

# Chapter Objectives AP Psychology Spring 2012

## Chapter 1 Objectives: Thinking Critically With Psychological Science

After completing their study of this chapter, students should be able to:

1. Describe hindsight bias, and explain how it can make research findings seem like mere common sense.
2. Describe how overconfidence contaminates our everyday judgments.
3. Explain how the scientific attitude encourages critical thinking.
4. Describe how psychological theories guide scientific research.
5. Identify an advantage and a disadvantage of using case studies to study behavior and mental processes.
6. Identify the advantages and disadvantages of using surveys to study behavior and mental processes, and explain the importance of wording effects and random sampling.
7. Identify an advantage and a disadvantage of using naturalistic observation to study behavior and mental processes.
8. Describe positive and negative correlations, and explain how correlational measures can aid the process of prediction.
9. Explain why correlational research fails to provide evidence of cause-effect relationships.
10. Describe how people form illusory correlations.
11. Explain the human tendency to perceive order in random sequences.
12. Explain how experiments help researchers isolate cause and effect.
13. Explain why the double-blind procedure and random assignment build confidence in research findings.
14. Explain the difference between an independent and a dependent variable.
15. Explain the importance of statistical principles, and give an example of their use in everyday life.
16. Explain how bar graphs can misrepresent data.
17. Describe the three measures of central tendency, and tell which is most affected by extreme scores.
18. Describe two measures of variation.
19. Identify three principles for making generalizations from samples.
20. Explain how psychologists decide whether differences are meaningful.
21. Explain the value of simplified laboratory conditions in discovering general principles of behavior.
22. Discuss whether psychological research can be generalized.
23. Explain why psychologists study animals, and discuss the ethics of experimentation with both animals and humans.
24. Describe how personal values can influence psychologists' research and its application, and discuss psychology's potential to manipulate people.

## CHAPTER 2 OBJECTIVES: Neuroscience and Behavior

After students have completed their study of this chapter, they should be able to:

1. Explain why psychologists are concerned with human biology, and describe the ill-fated phrenology theory.
2. Explain how viewing each person as a biopsychosocial system helps us understand human behavior, and discuss why researchers study other animals in search of clues to human neural processes.
3. Describe the parts of a neuron, and explain how its impulses are generated.
4. Describe how nerve cells communicate.
5. Explain how neurotransmitters affect behavior, and outline the effects of acetylcholine and the endorphins.
6. Explain how drugs and other chemicals affect neurotransmission, and describe the contrasting effects of agonists and antagonists.
7. Describe the nervous system's two major divisions, and identify the three types of neurons that transmit information through the system.
8. Identify the subdivisions of the peripheral nervous system, and describe their functions.
9. Contrast the simplicity of the reflex pathways with the complexity of neural networks.
10. Describe the nature and functions of the endocrine system and its interaction with the nervous system.
11. Describe several techniques for studying the brain.
12. Describe the components of the brainstem, and summarize the functions of the brainstem, thalamus, and cerebellum.
13. Describe the structures and functions of the limbic system, and explain how one of these structures controls the pituitary gland.
14. Define cerebral cortex, and explain its importance to the human brain.
15. Identify the four lobes of the cerebral cortex.
16. Summarize some of the findings on the functions of the motor cortex and the sensory cortex, and discuss the importance of the association areas.
17. Describe the five brain areas that would be involved if you read this sentence aloud.
18. Discuss the brain's plasticity following injury or illness.
19. Describe split-brain research, and explain how it helps us understand the functions of our left and right hemispheres.
20. Discuss the relationships among brain organization, handedness, and mortality.

## CHAPTER 3 OBJECTIVES: Nature, Nurture, and Human Diversity

After students have completed their study of this chapter, they should be able to:

