

# ***PSYCHOLOGY 2301***

A STUDENT SUPPLEMENTARY HANDBOOK

TO ACCOMPANY

## ***The Science of Psychology***

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# **WHAT TO KNOW ABOUT STUDYING PSYCHOLOGY**

## **TEXTBOOK**

To succeed in this course, you must have the appropriate textbook. There are several textbooks currently in use by instructors of PSYC 2301 at Houston Community College. Check your instructor's syllabus to be certain that you have the textbook s/he has specified.

## **THE PURPOSE OF THIS HANDBOOK**

At Houston Community College, PSYC 2301: Introduction to Psychology includes a core set of topics and concepts. This material is covered in all classes at all campuses and is tested in a comprehensive final examination at the end of the course. This Supplementary Handbook is intended as a guide to the specific concepts, terms, and objectives representing the core topics that will be covered on the departmental final exam. You are encouraged to use this Supplementary Handbook as your guide to prepare for the final exam by responding to the Learning Objectives and defining the Key Terms.

## **CLASS PREPARATION AND STUDY GUIDELINES**

The study of psychology is not hard, but there is a lot of material to learn. Students are expected to keep up with all of the assigned reading. You should understand the material and be able to relate it to real human behavior. The information presented below is designed to help you learn the subject by providing the kinds of study hints you can employ successfully in any college class you take.

## **HOW MUCH TIME SHOULD I SPEND STUDYING PSYCHOLOGY?**

To be successful, a good guideline for any college class of the amount of time you need to invest outside of class is two hours for each hour you spend in class. If you can make this commitment, you should encounter no serious problems in completing all assignments and preparing comfortably for tests. You should spend your time doing the following:

### ***Read Ahead***

The best starting place is the Course Schedule in your syllabus. It will specify the material that needs to be covered in the sequence deemed most appropriate by your instructor. You should always maintain a disciplined reading schedule so that you can stay current with assigned readings; falling behind in your reading can be disastrous. You should read ahead all the material that will be covered in the next class. This reading will acquaint you with the Learning Objective Questions and the Key Terms that will be covered in class. With this knowledge, you will be prepared to ask questions and discuss relevant topics.

### ***Read Effectively***

Create a comfortable reading environment for yourself. Avoid distractions and interruptions. Be alert and attentive. Don't rush yourself. These "little things" will increase your comprehension of the subject. Use your *Supplementary Handbook* as a

guide for your reading. Keep a dictionary by your side to look up any unfamiliar words. Remember, as in sports, music, dance, or other arts, learning takes time and effort; the more you put in, the more you will get out of the learning process.

### **SHOULD I ATTEND CLASS?**

Studies indicate that students who attend their classes do better than students who do not attend. In class, you will not only cover important course-related information, but, additionally, announcements will be made, due dates assigned, and study suggestions offered. In college, you are largely responsible for your own learning. Your instructor is a facilitator. Use class time to ask questions, seek clarification, and participate in discussions. The more involved you are in your own learning, the more fruitful the activity will be, and the more you will learn.

### **WHAT SHOULD I DO DURING CLASS TIME?**

There are several things you can do to improve your chances of being successful in your class. You are in control of all of them, so do the following things to maximize the benefits of being in class.

#### ***Be On Time***

The start of class is an important time. Be prepared to take notes, participate, or take a test. Tardiness is disruptive to you and your classmates.

#### ***Take Good Notes***

Good note taking keeps your mind focused on the subject being discussed. Attentiveness should lead to better comprehension. Note taking provides you with documentation about what the instructor feels is the most relevant, important, difficult, or interesting information about a subject. You should couple your notes with related text material for a comprehensive understanding of the subject. Use your notes to prepare for assignments and tests. Make sure your notes are legible, thorough, and organized.

#### ***Participate in Class Discussions***

Whenever you have the opportunity to participate, do so! Show off what you have learned, but do it in a way that contributes to a positive learning environment for you and your classmates. Be involved in the learning process. Ask relevant questions. Offer insights. Give examples. Participation should be constructive and fun.

#### ***Get to Know Your Classmates***

Together you can do several things that enhance learning. Every time you explain a concept to someone else, you increase your understanding of the material. You can share ideas and information. You can check each other to make sure you are learning the material. You can “bounce” ideas around. You can study together in advance of tests. If you miss a class, you’ll know someone who will share notes with you or who can tell you about up-coming assignments or tests.

