

# Psychology Cheat Sheet

Modules 55, 56, and 57

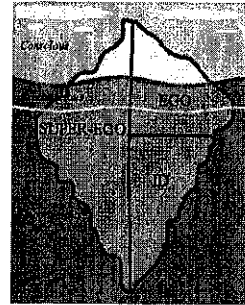
**Free Association** - Psychoanalytic patients say whatever comes to mind during the session, and don't censor their thoughts. This technique allows the patient to learn more about what he or she thinks and feels, in an atmosphere of non-judgmental curiosity and acceptance.

**Psychoanalysis** - Sigmund Freud's take on psychology, stating that it all lies with the unconscious mind.

**Unconscious** - the part of the mind that is inaccessible to the conscious mind but that affects behavior and emotions.

**TABLE 1 Freudian Psychosexual Stages of Development**

Stage	Age	Erogenous Zone/Activities
Oral	0 to 18 months	Mouth/sucking, biting, chewing
Anal	18 to 36 months	Anus/bowel and bladder control
Phallic	3 to 6 years	Genitals/masturbation
Latency	6 years to puberty	—/repression of sexual feelings
Genital	puberty+	Maturation of sexual orientation



**Oedipus Complex** - A desire for sexual involvement with the parent of the opposite sex and a sense of rivalry with the parent of the same sex; a crucial stage in the normal developmental process.

**Identification** - A psychological process whereby the subject assimilates an aspect, property, or attribute of the other and is transformed, wholly or partially, by the model the other provides.

Mechanism	Description	Example
<b>Repression</b>	Repression is an unconscious mechanism employed by the ego to keep disturbing or threatening thoughts from becoming conscious.	During the Oedipus complex, aggressive thoughts about the same-sex parents are repressed.
<b>Denial</b>	Denial involves blocking external events from awareness. If some situation is just too much to handle, the person just refuses to experience it.	For example, smokers may refuse to admit to themselves that smoking is bad for their health.
<b>Projection</b>	This involves individuals attributing their own unacceptable thoughts, feelings, and motives to another person.	You might hate someone, but your superego tells you that such thoughts are unacceptable, so you can avoid the problem by believing that they hate you.
<b>Displacement</b>	Satisfying an impulse (e.g., aggression) with a substitute object.	Someone who is frustrated by his or her boss at work may go home and kick the dog.
<b>Regression</b>	This is a movement back in psychological time when one is faced with stress.	A child may begin to use their thumb again or wet the bed when they need to spend some time in the hospital.
<b>Sublimation</b>	Satisfying an impulse (e.g., aggression) with a substitute object in a socially acceptable way.	Sport is an example of putting our emotions (e.g., aggression) into something constructive.

**Fixation** - A strong attachment to a person or thing, especially such an attachment formed in childhood or infancy and manifested in immature or neurotic behavior that persists throughout life.

**Defense Mechanism** - An unconscious coping technique that reduces anxiety from unacceptable or potentially harmful impulses.

**Psychodynamic Theories** - All the theories in psychology that see human functioning based

upon the interaction of drives and forces within the person, particularly unconscious, and between the different structures of the personality.

**Collective Unconscious** - Structures of the unconscious mind which are shared among beings of the same species.

**Projective Test** - A personality test designed to let a person respond to ambiguous stimuli, presumably revealing hidden emotions and internal conflicts projected by the person into the test.

- **Rorschach Inkblot Test** - a subject is shown a series of ten irregular but symmetrical inkblots, and asked to explain what they see.
- **Thematic Apperception Test (TAT)** - An individual views ambiguous scenes of people, and is asked to describe various aspects of the scene.

**False Consensus Effect** - A cognitive bias whereby a person tends to overestimate the extent to which their beliefs or opinions are typical of those of others.

Terror Management Theory (TMT) - A basic psychological conflict that results from having a desire to live but realizing that death is inevitable, this conflict produces terror.

Humanistic Theories - A psychological approach that emphasizes the study of the whole person. Humanistic psychologists look at human behavior not only through the eyes of the observer, but through the eyes of the person doing the behaving.

Self-Actualization - The desire for self-fulfillment, namely the tendency for the individual to become actualized in what he/she is potentially.

Unconditional Positive Regard - The basic acceptance and support of a person regardless of what the person says or does, especially in the context of client-centered therapy.

Self-Concept - A sense of being separate and distinct from others and the awareness of the constancy of the self.