1. Give examples of differences and similarities within the human family.
2. Describe the types of questions that interest behavior geneticists.
3. Define chromosome, DNA, gene, and genome, and describe their relationships.
4. Explain how identical and fraternal twins differ, and cite ways that behavior geneticists use twin studies to understand the effects of environment and heredity.
5. Cite ways that behavior geneticists use adoption studies to understand the effects of environment and heredity.
6. Discuss how the relative stability of our temperament illustrates the influence of heredity on development.
7. Discuss heritability's application to individuals and groups, and explain what we mean when we say genes are self-regulating.
8. Give an example of a genetically influenced trait that can evoke responses in others, and give another example of an environment that can trigger gene activity.
9. Identify the potential promise and perils of molecular genetics research.
10. Describe the area of psychology that interests evolutionary psychologists.
11. State the principle of natural selection, and point out some possible effects of natural selection in the development of human characteristics.
12. Identify some gender differences in sexuality.
13. Describe evolutionary explanations for gender differences in sexuality.
14. Summarize the criticisms of evolutionary explanations of human behaviors, and describe the evolutionary psychologists' responses to these criticisms.
15. Describe some of the conditions that can affect development before birth.
16. Describe how experience can modify the brain.
17. Explain why we should be careful in attributing children's successes and failures to their parents' influence.
18. Evaluate the importance of peer influence on development.
19. Discuss the survival benefits of culture.
20. Describe some ways that cultures differ.
21. Explain why changes in the human gene pool cannot account for culture change over time.
22. Identify some ways a primarily individualist culture differs from a primarily collectivist culture, and compare their effects on personal identity.
23. Describe some ways that child-rearing differs in individualist and collectivist cultures.
24. Describe some ways that humans are similar, despite their cultural differences.
25. Identify some biological and psychological differences between males and females.
26. Summarize the gender gap in aggression.
27. Describe some gender differences in social power.

28. Discuss gender differences in connectedness, or the ability to “tend and befriend.”
29. Explain how biological sex is determined, and describe the role of sex hormones in biological development and gender differences.
30. Discuss the relative importance of environment on the development of gender roles, and describe two theories of gender-typing.
31. Describe the biopsychosocial approach to development.

## CHAPTER 4 OBJECTIVES: Developing Through the Life Span

After completing their study of this chapter, students should be able to:

1. State the three areas of change that developmental psychologists study, and identify the three major issues in developmental psychology.
2. Describe the union of sperm and egg at conception.
3. Define zygote, embryo, and fetus, and explain how teratogens can affect development.
4. Describe some abilities of the newborn, and explain how researchers use habituation to assess infant sensory and cognitive abilities.
5. Describe some developmental changes in a child's brain, and explain why maturation accounts for many of our similarities.
6. Outline four events in the motor development sequence from birth to toddlerhood, and evaluate the effects of maturation and experience on that sequence.
7. Explain why we have few memories of experiences during our first three years of life.
8. State Piaget's understanding of how the mind develops, and discuss the importance of assimilation and accommodation in this process.
9. Outline Piaget's four main stages of cognitive development, and comment on how children's thinking changes during these four stages.
10. Discuss psychologists' current views on Piaget's theory of cognitive development.
11. Define stranger anxiety.
12. Discuss the effects of nourishment, body contact, and familiarity on infant social attachment.
13. Contrast secure and insecure attachment, and discuss the roles of parents and infants in the development of attachment and an infant's feelings of basic trust.
14. Assess the impact of parental neglect, family disruption, and day care on attachment patterns and development.
15. Trace the onset and development of children's self-concept.
16. Describe three parenting styles, and offer three potential explanations for the link between authoritative parenting and social competence.
17. Define adolescence.
18. Identify the major physical changes during adolescence.
19. Describe the changes in reasoning abilities that Piaget called formal operations.
20. Discuss moral development from the perspectives of moral thinking, moral feeling, and moral action.
21. Identify Erikson's eight stages of psychosocial development and their accompanying issues.
22. Explain how the search for identity affects us during adolescence, and discuss how forming an identity prepares us for intimacy.
23. Contrast parental and peer influences during adolescence.
24. Discuss the characteristics of emerging adulthood.
25. Identify the major physical changes that occur in middle adulthood.
26. Compare life expectancy in the mid-twentieth and early twenty-first centuries, and discuss changes in sensory abilities and health (including frequency of dementia) in older adults.
27. Assess the impact of aging on recall and recognition in adulthood.

28. Summarize the contributions of cross-cultural and longitudinal studies to our understanding of the normal effects of aging on adult intelligence.
29. Explain why the path of adult development need not be tightly linked to one's chronological age.
30. Discuss the importance of love, marriage, and children in adulthood, and comment on the contribution of one's work to feelings of self-satisfaction.
31. Describe trends in people's life satisfaction across the life span.
32. Describe the range of reactions to the death of a loved one.
33. Summarize current views on continuity versus stages and stability versus change in lifelong development.