*You are special because you chose to pursue higher learning.  
Invest in yourself and you should be successful!*

**The Science of Psychology**  
**Laura A. King**  
**LEARNING OBJECTIVES and KEY TERMS**  
**For the FINAL EXAMINATION**

Students are responsible for the following learning objectives and key terms for the comprehensive departmental final exam. Learning objectives and key terms not included in this list will not be tested on the Final Exam.

<b>I. INTRODUCTION (CH. 1 &amp; 2)</b>		
<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Pages</i>
<b>1. Define psychology</b>	<b>psychology</b>	<b>4</b>
<b>2. Define the scientific method and explain how it is used in psychology.</b>	<b>Scientific method</b>	<b>26-30</b>
<b>3. Describe the major schools of thought and theoretical perspectives in psychology.</b>	<b>Biological psychology</b>	<b>11-12</b>
	<b>Behaviorism</b>	<b>12</b>
	<b>Psychoanalysis (Psychodynamic)</b>	<b>12-13</b>
	<b>Humanistic psychology</b>	<b>13</b>
	<b>Cognitive psychology</b>	<b>13</b>
	<b>Evolutionary psychology</b>	<b>13-14</b>
<b>4. Define and explain the differences between the various descriptive research methods.</b>	<b>Sociocultural approach</b>	<b>14</b>
	<b>Naturalistic observation</b>	<b>30; 46</b>
	<b>Laboratory observations</b>	<b>30; 46</b>
	<b>Case study</b>	<b>31-32</b>
	<b>Survey</b>	<b>30-31</b>
<b>5. Define representative sample and explain why it is important.</b>	<b>Correlation</b>	<b>33-36</b>
	<b>Correlation coefficient</b>	<b>33</b>
	<b>Population</b>	<b>45</b>
<b>6. Describe the experimental method, state its advantages and disadvantages, and distinguish between independent and dependent variables.</b>	<b>Sample</b>	<b>45</b>
	<b>Representative sample</b>	<b>45,</b> <b>Addendum (1)</b>
	<b>Experimental method</b>	<b>37</b>
<b>7. Explain the rationale behind placebo-control experiments.</b>	<b>Hypothesis</b>	<b>27</b>
	<b>Random assignment</b>	<b>38</b>
	<b>Independent variable</b>	<b>38-39</b>
	<b>Dependent variable</b>	<b>39-40</b>
	<b>Experimental group</b>	<b>40</b>
	<b>Control group</b>	<b>40</b>
	<b>Experimenter bias</b>	<b>42</b>
<b>Placebo</b>	<b>43</b>	
<b>8. Outline the ethical standards that psychological researchers must follow.</b>	<b>Placebo effect</b>	<b>43</b>
	<b>Double-blind procedure</b>	<b>43</b>
		<b>52-54</b>

<b>9. Explain the difference between a psychologist and a psychiatrist.</b>	<b>Psychologist</b> <b>Psychiatrist</b>	<b>15</b> <b>15</b>
<b>II. BIOLOGY AND BEHAVIOR (CH. 3)</b>		
<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Pages</i>
<b>1. Identify the basic components of the neuron.</b>	<b>Neuron</b> <b>Dendrites</b> <b>Cell body</b> <b>Axon</b>	<b>65</b> <b>67</b> <b>67</b> <b>67</b>
<b>2. Identify the basic components of the synapse.</b>	<b>Synapse</b> <b>Synaptic gap</b>	<b>70</b> <b>70</b>
<b>3. Define the action potential and explain the processes that occur when a neuron is activated.</b>	<b>Resting potential</b> <b>Action potential</b>	<b>69</b> <b>69-70</b>
<b>4. Identify the major neurotransmitters and explain how neurotransmitters affect behavior.</b>	<b>Neurotransmitters</b> <b>Acetylcholine</b> <b>Norepinephrine</b> <b>Dopamine</b> <b>Serotonin</b> <b>Endorphins</b>	<b>70</b> <b>72</b> <b>72-73</b> <b>73</b> <b>73</b> <b>73</b>
<b>5. Identify the medulla, pons and cerebellum, and describe their functions</b>	<b>Brain stem</b> <b>Medulla</b> <b>Pons</b> <b>Cerebellum</b>	<b>78</b> <b>78</b> <b>78</b> <b>78-79</b>
<b>6. List the processes regulated by the hypothalamus.</b>	<b>Hypothalamus</b>	<b>81-82</b>
<b>7. Describe the limbic system, and list the responses and behaviors affected by it.</b>	<b>Limbic system</b> <b>Hippocampus</b> <b>Amygdala</b>	<b>80</b> <b>81</b> <b>81</b>
<b>8. Describe the components of the cerebrum and their functions.</b>	<b>Cerebrum</b> <b>Cerebral cortex</b> <b>Corpus callosum</b> <b>Cerebral hemispheres</b>	<b>Addendum (2)</b> <b>82</b> <b>87</b> <b>82; 86-87</b>
<b>9. Explain the functions of the frontal lobes.</b>	<b>Frontal lobes</b> <b>Motor cortex</b> <b>Association areas</b> <b>Broca's area</b> <b>Broca's aphasia</b>	<b>84</b> <b>85</b> <b>86</b> <b>86</b> <b>86</b>
<b>10. Describe various methods for studying the brain and its functions.</b>	<b>Electroencephalograph (EEG)</b> <b>Computerized axial tomography (CAT or CT scan)</b> <b>Positron emission tomography (PET scan)</b> <b>Magnetic resonance imaging (MRI)</b> <b>Functional magnetic resonance</b>	<b>75</b> <b>76</b> <b>76</b> <b>77</b> <b>77</b>