<b>Sigmund Freud</b>	<b>Carl Jung</b>	<b>Carl Rogers</b>	<b>Abraham Maslow</b>	<b>Jeff Greenberg, Sheldon Solomon, and Tom Pyszczynski</b>
Free Association, Psychoanalysis, Unconscious, Id, Ego, Superego, Psychosexual Stages, Oedipus Complex, Identification, Fixation, Defense Mechanisms, Psychodynamic Theories, False Consensus Effect	Collective Unconscious	Humanistic Theories, Unconditional Positive Regard, Self-Concept	Self-Actualization, Self-Concept	Terror Management Theory

## Module 58 - Trait Theories

**Trait** - a characteristic pattern of behavior or a disposition to feel and act, as assessed by self-report inventories and peer reports.

**The following are used to assess traits:**

**Personality Inventory** - a questionnaire on which people respond to items designed to gauge a wide range of feelings and behaviors; used to assess selected personality traits.

**Minnesota Multiphasic Personality Inventory (MMPI)** - the most widely clinically used of all personality tests. Originally developed to identify emotional disorders, this test is now used for many other screening purposes.

**Empirically Derived Test** - a test developed by testing a pool of items and then selecting those that discriminate between groups.

There are two main techniques for exploring traits: factor analysis and biology and personality.

**Factor analysis** - statistical procedure used to identify clusters of test items that tap basic components of intelligence. Ex: Eysenck Personality Questionnaire

**Biology and Personality** - genes have much to say about the behavioral style that helps define our personality.

### Big Five Factors

Trait Dimension	Endpoints of the Dimension	
Conscientiousness	Organized	Disorganized
	Careful	Careless
	Disciplined	Impulsive
Agreeableness	Soft-hearted	Ruthless
	Trusting	Suspicious
	Helpful	Uncooperative
Neuroticism (emotional stability vs. instability)	Calm	Anxious
	Secure	Insecure
	Self-satisfied	Self-pitying
Openness	Imaginative	Practical
	Preference for variety	Preference for routine
	Independent	Conforming
Extraversion	Sociable	Retiring
	Fun-loving	Sober
	Affectionate	Reserved

### Evaluating Trait Theories

**The Person-Situation Controversy** - we have to look for genuine personality traits that persist over time and across situations. As we grow older things may change (relationships, careers, interests) therefore your personality may change and eventually stabilize.

### Module 59 - Social Cognitive Theories and Exploring the Self

**Social-Cognitive Perspective** - views behavior as influenced by the interaction between people's traits and their social context.

**Behavioral Approach** - in personality theory, this perspective focuses on the effects of learning on our personality development.

**Reciprocal Determinism** - the interacting influences of behavior, internal cognition, and environment.

**Positive Psychology** - the scientific study of optimal human functioning; aims to discover and promote strengths and virtues that enables individuals and communities to thrive.

**Self** - in contemporary psychology, assumed to be the center of personality; the organizer of our thoughts, feelings, and actions.

**Spotlight Effect** - overestimating others' noticing and evaluating our appearances, performance, and blunders.

**Self-esteem** - one's feelings of high or low self-worth.

**Self-efficacy** - one's sense of competence and effectiveness.

**Self-Serving Bias** - a readiness to perceive oneself favorably.

**Narcissism** - excessive self-love and self-absorption.

**Individualism** - giving priority to one's own goals over group goals and defining one's identity in terms of personal attributes rather than group identifications.

**Collectivism** - giving priority to the goals of one's group and defining one's identity accordingly.

It's important to note the difference between self-esteem and self-efficacy. Although your feeling of self worth might be related to your beliefs about how competent you are, they are not the same thing.

### **Module 60 - Introduction to Intelligence**

**Intelligence** - mental quality consisting of the ability to learn from experience, solve problems, and use knowledge to adapt to new situations.

**Intelligence Test** - a method for assessing an individual's mental aptitudes and comparing them with those of others, using numerical scores.

**General Intelligence (g)** - a general intelligence factor that, according to Spearman and others, underlies specific mental abilities and is therefore measured by every task on an intelligence test.

**Factor Analysis** - a statistical procedure that identifies clusters of related items on a test; used to identify different dimensions of performance that underlie a person's total score.

**Savant Syndrome** - a condition in which a person otherwise limited in mental ability has an exceptional specific skill, such as in drawing or computation.

