an interesting, creative style.

Evaluate the professor and the learning activities in this course.

WEEK ONE: LECTURE CHAPTER ONE
Thinking Critically with Psychological Science

Assignments Due: Essays

Answer both questions. Essays should be 2-3 pages in length total.

THESE ARE TO BE HANDED IN WEEK ONE

Describe the scientific method and other methods by which psychologists examine behavior and mental processes. Give an example of a question that you might want answered and using one of these methods describe how you would go about finding your answer.

Describe the various subfields and career opportunities for psychologists.

FILM: Segments from *Moving Images: Exploring Psychology Through Film* may be used at the discretion of the instructor.

Class Activities for WEEK ONE

Introduction
Ch 1 Thinking / Scientific Method BREAK
Ch 2 The Biology of Mind
Ch. 3 Consciousness and the Two-Track Mind
Film: IMPOSSIBLE CHILDREN OR FILM OF PROFESSOR’S CHOOSING Discussion: Personal Application

Chapter One Objectives

Define psychology.

Know how psychologists ask and answer questions (the scientific method.)

Describe the subfields of psychology.

Understand how neurons communicate.

Describe how neurotransmitters affect us.

Understand the basic structures of the brain and what they do.

WEEK ONE: LECTURE CHAPTER ONE**Thinking Critically with Psychological Science****Discussion Topics**

The Following are class discussion topics that support the material in chapter one. Students should be able to enter into discussion on each of these topics.

What is psychology? Before this class did you think of it as a science?

Describe different perspectives from which psychologists examine behavior

Which perspective makes most sense to you and why?

How does your faith support the different perspectives?

What are the major subfields and careers in psychology?

Do any of these spark a personal interest?

How might these subfields complement your chosen career?

What methods do psychologists use to develop and support theories?

How would you go about systematically observing?

And describing some behavior?

Why doesn't the correlation method
show causative relationships between variables?

What are the advantages and disadvantages of experimentation?

We can ask many different types of psychological questions

Brief History of Psychology

Descriptions of some of the subfields in Psychology

Biological/Neuroscience

Evolutionary

Behavioral Genetics

Psychodynamic/Psychoanalytical – Sigmund Freud

Behavioral

Humanistic

Cognitive

Social – Cultural

Psychiatry vs. Psychology

Major Categories of Psychologists

Biological Psychologists

Developmental Psychologists

Experimental Psychologists

Personality and Social Psychologists

Clinical Psychologists

Industrial/Organizational Psychologists

Cognitive Psychologists

**Isn't Psychology Just Common Sense?
Hindsight Bias**

Critical Thinking is Important

**Psychologists Organize Facts and Principles into Theories so That Predictions
Can Be Made.**

Hypothesis – a testable prediction

Operational Definitions – Conceptual definitions must be precise and measurable so that others can replicate.

Research Strategies

Descriptive

Case Study

Survey

Naturalistic Observation

Correlation

A positive correlation indicates that the direction of the variables is the same; an increase in one variable is associated with an increase in the other variable. And, conversely, as one variable decreases, so does the other. For example, the relationship between study time and grades is positive. Increased study time is associated with higher grades.

A negative correlation means that the direction of the variables are inverse; as one variable increases, the other decreases. For example, the relationship texting and grades is negative. Higher number of text messages sent is associated with lower grades.

Beware of Illusory Correlation

Experimental

Experimental vs. Control Group

Independent variables are manipulated

Dependent variables are measured.

Issues related to Gender and Culture need to also be considered

Animal Research

What do animal rights advocates say?

What do you think?

How would you go about systematically observing and describing? The relationship between two possible causally related variables?

For example: How would you design an experiment to test the Procter and Gamble claim that “White Cloud is the softest bathroom tissue on earth.”

What would your independent and dependent variable be?

What controls would be important?

WEEK ONE: LECTURE CHAPTER TWO
The Biology of Mind
WEEK ONE: LECTURE CHAPTER THREE
Consciousness and the Two-Track Mind

What is the Brain?