	<b>imaging (fMRI)</b>	
<b>11. Explain the difference between the central and the peripheral nervous systems.</b>	<b>Central nervous system</b>	<b>64</b>
	<b>Peripheral nervous system</b>	<b>64</b>
<b>12. Explain the functions of the sympathetic and parasympathetic nervous systems.</b>	<b>Sympathetic nervous system</b>	<b>64</b>
	<b>Parasympathetic nervous system</b>	<b>64</b>
	<b>Autonomic nervous system</b>	<b>64</b>
<b>13. Explain plasticity.</b>	<b>Plasticity</b>	<b>63; 91-92</b>
<b>14. What is the endocrine system? Describe the ways that the pituitary gland and adrenal glands affect behavior.</b>	<b>Endocrine system</b>	<b>90</b>
	<b>Hormones</b>	<b>90</b>
	<b>Pituitary gland</b>	<b>90</b>
	<b>Adrenal glands</b>	<b>90-91</b>
<b>fIII. LEARNING (CH. 6)</b>		
<b><i>Learning Objectives</i></b>	<b><i>Key Terms</i></b>	<b><i>Pages</i></b>
<b>1. Define and identify examples of learning.</b>	<b>learning</b>	<b>182</b>
<b>2. Explain the process through which classical conditioning modifies an organism's responses to stimuli.</b>	<b>Classical conditioning</b>	<b>183</b>
	<b>Unconditioned stimulus</b>	<b>184</b>
	<b>Unconditioned response</b>	<b>184</b>
	<b>Neutral stimulus</b>	<b>184-185</b>
	<b>Conditioned stimulus</b>	<b>184</b>
	<b>Conditioned response</b>	<b>184</b>
	<b>Stimulus generalization</b>	<b>186-187</b>
	<b>Stimulus discrimination</b>	<b>187</b>
	<b>Extinction (in classical conditioning)</b>	<b>188</b>
	<b>Spontaneous recovery</b>	<b>188</b>
<b>3. Summarize the contributions of Pavlov, Watson and Skinner to the study of learning.</b>		<b>184, 189, 193-194</b>
<b>4. Explain the process through which operant conditioning modifies an organism's responses to stimuli.</b>	<b>Operant conditioning</b>	<b>193</b>
	<b>Reinforcer</b>	<b>195</b>
	<b>Extinction</b>	<b>197</b>
	<b>Generalization</b>	<b>197</b>
	<b>Reinforcement</b>	<b>195</b>
	<b>Primary reinforcer</b>	<b>196</b>
	<b>Secondary reinforcer</b>	<b>196-197</b>
<b>5. Define shaping.</b>	<b>Shaping</b>	<b>194</b>
	<b>Successive approximations</b>	<b>194-195</b>
<b>6. Explain the difference between positive and negative reinforcement</b>	<b>Positive reinforcement</b>	<b>195-196</b>
	<b>Negative reinforcement</b>	<b>195-196</b>
<b>7. Define punishment and summarize the factors that influence its effectiveness.</b>	<b>Punishment by application (positive)</b>	<b>199-200</b>
	<b>Punishment by removal (negative)</b>	<b>199-200</b>