**Grit** - in psychology, grit is passion and perseverance in the pursuit of long term goals.

**Emotional Intelligence** - the ability to perceive, understand, manage, and use emotions.

**MODULE 61: Assessing Intelligence**

**Mental Age:** a measure of intelligence test performance devised by Binet; the chronological age that most typically corresponds to a given level of performance.

**Stanford-Binet:** the widely used American revision (by Terman at Stanford University) of Binet's original intelligence test.

**Intelligence Quotient (IQ):** defined originally as the ratio of mental age (ma) to chronological age (ca) multiplied by 100. (thus  $IQ = ma/ca \times 100$ ). On contemporary intelligence tests, the average performance for a given age is assigned a score of 100, with scores assigned to relative performance above or below average.

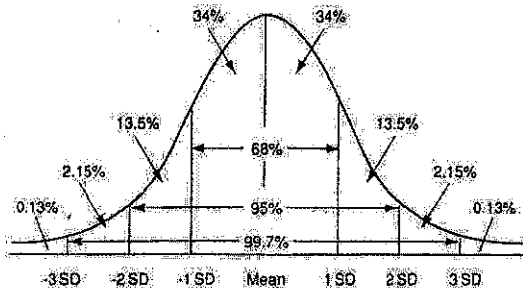
**Achievement test:** a test designed to assess what a person has learned. (ex: unit tests in school)

**Aptitude Test:** A test designed to predict a person's future performance, aptitude is the capacity to learn. (ex: ACT or SAT)

**Wechsler Adult Intelligence Scale (WAIS):** the WAIS is the most widely used intelligence test; contains verbal and performance (nonverbal) subtests.

**Standardization:** defining uniform testing procedures and meaningful scores by comparison with the performance of a pretested group.

**Normal Curve:** the symmetrical bell-shaped curve that describes the distribution of many physical and psychological attributes. Most scores fall near the average, and few and fewer scores lie the near extremes.



**Reliability:** the extent to which a test yields consistent results as assessed by the consistence of scores on two halves of the test on alternate forms of the test, or on retesting.

**Validity:** the extent to which a test measures or predicts what is suppose to.

**Content Validity:** the extent to which a test samples the behavior that is of interest.

**Predictive Validity:** the success with which a test predicts the behavior it is designed to predict; it is assessed by computing the correlation between the correlation between test scores and the criterion behavior. (Also called criterion-related validity)

**MODULE 62: The Dynamics of Intelligence**

**Cohort:** the group of people from a given time period.

**Crystallized intelligence:** our accumulated knowledge and verbal skills; tend to increase with age

**Fluid intelligence:** our ability to reason speedily and abstractly; tends to decrease during late adulthood.

**Intellectual disability:** a condition of limited mental ability, indicated by an intelligence score of 70 or below and difficulty in adapting to the demands of life.

**Down Syndrome:** a condition of mild to severe intellectual disability and associated physical disorders caused by an extra copy of chromosome 21.

- Cross- sectional studies and longitudinal studies have shown *fluid intelligence* declines in older adults, in part because neural processing slows. *Crystallized intelligence* tends to increase.
- An intelligence test of or below 70 is diagnosed as an intellectual disability.

**MODULE 63: Studying Genetic and Environmental Influences on Intelligence**

**Heritability:** the proportion of variation among individuals that we can attribute to genes. The heritability of a trait may vary; depending on the range of populations and environments studied.

- Studies of twins, family members, and adoptees indicate a significant hereditary contribution to intelligence scores. They also proved evidence of environmental influences.
- Studies of children raised in extremely impoverished environments with minimal interaction indicate that life experiences can significantly influence intelligence test performance.

## Module 64-Grouping Differences and the Question of Bias

### Group Differences in Intelligence Test Scores

- Males and females tend to have the same average intelligence test scores. They differ in some specific abilities.
- Girls are better spellers, more verbally fluent, better at locating objects and detecting emotion, and more sensitive to touch, taste and color.
- Boys are better at spatial ability and related mathematics, though girls outperform boys in math computation. Boys also outnumber girls at the low and high extremes of mental abilities.
- Psychologists debate evolutionary, brain-based, and cultural explanations of such gender differences.

### Racial and Ethnic Similarities and Differences

- Racial groups differ in their average intelligence test scores.
- The evidence suggests that environmental differences are largely, perhaps entirely, responsible for these group differences.