The brain is divided into two hemispheres (LEFT and RIGHT)

The outer layer is called the cerebral cortex

The folds of tissue in the cortex are called GYRI

The cortex of each hemisphere contains four lobes

Structure of the Central Nervous System -- Often referred to as the CNS

Structure of the Peripheral Nervous System (PNS) --

The Brain's Surface Feature

Meninges (men IN jeez)

Types of Cells in the Brain

Neuroanatomy

Cortex – 80% of the Brain

Connected to everything

Limbic System

The Brain Stem

Hypothalamus

Thalamus

Pituitary

Sympathetic: arouses

Parasympathetic: quiets

Corpus Callosum provides the connection between the hemispheres

What are the Units of Brain Function

Neuron

Axon

Terminal button

Cell body

Dendrites

Synapse

Glial Cell

The flow of information in the brain is partly electrical.

EEG Electroencephalogram

Neurotransmitters and Brain Chemistry

The Axon Terminal

What Else Do The Neurotransmitters Do?

EP Epinephrine increases the heart rate

ACh Acetylcholine slows the heart rate

How Are Neurotransmitters Synthesized?

Some are derived from food

Parkinson's Disease

Dopaminergic System

Dopamine

Noradrenergic System

Norepinephrine

Serotonergic System

Serotonin

Right Vs. Left Hemisphere

Enriched Experience and Plasticity

Implication: Lifelong education may be a good lifestyle choice

MRI – Measurement of Brain Activity

Functional MRI

TMS Transcranial magnetic stimulation

Cerebral Asymmetry in Thinking

The Split Brain

Cognitive Organization

Sex Differences

Handedness

Brain Treatments

Neurosurgical

Pharmacological

Behavioral

Behavioral training

Cognitive training

Review

The Neuron is the basic unit of anatomy.

The Synapse is the key site of neural communication and learning.

Functions are localized and distributed to specific brain regions.

There is a clear brain organization and distinction between sensory and motor functions.

Patterns of neural organization are plastic

Abnormalities in the nervous system lead to abnormal behavior.

WEEK TWO: CHAPTER FOUR
Nature, Nurture, and Human Diversity

Essays Due:

Discuss the development of the brain and the cognitive abilities of the newborn and the aging adult.

Discuss the major processes involved in sensation and perception.

FILM: Conception to Birth

Class Activities

Ch 4 Nature, Nurture, and Human diversity

Ch 5 The Developing Person
BREAK

Ch 5 Sensation and Perception
Ch 6 States of Consciousness

Film: Conception to Birth
Discussion: Personal Application

Class Objectives

Understand the influences of genes and environment on development.

Describe Piaget's theory of cognitive development.

Understand how gender and aging affects development

Understand basic brain development

Understand the processes of sensation and perception.

Define consciousness and hypnosis.

Understand the stages of sleep

Define how drugs affect us.

WEEK TWO: CHAPTER 4
Nature, Nurture, and Human Diversity

Genes

Evolutionary Psychology

Gender Differences

Culture

Twin Studies

Adoption Studies

Temperament Studies

These temperamental characteristics are seen across time.

Activity level

Social

Task persistence

cheerfulness

temper outbursts

Korner (1985) found that these activity levels held from newborn to 8 years.

Nature Enables Nurture.

We do know that touching affects growth.

Beware of physical characteristics – they interact with parental and others involvement

Attractive children are given more attention and more privileges – this affects self-esteem.

Fat children are not thought of as cute – this affects self-esteem.

Our society does a lot of parental-blaming

But shared environmental influences typically account for less than 10% of personality.

Robert Plomin and Denise Daniels (1987) who are behavioral geneticists have concluded that on average two children in the same family are as different as pairs of children selected randomly from the population.

Parental Influence is Limited.

What aspects of the environment also Matter?

Harold Gardner believes (1998) parents are important for the following:

Peers are important for all of the following:

Cultural Influence includes the following:

Variation over time – Generational Differences

Gender influences

Gender Roles are powerful

Men Stereotypically Do the Following:

Women Stereotypically Do the Following:

Deviations from these roles may cause anxiety

Social Learning Theory – We teach these roles

By age 3 children organize their words on the basis of gender

Developmental Psychologists study the changing person across the lifespan from birth to death.

Conception

Zygote (first 2 weeks) – fewer than half of all eggs survive the first 2 weeks.

10 days after conception the dividing cells attach to the mother's uterine wall

The Outer Part becomes the placenta

The Inner Part becomes the embryo

9 weeks after concept the embryo looks human – it is a fetus.