<b>8. Define behavior modification</b>	<b>Behavior modification Token economy</b>	<b>201-202 197</b>
<b>9. Define observational learning.</b>	<b>Observational learning Mirror neurons</b>	<b>202 66 (CH. 3)</b>
<b>IV. MEMORY (CH. 7)</b>		
<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Pages</i>
<b>1. Explain the information-processing approach to memory</b>	<b>Information processing approach Encoding Storage Retrieval</b>	<b>218 218-219 218, 222 218, 234</b>
<b>2. Describe the function and characteristics of short-term memory</b>	<b>Short-term memory Working memory</b>	<b>223 224-225</b>
<b>3. Describe the characteristics of long-term memory.</b>	<b>Long-term memory Declarative memory Semantic memory Episodic memory Nondeclarative memory Procedural memory</b>	<b>226 227 228 228 228-229 229-230</b>
<b>4. Explain the differences between recall, free recall, cued recall, and recognition measures of memory.</b>	<b>Recall Recognition</b>	<b>236 236</b>
<b>5. Explain the reasons for forgetting.</b>	<b>Encoding failure Decay theory Interference theory Motivated forgetting Retrieval failure</b>	<b>243 244-245 244 239 244</b>
<b>6. Describe the process of reconstructive memory</b>	<b>Eyewitness accounts</b>	<b>240-243</b>
<b>7. Explain the roles of schemas in memory.</b>	<b>Schema</b>	<b>231</b>
<b>8. Describe several techniques for improving memory</b>	<b>Mnemonics Elaborative rehearsal (elaboration) Self-references Visual imaginary Organization Overlearning Massed practice Spaced (distributed) practice</b>	<b>Addendum (3) 220-221 220 221 246-247 Addendum (4) Addendum (5) Addendum (6)</b>
<b>V. LIFESPAN DEVELOPMENT (CH. 9)</b>		
<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Pages</i>
<b>1. Explain the differences between cross-sectional and longitudinal</b>	<b>Cross-sectional design Longitudinal design</b>	<b>291 291</b>

research designs.		
2. List the characteristics of the three stages of prenatal development.	Zygote Germinal period Embryonic period Fetal period	293 293 293 294
3. Explain the effects of teratogens and other negative factors on prenatal development.	Teratogen Fetal alcohol (spectrum) syndrome	294 294
4. Describe the relationship between contact comfort and attachment.	Attachment Separation anxiety Stranger anxiety	305 Addendum (7) Addendum (8)
5. Explain the differences between the secure, anxious-ambivalent, avoidant, and disorganized patterns of attachment.	Secure attachment Anxious-ambivalent Avoidant Disorganized	305 305 305 Addendum (9)
6. Explain the differences between the social-cognitive and gender schema theory explanations of gender role development.	Sex Gender identity Sexual orientation	358 359 376 (CH. 11)
7. Describe the process of cognitive development according to Piaget.	Schemes (schemas) Assimilation accommodation	298 298 298
8. Summarize the characteristics of Piaget's four stages of cognitive development.	Sensorimotor stage Object permanence Preoperational stage Egocentrism Concrete operational stage Conservation Formal operational stage	298-299 299 299-300 300 299, 300 300 299, 300-301
9. Summarize the characteristics of Erikson's eight stages of psychosocial development.	Trust/ mistrust Autonomy/ shame & doubt Initiative/guilt Industry/inferiority Identity/role confusion Intimacy/isolation Generativity/stagnation Ego integrity/despair	307-308 307-308 307-308 307-308 309, 313 309, 320 309, 320 309, 321 Addendum (Table A)
10. Explain the effects of authoritarian, authoritative, and permissive parenting styles on children's development.	Authoritarian style Authoritative style Permissive style	308-309 309 309
11. Explain Kohlberg's levels and stages of moral development	Preconventional level & stages Conventional level & stages Postconventional level & stages	310 Addendum (Table B)
12. Describe the symptoms and	Dementia	Addendum