## CHAPTER 5 OBJECTIVES: Sensation

After completing their study of this chapter, students should be able to:

1. Contrast sensation and perception, and explain the difference between bottom-up and top-down processing.
2. Distinguish between absolute and difference thresholds, and discuss whether we can sense stimuli below our absolute threshold and be influenced by them.
3. Describe sensory adaptation, and explain how we benefit from being unaware of unchanging stimuli.
4. Define transduction, and specify the form of energy our visual system converts into the neural messages our brain can interpret.
5. Describe the major structures of the eye, and explain how they guide an incoming ray of light toward the eye's receptor cells.
6. Contrast the two types of receptor cells in the retina, and describe the retina's reaction to light.
7. Discuss the different levels of processing that occur as information travels from the retina to the brain's cortex.
8. Define parallel processing, and discuss its role in visual information processing.
9. Explain how the Young-Helmholtz and opponent-process theories help us understand color vision.
10. Explain the importance of color constancy.
11. Describe the characteristics of the pressure waves we experience as sound.
12. Describe the three regions of the ear, and outline the series of events that triggers the electrical impulses sent to the brain.
13. Contrast place and frequency theories, and explain how they help us to understand pitch perception.
14. Describe how we pinpoint sounds.
15. Contrast the two types of hearing loss, and describe some of their causes.
16. Describe how cochlear implants function, and explain why Deaf culture advocates object to these devices.
17. Describe the sense of touch.
18. State the purpose of pain, and describe the biopsychosocial approach to pain.
19. Describe the sense of taste, and explain the principle of sensory interaction.
20. Describe the sense of smell, and explain why specific odors so easily trigger memories.
21. Distinguish between kinesthesia and the vestibular sense.

## CHAPTER 6 OBJECTIVES: Perception

After completing their study of this chapter, students should be able to:

1. Describe the interplay between attention and perception.
2. Explain how illusions help us to understand some of the ways we organize stimuli into meaningful perceptions.
3. Describe Gestalt psychology's contribution to our understanding of perception.
4. Explain the figure-ground relationship, and identify principles of perceptual grouping in form perception.
5. Explain the importance of depth perception, and discuss the contribution of visual cliff research to our understanding of this ability.
6. Describe two binocular cues for perceiving depth, and explain how they help the brain to compute distance.
7. Explain how monocular cues differ from binocular cues, and describe several monocular cues for perceiving depth.
8. State the basic assumption we make in our perceptions of motion, and explain how those perceptions can be deceiving.
9. Explain the importance of perceptual constancy.
10. Describe the shape and size constancies, and explain how our expectations about perceived size and distance contribute to some visual illusions.
11. Discuss lightness constancy and its similarity to color constancy.
12. Describe the contribution of restored-vision and sensory deprivation research in our understanding of the nature nurture interplay in our perceptions.
13. Explain how the research on distorting goggles increases our understanding of the adaptability of perception.
14. Define perceptual set, and explain how it influences what we do or do not perceive.
15. Explain why the same stimulus can evoke different perceptions in different contexts.
16. Describe the role human factors psychologists play in creating user-friendly machines and work settings.
17. Identify the three most testable forms of ESP, and explain why most research psychologists remain skeptical of ESP claims.



## CHAPTER 7 OBJECTIVES: States of Consciousness

After completing their study of this chapter, students should be able to:

1. Discuss the history of psychology's study of consciousness, and contrast conscious and unconscious information processing.
2. Distinguish four types of biological rhythms, and give an example of each.
3. Describe the cycle of our circadian rhythm, and identify some events that can disrupt this biological clock.
4. List the stages of the sleep cycle, and explain how they differ.
5. Explain why sleep patterns and duration vary from person to person.
6. Discuss several risks associated with sleep deprivation.
7. Identify four theories of why we sleep.
8. Identify the major sleep disorders.
9. Describe the most common content of dreams.
10. Compare the major perspectives on why we dream.
11. Define hypnosis, and note some similarities between the behavior of hypnotized people and that of motivated un hypnotized people.
12. Discuss the characteristics of people who are susceptible to hypnosis, and evaluate claims that hypnosis can influence people's memory, will, health, and perception of pain.
13. Give arguments for and against hypnosis as an altered state of consciousness.
14. Define psychoactive drug.
15. Discuss the nature of drug dependence, and identify three common misconceptions about addiction.
16. Name the main categories of psychoactive drugs, and list three ways these substances can interfere with neurotransmission in the brain.
17. Explain how depressants affect nervous system activity and behavior, and summarize the findings on alcohol use and abuse.
18. Identify the major stimulants, and explain how they affect neural activity and behavior.
19. Describe the physiological and psychological effects of hallucinogens, and summarize the effects of LSD and marijuana.
20. Discuss the biological, psychological, and social-cultural factors that contribute to drug use.
21. Describe the near-death experience and the controversy over whether it provides evidence for a mind-body dualism.