Fertilization -- Day 1

Cell Division -- Day 2

Embryonic Disc -- Day 15

Primitive Brain and Neural Groove -- Day 21

Neural Tube -- Day 23

Embryo has Human Form -- Day 51

Brain Looks Human at 100 Days

Brain forms Gyri and Sulci at 7 months

Brain looks like adult brain, but structure is different at 9 months

The brain responds to testosterone

7th week after conception

Genitals start to form

60 days after conception

Male and female genitals start to look different

Teratogens – harmful agents – viruses and drugs can cause serious damage.

4169 Danish men – increased violent crime rates among men whose mothers smoked heavily during pregnancy – even after controlling for economic status and father criminality (Brennan and others 1999).

Fetal Alcohol Syndrome

Brain Development – Prenatal

Biological and Motor Development Co-occur

Piaget's Cognitive Development Schema

Sensorimotor – birth – 2 years

Preoperational – 2-6 years

Concrete Operational 7 – 11 years

Formal operational 12 – adulthood

Social Development

Secure attachment predicts social competence

Child Rearing Styles

Authoritarian

Permissive

Authoritative

Adolescence

Moral Development – Kohlberg’s Model

Preconventional Morality

Conventional

Postconventional

Erikson’s Stages

Trust vs. Mistrust: Infancy -1

Autonomy vs. Shame and Doubt: Ages 1-3 (Toddlerhood)

Initiative vs. guilt: Ages 3-6 (Preschoolers)

Industry vs. Inferiority: Ages 6 to Puberty)

Identity vs. Role Confusion: Ages Teen to 20’s

Intimacy vs. Isolation: Ages 20’s to Early 40’s

Generativity vs. Stagnation: Ages 40’s to 60’s

Integrity vs. Despair: Ages Late Adulthood Late 60’s and beyond

Gender and Social Connectiveness

Adulthood

Crystallized Intelligence

Fluid Intelligence

Social Changes

WEEK TWO: CHAPTER FIVE: Sensation and Perception

Psychophysics

Absolute Threshold

Subliminal Persuasion

Difference Thresholds

Weber's Law

Sensory Adaptation

Vision

Anatomy of the Visual System

The Eye

Sclera

Cornea

Iris

Lens

Pupil

Blind spot

Fovea

The Photoreceptors

Rods

Cones

Visual Pathways

Occipital Lobe

Visual Processing

Color Vision

Trichromatic Theory

Opponent Process Theory (Hering)

Hearing

Perception of Sound

Anatomy of the Auditory System **Ear**

Auditory Receptors

Anatomy of Language

Language is usually Lateralized

In the Left Hemisphere and Music is usually Lateralized in the Right Hemisphere

Disorders

Broca's Aphasia (L Hemisphere)

Wernicke's Aphasia (Posterior Region of the L Hemisphere)

Pain

What accounts for our perception of pain?

Somatosensory System

Pain Gate

Ronald Melzack and Patrick Wall (1965) proposed the Pain Gate Theory

Referred Pain

Taste

Smell

Form Perception

WEEK TWO: CHAPTER SIX: Consciousness

Consciousness

Selective Attention

Levels of processing.

Daydreaming

Sleep

Stage 1 Sleep

Stage 2 Sleep

Stage 3 and 4 Sleep

Rapid Eye Movement (REM) Sleep is the period of time when we dream.

ARE YOU SLEEP DEPRIVED TEST
True or False

I need an alarm clock in order to wake up at the appropriate time.

It's a struggle for me to get out of bed in the morning.

Weekday mornings, I hit the snooze bar several times to get more sleep.

I feel tired, irritable and stressed out during the week.

I have trouble concentrating and remembering.

I feel slow with critical thinking, problem solving, and being creative.

I often fall asleep watching TV.

I often fall asleep in boring meetings, or lectures or in warm rooms.

I often fall asleep after heavy meals or after a low dose of alcohol.

I often fall asleep while relaxing after dinner.

I often fall asleep within five minutes of getting into bed.

I often feel drowsy while driving.

I often sleep extra hours on weekend mornings.

I often need a nap to get through the day.

I have dark circles under your eyes.

From the book *Power Sleep*, 1991, New York: Harper Collins.

If you answered true to three or more then you are probably sleep deprived. To determine your sleep needs, Maas recommends that you go to bed 15 minutes earlier than usual every night for the next week...and continue adding 15 more minutes each week until you wake without an alarm clock and feel alert all day.

Why Do We Sleep?

Sleep Disorders

Dreams

Activation-Synthesis Hypothesis

How Do Drugs Influence Behavior?