### The Question of Bias

- Aptitude tests aim to predict how well a test-taker will perform in a given situation. So they are necessarily "biased" in the sense that they are sensitive to performance differences caused by cultural experience.
- By "inappropriate biased," psychologists mean that a test predicts less accurately for one group than for another. In this sense, most experts consider the major aptitude tests unbiased.
- *Stereotype threat*, a self-confirming concern that one will be evaluated based on a negative stereotype, affects performance on all kinds of tests.
- **Stereotype threat**- A self-confirming concern that one will be evaluated based on a negative stereotype.

## **Module 65: Introduction to Psychological Disorders**

A psychological disorder must involve maladaptive behaviors- they interfere with normal day-to-day life. One of the big psychological disorders diagnosed today is attention-deficit/hyperactivity disorder. There is a controversy over how many people are diagnosed with ADHD some believe that it is being overdiagnosed, while others believe that humans are just becoming more aware of attention deficit/hyperactivity disorder. The medical model looks at psychological disorders as being a mental illness with physical causes that can be diagnosed, treated, and sometimes cured through therapy. The biopsychosocial views and approaches psychological disorders in three sets of influences biological, psychological, and social-cultural. Biological influences are human evolution, genetics, the structure of the brain, and chemistry. Psychological influences include stress, trauma, learned helplessness, mood-related perceptions and memories. Lastly social-cultural influences are things such as the persons role, expectations, definitions of "normality" and "disorder". With the creation of the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition) it makes it easier and faster to diagnose mental disorders. The DSM-5 contains diagnostic labels and descriptions of mental disorders. Even though the DSM-5 is very efficient many believe that it has become too detailed and extensive.

- **Psychological Disorder-** A syndrome marked by a clinically significant disturbance in an individual's cognition, emotion regulation, or behavior.
- **Attention-Deficit/Hyperactivity Disorder (ADHD)-** a psychological disorder marked by the appearance by age 7 of one or more of three key symptoms: Extreme inattention, hyperactivity, and impulsivity.
- **Medical Model-** the concept that diseases, in this case psychological disorders, have physical causes that can be diagnosed, treated, and in most cases, cured, often through treatment in a hospital.
- **DSM-5-** The American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition; a widely used system for classifying psychological disorders.

## MODULE 67: MOOD DISORDERS

**Mood disorders** are characterized by emotional extremes (in absence of drugs/medical conditions)

- I. **Major Depressive Disorder:** person experiences two or more weeks with multiple symptoms including either a depressed mood or loss of interest or pleasure.
  - A. Depression is the number one reason people seek mental health services
  - B. Other symptoms include: significant weight loss/gain, insomnia/too much sleeping, physical agitation/lethargy, fatigue, feelings of worthlessness, etc.
- II. **Bipolar Disorder:** person alternates between depression and mania (hyperactive, optimistic state).
  - A. In mild forms, mania can fuel creativity such as with Mark Twain, Tim Burton and Frideric Handel.

### Understanding Mood Disorders

- I. Depression facts:
  - A. Behavior and cognitive changes occur alongside depression.
  - B. Depression is widespread.
  - C. Women's risk is almost double men's.
  - D. Stressful events can precede depression.
  - E. Depression is striking earlier with each new generation.
- II. Biological Perspective: Mood disorders run in families and have genetic influences.
  - A. Researchers have used linkage analysis to find families with the disorder and comparing affected and unaffected members.
  - B. Brain activity during depression is slowed down, reward center is less active, and the neurotransmitter norepinephrine (arousal) is scarce.
- III. Social-Cognitive Perspective: the negative assumption of the depressed person lead them to magnify bad experiences and minimize good ones.
  - A. **Rumination:** compulsive fretting and over thinking about problems and their causes.
  - B. Depressed people have self-defeating beliefs and negative explanatory style.
    1. Explanatory style is who or what you blame your failures on.
  - C. They look at bad events as being forever, life-altering, and self-afflicted.
  - D. Depression becomes a cycle:
    1. Stressful experience
    2. Negative explanatory style
    3. Depressed mood
    4. Cognitive and behavioral changes

### Suicide and Self-Injury

- I. If you are already depressed you are five times more likely to commit suicide.
  - A. more likely to occur when they are rebounding from a depressive phase because in the depths of depression there is a lack of motivation and energy.
- II. There are national, racial, gender, and age group differences concerning suicide rates.
  - A. Elderly sometimes use suicide as an escape from current of future suffering
- III. Some people engage in nonsuicidal self-injury, this typically occurs in adolescents and young adults.