## CHAPTER 8 OBJECTIVES: Learning

After completing their study of this chapter, students should be able to:

1. Define learning, and identify two forms of learning.
2. Define classical conditioning and behaviorism, and describe the basic components of classical conditioning.
3. Describe the timing requirements for the initial learning of a stimulus-response relationship.
4. Summarize the processes of extinction, spontaneous recovery, generalization, and discrimination.
5. Discuss the survival value of generalization and discrimination.
6. Discuss the importance of cognitive processes in classical conditioning.
7. Describe some of the ways that biological predispositions can affect learning by classical conditioning.
8. Summarize Pavlov's contribution to our understanding of learning.
9. Describe some uses of classical conditioning to improve human health and well-being.
10. Identify the two major characteristics that distinguish classical conditioning from operant conditioning.
11. State Thorndike's law of effect, and explain its connection to Skinner's research on operant conditioning.
12. Describe the shaping procedure, and explain how it can increase our understanding of what nonverbal animals and babies can discriminate.
13. Compare positive and negative reinforcement, and give one example each of a primary reinforcer, a conditioned reinforcer, an immediate reinforcer, and a delayed reinforcer.
14. Discuss the strengths and weaknesses of continuous and partial (intermittent) reinforcement schedules, and identify four schedules of partial reinforcement.
15. Discuss the ways negative punishment, and positive punishment, and negative reinforcement differ, and list some drawbacks of punishment as a behavior-control technique.
16. Explain how latent learning and the effect of external rewards demonstrate that cognitive processing is an important part of learning.
17. Explain how biological predispositions place limits on what can be achieved with operant conditioning.
18. Describe the controversy over Skinner's views of human behavior.
19. Describe some ways to apply operant conditioning principles at school, in sports, and at home.
20. Identify the major similarities and differences between classical and operant conditioning.
21. Describe the process of observational learning, and explain the importance of the discovery of mirror neurons.
22. Describe Bandura's findings on what determines whether we will imitate a model.
23. Discuss the impact of prosocial modeling.
24. Explain why correlations cannot prove that watching violent TV causes violent behavior, and cite some experimental evidence that helps demonstrate a cause-effect link.

## CHAPTER 9 OBJECTIVES: Memory

After completing their study of this chapter, students should be able to:

1. Define memory, and explain how flashbulb memories differ from other memories.
2. Describe Atkinson-Shiffrin's classic three-stage processing model of memory, and explain how the contemporary model of working memory differs.
3. Describe the types of information we encode automatically.
4. Contrast effortful processing with automatic processing, and discuss the next-in-line effect, the spacing effect, and the serial position effect.
5. Compare the benefits of visual, acoustic, and semantic encoding in remembering verbal information, and describe a memory-enhancing strategy related to the self-reference effect.
6. Explain how encoding imagery aids effortful processing, and describe some memory-enhancing strategies that use visual encoding.
7. Discuss the use of chunking and hierarchies in effortful processing.
8. Contrast two types of sensory memory.
9. Describe the duration and working capacity of short-term memory.
10. Describe the capacity and duration of long-term memory.
11. Discuss the synaptic changes that accompany memory formation and storage.
12. Discuss some ways stress hormones can affect memory.
13. Distinguish between implicit and explicit memory, and identify the main brain structure associated with each.
14. Contrast the recall, recognition, and relearning measures of memory.
15. Explain how retrieval cues can help us access stored memories, and describe the process of priming.
16. Cite some ways that context can affect retrieval.
17. Describe the effects of internal states on retrieval.
18. Explain why we should value our ability to forget, and distinguish three general ways our memory fails us.
19. Discuss the role of encoding failure in forgetting.
20. Discuss the concept of storage decay, and describe Ebbinghaus' forgetting curve.
21. Contrast proactive and retroactive interference, and explain how they can cause retrieval failure.
22. Summarize Freud's concept of repression, and state whether this view is reflected in current memory research.
23. Explain how misinformation and imagination can distort our memory of an event.
24. Describe source amnesia's contribution to false memories.
25. List some differences and similarities between true and false memories.
26. Give arguments supporting and rejecting the position that very young children's reports of abuse are reliable.
27. Discuss the controversy over reports of repressed and recovered memories of childhood sexual abuse.