How do drugs get into the CNS

First Step

Second Step

Third Step

Fourth Step – Enter the brain

The dosage of a drug can be reduced by a factor of 10 without reducing the drug's effectiveness

Drugs must also be removed

Individual Differences

Age

Sex

Body Size

Other Differences

Drug Action

Agonists

Antagonists

Drug Classifications

These classifications are made according to their principal effects

**1. Sedative Hypnotics
and Antianxiety Agents**

2. Antipsychotic Agents

3. Antidepressants

4. Narcotic Analgesics

5. Stimulants

Tolerance

WEEK THREE

Assignments Due: Essays

What are the stages of sleep and why do we dream?

Describe how memories are formed and why we forget.

FILM: Film segments from *Moving Images: Exploring Psychology Through Film* may be used at the discretion of the instructor

Class Activities

Ch 7 Learning
Ch 8 Memory
Ch 9 Thinking, Language, Intelligence
BREAK
Ch 10 Motivation
Film Discussion: Personal Application

Class Objectives

Describe and give an example of classical conditioning.

Describe how memory and forgetting occur.

What problems do we encounter when we think?

What is intelligence and can it be measured?

What is achievement motivation and how can we get it?

WEEK THREE: CHAPTER SEVEN: Learning

Learning

This is a permanent change as a result of experience.

Operant Conditioning

Observational Learning

Classical Conditioning

Pavlov's Experiments

Stages of Classical Conditioning

Acquisition or initial learning

Extinction

Generalization

Discrimination

Operant Conditioning

Positive Reinforcement Increases Behavior

Negative Reinforcement also Increases Behavior

Schedules of Reinforcement

Continuous

Partial or Intermittent

Fixed Ratio

Variable Ratio

Fixed Interval

Variable Interval

Punishment

Applications: Teaching, The Workplace, Parents

Behavior Modification of the Self

Observational Learning -- Modeling

WEEK THREE: CHAPTER EIGHT Memory

Memory

Flashbulb memories

To remember we encode, store and then retrieve information.

Sensory Memory

Echoic Memory

Iconic Memory

Short Term Memory

Effortful Processing

Serial Position Effect

Primacy Effect

Recency Effect.

Chunking also improves memory

We also organize information into hierarchies

Memory is largely reconstructed based on cues or remembering the gist of things.

When our neurons fire (LTP)

Long-term Potentiation provides a neural path - a basis for learning and memory

Amnesiacs

Aging

Déjà vu

Mood Dependent Memory

Why do we forget?

Absent-mindedness

Time

Blocking

Misattribution

Suggestibility

Eye Witness Testimony

Bias

Persistence

Interference

Repression

Memory is reconstructed

How to Improve Your Memory

WEEK THREE-CHAPTER Thinking, Language and Intelligence

Cognition

How Do We Solve Problems?

Problems We Encounter When We Try to Solve problems

Confirmation Bias

Representative Heuristics

Availability Heuristics

Overconfidence

Framing Decisions

Belief Perseverance

Acquiring Language

Babbling

One-Word Speech

Two-Word Speech

How Does Language Develop?

Evidence for Innate Universal Language Ability

Another Interesting Question

Can we think without language? Is thinking talking to yourself?

Can we mentally practice athletic skills?

Language does influence thinking and thinking influences language – that is how we get new words.

Do animals think? Do they have language?

What is Intelligence, and can we Measure it?

Eight Intelligences (Howard Gardner)

Robert Sternberg groups intelligence into three broad categories

Are Creativity and Intelligence Related?

What do you think? Can we measure all of this? How?

WAIS

Is Intelligence Inherited?

Schooling Effects

Group Differences

Gender

Social Expectations Likely Influence Performance.

Are Tests Biased?

Intelligence Tests - Are They Useful

WEEK THREE: CHAPTER TEN Motivations

Motivation

Drive Reduction Theory

Arousal Theory

Abraham Maslow (1970) proposed a theory of the Hierarchy of Needs

Hunger

Hypothalamic Centers Control Eating Behavior

External Incentives

Taste Preferences

Is Fat Unhealthy

Genetic Influences

Other influences

How do we lose weight?

Sexual Behavior

Hormones

Teen sexuality

Sexual Orientation

Achievement Motivation

How is Achievement Motivation Acquired?

How Do We Motivate People on the Job?

Leadership Style

WEEK FOUR

Assignments Due: Essays

Extra credit essay on the integration of faith

Discuss and give examples of how errors in thinking affect problem solving.