proposed causes of Alzheimer's disease	Alzheimer's disease	
<b>VI. PERSONALITY (CH. 12)</b>		
<i>Learning Objective</i>	<i>Key Terms</i>	<i>Pages</i>
<b>1. Define personality.</b>	<b>Personality</b>	<b>396</b>
<b>2. Describe the processes that take place in the conscious, preconscious, and unconscious mind.</b>	<b>Conscious Preconscious unconscious</b>	<b>396-397 Addendum (10) 396-397</b>
<b>3. Define and identify the functions of the id, ego, and superego.</b>	<b>Id Ego Superego</b>	<b>397-398 397-398 397-398</b>
<b>4. Explain the purpose of defense mechanisms in Freud's theory.</b>	<b>Defense mechanism Repression Projection Displacement Reaction formation Regression Denial</b>	<b>398-399 398 398-399 398 398-399 398 398</b>
<b>5. Summarize the basic assumptions associated with Freud's psychosexual stages.</b>	<b>Psychosexual stages</b>	<b>399-400</b>
<b>6. Explain the Big Five personality traits.</b>	<b>Trait Big Five</b>	<b>406-407 407-409</b>
<b>7. Explain the views of humanistic theorists regarding personality.</b>	<b>Humanistic psychology</b>	<b>403-405</b>
<b>8. Explain the views of Abraham Maslow on self-actualization.</b>	<b>Hierarchy of needs  Self-actualization</b>	<b>336-337 (CH. 10) 403-404</b>
<b>9. Explain Bandura's social-cognitive view of personality.</b>	<b>Social cognitive Self-efficacy Reciprocal determinism</b>	<b>414-415 415 414</b>
<b>10. Describe the evidence for and against the view that personality is inherited.</b>	<b>Behavior genetics</b>	<b>420</b>
<b>11. Explain the differences between objective (self-report inventory) and projective personality test.</b>	<b>Self-report inventory Projective test</b>	<b>421-422 422-423</b>
<b>VII. STRESS AND HEALTH (CH. 17)</b>		
<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Pages</i>
<b>1. Describe the stages of the General Adaptation Syndrome (GAS).</b>	<b>General Adaptation syndrome (GAS) Alarm stage</b>	<b>571 571 571</b>

	Resistance stage Exhaustion stage	571
2. Describe the features of post-traumatic stress disorder (PTSD).	Post-traumatic stress disorder	511 (CH. 15)
3. Explain the differences between problem-focused and emotion-focused coping.	Problem-focused coping Emotion-focused coping	574 574
4. Explain the purpose and structure of the Social Readjustment Rating Scale (SRRS.)	Social Readjustment Rating Scale (SRRS)	Addendum (12)
5. Describe the impact of daily hassles on stress and health.	Hassles	Addendum (13)
6. Describe the effects of stress on the immune system.	Biopsychosocial model Health psychology psychoneuroimmunology	562 562 572
7. List the factors that influence individual capacity for resisting the effects of stress.	Resilience Social support Hardiness Meditation Biofeedback	351 CH. 10 568 575 176-178 (CH.5) Addendum (14)

## VIII. PSYCHOLOGICAL DISORDERS (CH. 15)

<i>Learning Objectives</i>	<i>Key Terms</i>	<i>Pages</i>
1. List the criteria for abnormal behavior	Deviation for social/cultural norms Maladaptive/dysfunctional behaviors Personal distress	500 500 500
2. Describe the purpose, organization, and content of the DSM-5.	DSM-5	502-504
3. Define and describe the group of disorders called “anxiety disorders.”	Generalized anxiety disorder Panic disorder Specific phobias Social anxiety disorder Agoraphobia	506 507 508 508-509 Addendum (15)
4. Describe the features of obsessive-compulsive disorders.	Obsessive-compulsive disorders	509
5. Describe the characteristics of dissociative identity disorder.	Dissociative identity disorder	516-517
6. Describe the features of schizophrenia.	schizophrenia	517-518
7. List the possible causes of schizophrenia.		518-520
8. Describe the features of major depression.	Major depressive disorder	511-512
9. Summarize the features of bipolar	Bipolar disorder	514-515

<b>disorder.</b>	<b>Mania (manic episode)</b>	
<b>10. Summarize the risk factors for suicide.</b>		<b>524-526</b>
<b>11. Summarize the features of the personality disorders.</b>	<b>Personality disorders</b>	<b>521</b>
	<b>Antisocial personality</b>	<b>521-523</b>
	<b>Paranoid personality</b>	<b>521</b>
	<b>Borderline personality</b>	<b>523-524</b>
	<b>Narcissistic personality</b>	<b>521</b>
<b>IX. Therapies (CH. 16)</b>		
<b><i>Learning Objectives</i></b>	<b><i>Key Terms</i></b>	<b><i>Pages</i></b>
<b>1. Summarize the various approaches to therapy.</b>	<b>Psychoanalysis</b>	<b>539-540</b>
	<b>Client-centered (person-centered) therapy</b>	<b>540</b>
	<b>Behavior therapy</b>	<b>540-542</b>
	<b>Cognitive therapy</b>	<b>542-544</b>
	<b>Biomedical (biological) therapy</b>	<b>546-551</b>
		<b>545</b>
		<b>Addendum (Table C)</b>