28. Explain how an understanding of memory can contribute to effective study techniques.

## CHAPTER 10 OBJECTIVES: Thinking and Language

After completing their study of this chapter, students should be able to:

1. Define cognition.
2. Describe the roles of categories, hierarchies, definitions, and prototypes in concept formation.
3. Compare algorithms and heuristics as problem-solving strategies, and explain how insight differs from both of them.
4. Contrast the confirmation bias and fixation, and explain how they can interfere with effective problem solving.
5. Contrast the representativeness and availability heuristics, and explain how they can cause us to underestimate or ignore important information.
6. Describe the drawbacks and advantages of overconfidence in decision making.
7. Describe how others can use framing to elicit from us the answers they want.
8. Discuss how our preexisting beliefs can distort our logic.
9. Describe the remedy for the belief perseverance phenomenon.
10. Describe the smart thinker's reaction to using intuition to solve problems.
11. Describe the basic structural units of a language.
12. Trace the course of language acquisition from the babbling stage through the two-word stage.
13. Discuss Skinner's and Chomsky's contributions to the nature-nurture debate over how children acquire language, and explain why statistical learning and critical periods are important concepts in children's language learning.
14. Summarize Whorf's linguistic determinism hypothesis, and comment on its standing in contemporary psychology.
15. Discuss the value of thinking in images.
16. List five cognitive skills shared by the great apes and humans.
17. Outline the arguments for and against the idea that animals and humans share the capacity for language.

## **CHAPTER 11 OBJECTIVES: Intelligence**

After completing their study of this chapter, students should be able to:

1. Discuss the difficulty of defining intelligence, and explain what it means to “reify intelligence.”
2. Present arguments for and against considering intelligence as one general mental ability.
3. Compare Gardner’s and Sternberg’s theories of intelligences.
4. Describe the four aspects of emotional intelligence, and discuss criticisms of this concept.
5. Identify the factors associated with creativity, and describe the relationship between creativity and intelligence.
6. Describe the relationship between intelligence and brain anatomy.
7. Discuss findings on the correlations between perceptual speed, neural processing speed, and intelligence.
8. Define intelligence test, and discuss the history of intelligence testing.
9. Distinguish between aptitude and achievement tests, and describe modern tests of mental abilities such as the WAIS.
10. Discuss the importance of standardizing psychological tests, and describe the distribution of scores in a normal curve.
11. Explain what it means to say that a test is reliable.
12. Explain what it means to say a test is valid, and describe two types of validity.
13. Describe the stability of intelligence scores over the life span.
14. Discuss the two extremes of the normal distribution of intelligence.
15. Discuss the evidence for the genetic contribution to individual intelligence, and explain what psychologists mean by the heritability of intelligence.
16. Discuss the evidence for environmental influences on individual intelligence.
17. Describe ethnic similarities and differences in intelligence test scores, and discuss some genetic and environmental factors that might explain them.
18. Describe gender differences in abilities.
19. Discuss whether intelligence tests are biased, and describe the stereotype threat phenomenon

## CHAPTER 12 OBJECTIVES: Motivation and Work

After completing their study of this chapter, students should be able to:

1. Define motivation as psychologists use the term today, and name four perspectives useful for studying motivated behavior.
2. Discuss the similarities and differences between instinct theory and the evolutionary perspective.
3. Explain how drive-reduction theory views human motivation.
4. Discuss the contribution of arousal theory to the study of motivation.
5. Describe Maslow's hierarchy of motives.
6. Describe the physiological determinants of hunger.
7. Discuss psychological and cultural influences on hunger.
8. Explain how the eating disorders anorexia nervosa and bulimia nervosa demonstrate the influence of psychological forces on physiologically motivated behavior.
9. Describe the human sexual response cycle, and discuss some causes of sexual disorders.
10. Discuss the impact of hormones on sexual motivation and behavior.
11. Describe the role of external stimuli and fantasies in sexual motivation and behavior.
12. Discuss some of the forces that influence teen pregnancy and teen attitudes toward contraception.
13. Describe trends in the spread of sexually transmitted infections.
14. Summarize current views on the number of people whose sexual orientation is homosexual, and discuss the research on environmental and biological influences on sexual orientation.
15. Discuss the place of values in sex research.
16. Describe the adaptive value of social attachments, and identify both healthy and unhealthy consequences of our need to belong.
17. Discuss the importance of flow, and identify the three subfields of industrial-organizational psychology.
18. Describe how personnel psychologists help organizations with employee selection, work placement, and performance appraisal.
19. Define achievement motivation, and explain why organizations would employ an I/O psychologist to help motivate employees and foster employee satisfaction.
20. Describe some effective management techniques.