## MODULE 68: SCHIZOPHRENIA

- I. **Schizophrenia:** disorder characterized by delusions, disorganized speech, and/or diminished emotional expression. (Literally means "split mind")
  - A. Like **psychosis:** a psychotic disorder where the person loses contact with reality, experiencing irrational ideas and distorted perceptions.
  - B. Disorganized thinking can include:
    1. **Delusions:** false beliefs, of persecution or grandeur, that accompany psychotic disorders.
    2. **Hallucinations:** false sensory experiences (most often auditory)
  - C. Diminished /inappropriate emotions include:
    1. Inappropriate display of emotions (laughing at a funeral or a flat affect).
    2. Inappropriate motor behavior like continuously twirling your hair or remaining still for hours (catatonia).
- II. Different types include:
  - A. **Disorganized Schizophrenia:** incoherent speech, hallucinations, delusions, and bizarre behavior (word salad).
  - B. **Catatonic Schizophrenia:** involves stupor or extreme excitement, inappropriate motor behavior (Jerry hair twirling)
  - C. **Paranoid Schizophrenia:** combination of delusions and hallucinations
  - D. **Undifferentiated Schizophrenia:** displaying a combination of symptoms that do not clearly fit into one category.
  - E. **Residual Schizophrenia:** past episodes of schizophrenia but are free of symptoms.
    1. All symptoms can either either positive (active symptoms like hallucinations) or negative (symptoms that take away like a flat affect).
- III. Onset and Development
  - A. strikes as young people are maturing into adulthood.
  - B. Schizophrenia can be a slow-developing process or a sudden appearance.
- IV. Biological Factors
  - A. There are excessive dopamine receptors in the brain, low brain activity in frontal lobes, and out-of-sync neurons.
  - B. Smaller-than-normal brain areas include the thalamus, the cortex, and the corpus callosum
  - C. Fetal-virus infections can play a contributing role in the development of schizophrenia.
  - D. There is a genetic link in schizophrenia.
- V. Warning signs for schizophrenia can include:
  - A. mother with schizophrenia
  - B. birth complications (oxygen deprivation or low birth rate)
  - C. separation from parents
  - D. disruptive or withdrawn behavior
  - E. emotional unpredictability
  - F. poor peer relations and solo play

## MODULE 69: OTHER DISORDERS

- I. **Somatic symptom disorder:** the symptoms take a somatic (bodily) form without apparent physical cause.
  - A. **Conversion Disorder:** person experiences very specific genuine physical symptoms for which no physiological basis can be found.(unexplained blindness)
  - B. **Illness anxiety disorder:** person interprets normal physical sensations as symptoms of a disease.
- II. **Dissociative disorders:** the conscious awareness becomes separated (dissociated) from previous memories, thoughts, and feelings.
  - A. **Dissociative Identity Disorder:** (multiple personality disorder) person exhibits two or more distinct and alternating personalities.
    1. One personality typically denies any awareness of the others.
    2. Some psychologists see DID as a way of dealing with anxiety, others are skeptical, and others see DID as response to detach from a traumatizing horrific experience.
- III. **Eating Disorders**
  - A. **Anorexia nervosa:** person maintains a starvation diet despite being significantly (15 percent or more) underweight.
    1. Usually adolescent girls
  - B. **Bulimia nervosa:** person alternates binge eating with purging (usually vomiting), excessive exercise or fasting.
    1. Marked by weight fluctuations within or above normal ranges.
  - C. **Binge-eating disorder:** binge-eating episodes, followed by distress or guilt, without the compensatory purging or fasting that marks bulimia nervosa.
  - D. Those with eating disorders often have low self-evaluations, set perfectionist standards and fret about falling short of expectations, and are concerned with how others perceive them.
    1. Culture motivates the body image dissatisfaction.
- IV. **Personality Disorders:** characterized by inflexible and enduring behavior patterns that impair social functioning.
  - A. **Avoidant personality disorder:** fearful sensitivity of rejection that leads to withdrawal.
  - B. **Schizoid personality disorder:** eccentric or odd behaviors, like emotional disengagement.
  - C. **Histrionic personality disorder:** seductive, dramatic or impulsive behavior.
  - D. **Narcissistic personality disorder:** self-focused and self-inflating.
  - E. **Antisocial personality disorder:** person exhibits lack of conscious for wrongdoing, even towards friends and family members. May be aggressive and ruthless or a clever con artist.
    1. Sometimes called a sociopath or psychopath
    2. Behave impulsively
    3. Typically male
    4. Brain scans show reduced activity in frontal lobes