## ADDENDUM:

### Supplementary list of definitions for the key terms

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

#### I. INTRODUCTION

1. **Representative Sample:** a sample consists of the important subgroups (e.g., age, sex, education, income) in the same proportion as they are found in the population.

#### II. BIOLOGY AND BEHAVIOR

2. **Cerebrum:** The large, rounded structure of the brain occupying most of the cranial cavity, divided into two cerebral hemispheres that are joined at the bottom by the corpus callosum. It controls and integrates motor, sensory, and higher mental functions, such as thought, reason, emotion, and memory.

#### III. LEARNING

#### IV. MEMORY

3. **Mnemonic (Devices):** Strategies that can improve memory, especially for material that is not easily organized.
4. **Overlearning:** Continue to study the materials after you think you know them.
5. **Massed Practice:** Time spent learning is grouped (or massed) into long, unbroken Intervals (also known as cramming).
6. **Spaced (or Distributed) Practice:** Learning in short practice sessions with rest periods in between.
7. **Dementia:** Age-related cognitive deterioration characterized by impaired memory and intellect
8. **Alzheimer's Disease:** Type of dementia caused by degeneration of brain cells (neurofibrillary tangles) characterized by progressive, irreversible, gradual deterioration of memory, reasoning, language, and physical functioning

#### V. LIFESPAN DEVELOPMENT

9. **Separation Anxiety:** An infant's distress when a familiar caregiver leaves; most obvious between 9 and 14 months.
10. **Stranger Anxiety (or Wariness):** An infant's expression of concern – a quiet stare, clinging to a familiar person, or sadness – when a stranger appears.
11. **Disorganized Attachment:** Infant may show distress when mother leaves and alternate between happiness, indifference, and anger when mother returns; often look away from mother or look at her with expressionless face.
12. **Gender Schema Theory:** gender role information learned from environment serves as schema for judging gender-related behavior of self and others; desire to maintain self-esteem directs child toward culturally defined gender roles

## VI. PERSONALITY

13. **Preconscious:** Consists of things that a person is not currently aware of, but could be retrieved or brought into consciousness if desired or needed.

## VII. STRESS AND HEALTH

14. **Social Readjustment Rating Scale (SRRS):** The scale was developed by Holmes and Rahe to measure stress by ranking different life events from most to least stressful and assigning a point value to each event. Life events, negative or positive, that produce the greatest life changes and require the greatest adaptation are considered the most stressful. The 43 life events on the SRRS range from death of a spouse (100 points) to getting a traffic ticket (11 points).
15. **Hassles:** Small problems of daily living that can accumulate and sometimes become a major source of stress.
16. **Biofeedback:** An involuntary bodily process (such as blood pressure or heart rate) is recorded by an external monitoring device, and the information is fed back to an organism to increase voluntary control over the bodily function.

## VIII. PSYCHOLOGICAL DISORDERS

17. **Agoraphobia:** An extreme fear of venturing into public places. Agoraphobia often develops following a panic attack. People with agoraphobia fear being in places from which they cannot easily escape. In severe cases, they may refuse to leave their home because this is the only place they feel safe.

**V. LIFESPAN DEVELOPMENT**

**TABLE A:**

**ERIKSON'S PSYCHOSOCIAL STAGES ("Eight Stages of (Hu)Man")**

(Table Created by Dr. Joanne Hsu)