## CHAPTER 13 OBJECTIVES: Emotion

After completing their study of this chapter, students should be able to:

1. Identify the three components of emotion, and contrast the James-Lange, Cannon-Bard, and two-factor theories of emotion.
2. Describe the role of the autonomic nervous system during emotional arousal.
3. Discuss the relationship between arousal and performance.
4. Name three emotions that involve similar physiological arousal.
5. Describe some physiological and brain-pattern indicators of specific emotions.
6. Explain how the spillover effect influences our experience of emotions.
7. Distinguish the two alternative pathways that sensory stimuli may travel when triggering an emotional response.
8. Describe some of the factors that affect our ability to decipher nonverbal cues.
9. Describe some gender differences in perceiving and communicating emotions.
10. Discuss the research on reading and misreading facial and behavioral indicators of emotion.
11. Discuss the culture-specific and culturally universal aspects of emotional expression, and explain how emotional expressions could enhance survival.
12. Discuss the facial feedback and behavior feedback phenomena, and give an example of each.
13. Name several basic emotions, and describe two dimensions psychologists use to differentiate emotions.
14. State two ways we learn our fears.
15. Discuss some of the biological components of fear.
16. Identify some common triggers and consequences of anger, and assess the catharsis hypothesis.
17. Describe how the feel-good, do-good phenomenon works, and discuss the importance of research on subjective well-being.
18. Discuss some of the daily and longer-term variations in the duration of emotions.
19. Summarize the findings on the relationship between affluence and happiness.
20. Describe how adaptation and relative deprivation affect our appraisals of our achievements.
21. Summarize the ways that we can influence our own levels of happiness.



## CHAPTER 14 OBJECTIVES: Stress and Health

After completing their study of this chapter, students should be able to:

1. Identify some behavior-related causes of illness and death, and describe health psychology's contribution to the field of behavioral medicine.
2. Discuss the role of appraisal in the way we respond to stressful events.
3. Describe the dual-track system by which our body responds to stress, and identify the three phases of the general adaptation syndrome.
4. Discuss the health consequences of catastrophes, significant life changes, and daily hassles.
5. Discuss the role of stress in causing coronary heart disease, and contrast Type A and Type B personalities.
6. Distinguish between a psychophysiological illness and hypochondriasis.
7. Describe the effect of stress on immune system functioning.
8. Discuss the findings on the link between stress and AIDS.
9. Discuss the findings on the link between stress and cancer.
10. Describe the impact of learning on immune system functioning.
11. Contrast problem-focused coping and emotion-focused coping.
12. Describe how a perceived lack of control can affect health.
13. Discuss the links among explanatory style, stress, and health.
14. Describe some of the ways that social support acts as a stress buffer.
15. Discuss the advantages of aerobic exercise as a technique for managing stress and fostering well-being.
16. Compare the benefits of biofeedback and relaxation training as stress-management techniques, and discuss meditation as a relaxation technique.
17. Discuss the correlation between religiosity and longevity, and offer some possible explanations for this link.
18. Explain why people smoke.
19. Discuss ways of helping smokers to quit smoking—or preventing young people from ever starting.
20. Discuss the adaptive advantages, and modern-day disadvantages, of a body that stores fat.
21. Describe some of the social effects of obesity.
22. Discuss some research findings on the role of heredity and environment in determining body weight.
23. Discuss the chances of success for an overweight person who wants to lose weight.