Discuss the physiology and expression of emotion. How do emotions affect health?

FILM: The World of Abnormal Psychology #12, Psychotherapies (1hour)

Class Activities

Ch 11 Emotions, Stress & Health
Ch 12 Personality BREAK
Ch 13 Psych Disorders Ch 14 Therapy
Film Discussion: Personal Application

Class Objectives

Describe the relation between stress, emotion and health.

What are the major perspectives that we use to understand personality?

What are the major psychological disorders? Is labeling a problem?

Describe the basic psychological therapies.

WEEK FOUR CHAPTER ELEVEN: Emotion

Theories of Emotion

James-Lang Theory

Cannon-Bard Theory

Schacter's Two-Factor Theory

Physiology of Emotion

Prolonged stress is hard on the body.

Nonverbal Communication

Anger

Catharsis Hypothesis

Happiness and Subjective Well-being

Positive Psychology is a growing field

Predictors of Happiness

Happiness is Not Highly Related to the Following:

Stress

What produces stress?

Stress Affects the Immune System

How Can We Be Healthier?

Spirituality and Faith

WEEK FOUR: CHAPTER 12 Personality
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Personality

Four Major Theories

Sigmund Freud's Psychoanalytical

Stages of Development

Defense Mechanisms

Repression

Regression

Reaction Formation

Projection

Projective Tests

Trait Perspective

Humanistic

Self-concept and Self-esteem

Self-Serving Bias

Social Cognitive

Locus of Control

Internal vs. External Locus of Control

Positive Psychology

WEEK FOUR CHAPTER 13: Psychological Disorders

Psychological Disorders

Theoretic Models That Help Us Understand the Etiology of Psychological Disorders

Medical Perspective

Bio-Psycho-Social Perspective

The Power of Labeling

Do We Punish or Treat Sick Crimes Committed by Sick Minds

What are Anxiety Disorders

Generalized Anxiety Disorder

Panic Disorder

Phobias

Obsessive-compulsive

What Causes Anxiety Disorders?

The Learning Perspective

The Biological Perspective

Mood Disorders

Major Depressive Disorder

Bipolar Disorder

Explaining Mood Disorders

Causes of Mood Disorders

Biological Perspective

Depressed Brain

Social-Cognitive Perspective

Loneliness contributes to depression

Schizophrenia

Symptoms

Types of Schizophrenia

Causes

Personality Disorders

Antisocial Personality Disorder

Dissociative identity disorder

WEEK FOUR CHAPTER 14 Psychotherapy

Psychotherapy

Psychoanalysis

Psychodynamic Therapy

Humanistic Therapy

Behavior Therapies

Cognitive Therapies

Is Psychotherapy Effective?

Outcome Research

Light Exposure Therapy

Commonalities of All Therapies

Summary

Cultural Differences May Be An Issue

Biomedical Therapy

WEEK FIVE

Assignments Due: Essays

Learning outcomes

Compare and contrast the perspectives on personality. Which do you think is most useful?

What is social psychology? In what ways is our own behavior affected by the presence of others?

Course Evaluations

Class Activities

Ch 15 Social Psychology
Presentations BREAK
Presentations
Film Course Evaluation

Class Objectives

What are some of the most important social relationship influences on individuals?
Prepare and deliver an oral presentation in an interesting, creative style.

Evaluate the professor and the learning activities in this course.

WEEK FIVE CHAPTER FIFTEEN: Social Psychology

Social Psychology

Social Thinking

Attribution Theory

Which Comes First - Attitude or Behavior

Our Actions Do Influence Our Attitudes

Foot in the Door Phenomenon

Role Playing Affects Attitudes

Why Do Actions Affect Attitudes?

Cognitive Dissonance Theory

Behavior Marital Therapy (BMT)

Group Conformity and Obedience

Behavior in the Presence of Others
Social Facilitation

Social Loafing

Deindividuation

Group Polarization

Group Think

Power of the Individual
Self-Fulfilling Prophecy

Minority Influence

Prejudice

Social Inequality

In-group - Out-group

Scapegoating

Why Are We Prejudiced, and Why Do We Discriminate?

The Just World Phenomenon

Aggression

Origins of Aggression

Triggers

Frustration-Aggression principle

Solution

Conflict

Attraction

Romantic Love

Companionate Love

Altruism

Social Exchange Theory