Stage	Age	Significant others	Main task (Basic Virtue)	Conditions favoring positive resolution
1. Trust vs. Mistrust	Infancy Birth-1 year	Parents (especially mother)	Lifelong sense of trust ("Hope")	Good quality of care (consistency and regularity in care)
2. Autonomy vs. Shame & Doubt	Early Childhood 1 - 3 years	Parents	Sense of independence ("Will")	Parenting-patience, tolerance, firmness, no over-protection.
3. Initiative vs. Guilt	Middle Childhood 3 -6 years	Parents	Self starting Self guidance ("Purpose")	Parenting- same as in second stage
4. Industry vs. Inferiority	Elementary School years 6 -11 years	Parents Teachers	Sense of achievement (doing projects, making things) ("Competence")	Encouraging good efforts, giving positive feedback.
5. Identity vs. Role Confusion	Adolescence (11 - 18-22 years)	Parents Teachers Peers	Identity - "Who am I?" making choices. Lifelong process ("Fidelity")	Freedom to explore options in life.
6. Intimacy vs. Isolation	Young Adulthood (22 - 35 years)	Mate, Intimate friends	Searching for "soul mate" ("Love")	Prerequisite- Sense of identity
7. Generativity vs. Stagnation	Middle Adulthood (35 - 65 years)	Next generation	To help and guide next generation ("Care")	Having made good decisions in previous stages
8. Ego integrity vs. despair	Late Adulthood (65 years - death)	Mankind	Reflection of one's life ("Wisdom")	Having made good decisions in previous stages



**V. LIFESPAN DEVELOPMENT**

**TABLE B:  
KOHLEBERG'S LEVELS AND STAGES OF MORAL DEVELOPMENT**

LEVELS	STAGES
<p><b>Preconventional</b></p> <p>Moral judgements based on punishments and rewards.</p>	<p><b>Stage 1:</b> Right and wrong determined by punishment; anything that is punished is wrong; anything that is not punished is acceptable.</p>
	<p><b>Stage 2:</b> Right and wrong determined by rewards; anything that results in a reward for oneself is morally acceptable.</p>
<p><b>Conventional</b></p> <p>Moral judgements based on social concerns.</p>	<p><b>Stage 3:</b> Right and wrong determined by social approval and group norms; anything that is accepted by one's own group and results in approval from them is morally acceptable; anything the group condemns is morally unacceptable.</p>
	<p><b>Stage 4:</b> Right and wrong determined by need for social order based on laws that apply to all individuals and groups; whatever is legal is morally acceptable; whatever is illegal is morally unacceptable.</p>
<p><b>Postconventional</b></p> <p>Moral judgements based on beliefs about the relationship of individual and societal priorities and rights.</p>	<p><b>Stage 5:</b> Right and wrong based on the need to balance individual rights against society's need for laws and order as well as the principle of the greatest good for the greatest number; whatever is legal is acceptable as long as it doesn't violate a fundamental individual right; laws that violate individual rights must be overturned; individuals can justifiably break laws that violate individual rights but must recognize society's need to enforce its laws.</p>
	<p><b>Stage 6:</b> Right and wrong based on universal ethical principles; violation of universal principles cannot be justified in terms of the greatest good for the greatest number; universal principles apply to all societies.</p>

(Table Created by Dr. Denise Boyd)



**IX: THERAPIES**

**TABLE C:  
Perspectives on the causes and treatment of psychological disorders**

<b>Perspective</b>	<b>Cause</b>	<b>Treatment</b>
<b>Psychodynamic (Psychoanalytical)</b>	Fixation (early childhood) unresolved unconscious conflict, breakdown of ego defense mechanisms	Psychoanalysis (free association, dream analysis, analyzing resistance, analyzing transference, interpretation) (p. 539)
<b>Humanistic</b>	Blocking of normal tendency toward growth and self actualization	Person-center (or Client- centered therapy) (Empathy, unconditional positive regard, congruence (genuineness), active listening) (pp. 540)
<b>Behavioral</b>	Learned by - classical conditioning, or - reinforcement, or - observation and modeling	Behavior Therapy (Exposure therapy using systematic desensitization procedure, token economy, modeling, etc.) (pp. 540-542)
<b>Cognitive</b>	Faulty, irrational, negative and self-defeating thinking	Beck's Cognitive Therapy, Cognitive restructuring (pp. 542-544)
<b>Cognitive- Behavioral</b>	Combination of Learned maladaptive behavior and negative thinking pattern	Cognitive Behavior Therapy (CBT) ("problem focused" and "action oriented", specific strategies are used to address specific problems.) (pp. 543-544)
<b>Biological (Diathesis-Stress Model)</b>	Hereditary factors, malfunctioning of the nervous system or body's biochemistry	Biomedical Therapies (Psychopharmacology or drug therapies, Electroconvulsive Therapy (ECT), transcranial magnetic stimulation (TMS) and psychosurgery.) (pp. 546-551)

(Table Created by Dr. Joanne Hsu)