## CHAPTER 15 OBJECTIVES: Personality

After completing their study of this chapter, students should be able to:

1. Define personality.
2. Explain how Freud's experiences in private practice led to theory of psychoanalysis.
3. Discuss Freud's view of the mind as an iceberg, and explain how he used this image to represent conscious and unconscious regions of the mind.
4. Describe Freud's view of personality structure, and discuss the interactions of the id, ego, and superego.
5. Identify Freud's psychosexual stages of development, and describe the effects of fixation on behavior.
6. Describe the function of defense mechanisms, and identify six of them.
7. Contrast the views of the neo-Freudians and psychodynamic theorists with Freud's original theory.
8. Describe two projective tests used to assess personality, and discuss some criticisms of them.
9. Summarize psychology's current assessment of Freud's theory of psychoanalysis.
10. Summarize Abraham Maslow's concept of self-actualization, and explain how his ideas illustrate the humanistic perspective.
11. Discuss Carl Rogers' person-centered perspective, and explain the importance of unconditional positive regard.
12. Explain how humanistic psychologists assessed personality.
13. State the major criticisms of the humanistic perspective on personality.
14. Cite the main difference between the trait psychoanalytic perspectives on personality.
15. Describe some of the ways psychologists have attempted to compile a list of basic personality traits.
16. Explain how psychologists use personality inventories to assess traits, and discuss the most widely used inventory.
17. Identify the Big Five personality factors, and discuss some of the strengths of this approach to studying personality.
18. Summarize the person-situation controversy, and explain its importance as a commentary on the trait perspective.
19. Explain why psychologists are interested in the consistency of the trait of expressiveness.
20. Describe the social-cognitive perspective, and explain how reciprocal determinism illustrates that perspective.
21. Discuss the effects of a perception of internal or external control, and describe the concept of learned helplessness.
22. Discuss the link between performance and optimistic or pessimistic attributional style, and contrast positive psychology with humanistic psychology.
23. Explain why social-cognitive researchers assess behavior in realistic situations.
24. Summarize the criticisms of the social-cognitive perspective.
25. Explain why psychology has generated so much research on the self, and give three examples of current research on the self.
26. Give two alternative explanations for the positive correlation between low self-esteem and personal problems.
27. Discuss some ways that people maintain their self-esteem under conditions of discrimination or low status.
28. Discuss some evidence for self-serving bias, and contrast defensive and secure self-esteem.

## **CHAPTER 16 OBJECTIVES: Psychological Disorders**

After completing their study of this chapter, students should be able to:

1. Identify the criteria for judging whether behavior is psychologically disordered.
2. Contrast the medical model of psychological disorders with the biopsychosocial approach to disordered behavior.
3. Describe the goals and content of the DSM-IV.
4. Discuss the potential dangers and benefits of using diagnostic labels.
5. Define anxiety disorders, and explain how these conditions differ from normal feelings of stress, tension, or uneasiness.
6. Contrast the symptoms of generalized anxiety disorder and panic disorder.
7. Explain how a phobia differs from the fears we all experience.
8. Describe the symptoms of obsessive-compulsive disorder.
9. Describe the symptoms of post-traumatic stress disorder, and discuss survivor resiliency.
10. Discuss the contributions of the learning and biological perspectives to our understanding of the development of anxiety disorders.
11. Describe the symptoms of dissociative disorders, and explain why some critics are skeptical about dissociative identity disorder.
12. Define mood disorders, and contrast major depressive disorder and bipolar disorder.
13. Discuss the facts that an acceptable theory of depression must explain.
14. Summarize the contributions of the biological perspective to the study of depression, and discuss the link between suicide and depression.
15. Summarize the contributions of the social-cognitive perspective to the study of depression, and describe the events in the cycle of depression.
16. Describe the symptoms of schizophrenia, and differentiate delusions and hallucinations.
17. Distinguish the five subtypes of schizophrenia, and contrast chronic and acute schizophrenia.
18. Outline some abnormal brain chemistry, functions, and structures associated with schizophrenia, and discuss the possible link between prenatal viral infections and schizophrenia.
19. Discuss the evidence for a genetic contribution to the development of schizophrenia.
20. Describe some psychological factors that may be early warning signs of schizophrenia in children.
21. Contrast the three clusters of personality disorders, and describe the behaviors and brain activity associated with antisocial personality disorder.
22. Discuss the prevalence of psychological disorders, and summarize the findings on the link between poverty and serious psychological disorders.

## CHAPTER 17 OBJECTIVES: Therapy

After completing their study of this chapter, students should be able to:

1. Discuss some ways that psychotherapy, biomedical therapy, and an eclectic approach to therapy differ.
2. Define psychoanalysis, and discuss the aims of this form of therapy. 3. Describe some of the methods used in psychoanalysis, and list some criticisms of this form of therapy.
4. Contrast psychodynamic therapy and interpersonal therapy with traditional psychoanalysis.
5. Identify the basic characteristics of the humanistic therapies, and describe the specific goals and techniques of Carl Rogers' client-centered therapy.
6. Explain how the basic assumption of behavior therapy differs from those of traditional psychoanalytic and humanistic therapies.
7. Define counterconditioning, and describe the techniques used in exposure therapies and aversive conditioning.
8. State the main premise of therapy based on operant conditioning principles, and describe the views of proponents and critics of behavior modification.
9. Contrast cognitive therapy and cognitive-behavior therapy, and give some examples of cognitive therapy for depression.
10. Discuss the rationale and benefits of group therapy, including family therapy.
11. Explain why clients tend to overestimate the effectiveness of psychotherapy.
12. Give some reasons why clinicians tend to overestimate the effectiveness of psychotherapy, and describe two phenomena that contribute to clients' and clinicians' misperceptions in this area.
13. Describe the importance of outcome studies in judging the effectiveness of the psychotherapies, and discuss some of these findings.
14. Summarize the findings on which psychotherapies are most effective for specific disorders.
15. Evaluate the effectiveness of eye movement desensitization and reprocessing (EMDR) and light exposure therapies.
16. Describe the three benefits attributed to all psychotherapies.
17. Discuss the role of values and cultural differences in the therapeutic process.
18. Define psychopharmacology, and explain how double-blind studies help researchers evaluate a drug's effectiveness.
19. Describe the characteristics of antipsychotic drugs, and discuss their use in treating schizophrenia.
20. Describe the characteristics of antianxiety drugs.
21. Describe the characteristics of antidepressant drugs, and discuss their use in treating specific disorders.
22. Describe the use and effects of mood-stabilizing medications.
23. Describe the use of electroconvulsive therapy in treating severe depression, and discuss some possible alternatives to ECT.
24. Summarize the history of the psychosurgical procedure known as a lobotomy, and discuss the use of psychosurgery today.
25. Explain the rationale of preventive mental health programs.

## CHAPTER 18 OBJECTIVES: Social Psychology

After completing their study of this chapter, students should be able to:

1. Describe the three main focuses of social psychology.
2. Contrast dispositional and situational attributions, and explain how the fundamental attribution error can affect our analysis of behavior.
3. Define attitude.
4. Describe the conditions under which attitudes can affect actions.
5. Explain how the foot-in-the-door phenomenon, role-playing, and cognitive dissonance illustrate the influence of actions on attitudes.
6. Describe the chameleon effect, and give an example of it.
7. Discuss Asch's experiments on conformity, and distinguish between normative and informational social influence.
8. Describe Milgram's experiments on obedience, and outline the conditions in which obedience was highest.
9. Explain how the conformity and obedience studies can help us understand our susceptibility to social influence.
10. Describe the conditions in which the presence of others is likely to result in social facilitation, social loafing, or deindividuation.
11. Discuss how group interaction can facilitate group polarization and groupthink.
12. Identify the characteristic common to minority positions that sway majorities.
13. Identify the three components of prejudice.
14. Contrast overt and subtle forms of prejudice, and give examples of each.
15. Discuss the social factors that contribute to prejudice.
16. Explain how scapegoating illustrates the emotional component of prejudice.
17. Cite four ways that cognitive processes help create and maintain prejudice.
18. Explain how psychology's definition of aggression differs from everyday usage.
19. Describe three levels of biological influences on aggression.
20. Outline four psychological triggers of aggression.
21. Discuss the effects of violent video games on social attitudes and behavior.
22. Explain how social traps and mirror-image perceptions fuel social conflict.
23. Describe the influence of proximity, physical attractiveness, and similarity on interpersonal attraction.
24. Describe the effect of physical arousal on passionate love, and identify two predictors of enduring companionate love.
25. Define altruism, and give an example.
26. Describe the steps in the decision-making process involved in bystander intervention.
27. Explain altruistic behavior from the perspective of social exchange theory and social norms.
28. Discuss effective ways of encouraging peaceful cooperation and reducing social conflict.