## Module 70 (Introduction to Therapy, and Psychodynamic and Humanistic Therapies)

### Introduction to Therapy

- Therapies can be classified into two main categories:
  - **Psychotherapy**- Treatment involving psychological techniques; consists of interactions between a trained therapist and someone seeking to overcome psychological difficulties or achieve personal growth.
  - **Biomedical therapy**- prescribed medications or procedures that act directly on the person's physiology.
- Many psychotherapists describe themselves as taking an **eclectic approach**.
  - **Eclectic approach**- An approach to psychotherapy that, depending on the client's problems, uses techniques from various forms of therapy.

### Psychoanalysis and Psychodynamic Therapy

- Sigmund Freud's **psychoanalysis** was the first of the psychological therapies but is now rarely practiced.
  - **Psychoanalysis**- Freud believed that patient's free associations, resistances, dreams, and transferences - and the therapist's interpretations of them - released previously repressed feelings, allowing the patient to gain self-insight.
- Goals
  - Psychoanalytic theory presumes that healthier, less anxious living becomes possible when people release the energy they had previously devoted to id-ego-superego conflicts.
  - Freud's therapy aimed to bring patients' repressed or disowned feelings into conscious awareness.
  - By helping patients to reclaim their unconscious thoughts and feelings and giving them insight into the origins of their disorders, he aimed to help them reduce growth-impeding inner conflicts.
- Techniques
  - **Resistance**- The blocking from unconsciousness of anxiety-laden material.
  - **Interpretation**- The analyst's noting supposed dream meanings, resistances, and other significant behaviors and events in order to promote insight.
  - **Transference**- The patient's transfer to the analyst of emotions linked with other relationships.
- Psychodynamic Therapy
  - **Psychodynamic Therapy**- Therapy deriving from the psychoanalytic tradition that views individuals as responding to unconscious forces and childhood experiences, and that seeks to enhance self-insight.

### Humanistic Therapies

- The humanistic perspective has emphasized people's inherent potential for self-fulfillment.
- **Insight Therapies**- A variety of therapies that aim to improve psychological functioning by increasing a person's awareness of underlying motives and defenses.
- **Client-Centered Therapy**- A theory developed by Carl Rogers in which the therapist uses techniques such as active listening within a genuine, accepting, empathic environment to facilitate clients' growth.
- **Active Listening**- Empathic listening in which the listener echoes, restates, and clarifies.
- **Unconditional Positive Regard**- a caring, accepting, nonjudgmental attitude which Carl Rogers believed would help clients to develop self awareness and self-acceptance.

## Module 71 (Behavior, Cognitive, and Group Therapies)

### Behavior Therapies

- Humanistic therapies expect problems to diminish as people get in touch with their feelings.
  - **Behavior Therapy**- Therapy that applies learning principles to the elimination of unwanted behaviors.
- Classical Conditioning Techniques
  - One cluster of behavior therapies derives from principles developed in Ivan Pavlov's early twentieth-century conditioning experiments.
  - **Counter Conditioning**- Behavior therapy procedures that use classical conditioning to evoke new responses to stimuli that are triggering unwanted behaviors.
  - Exposure Therapies
    - **Exposure Therapies**- Behavioral techniques that treat anxieties by exposing people to things they fear and avoid.
    - **Systematic Desensitization**- A type of exposure therapy that associates a pleasant, relaxed state with gradually increasing anxiety-triggering stimuli.
    - **Virtual Reality Exposure Therapy**- An anxiety treatment that progressively exposes people to electronic simulations of their greatest fears.
    - **Aversive Conditioning**- A type of counterconditioning that associates an unpleasant state with an unwanted behavior.
- Operant Conditioning
  - Voluntary behaviors are strongly influenced by their consequences.
  - **Token Economy**- People earn a token of some sort for exhibiting a desired behavior and can later exchange the tokens for various privileges or treats.
  - **Cognitive Therapies**- Therapy that teaches people new, more adaptive ways of thinking.
- **Rational-Emotive Behavior Therapy**- A confrontational cognitive therapy developed by Albert Ellis that vigorously challenges people's illogical, self-defeating attitudes and assumptions.
- Aaron Beck's Therapy for Depression
  - Cognitive therapist Aaron Beck also believes that changing people's thinking can change their functioning, though he has a gentler approach.
  - He listens to the dreams of his client then persuades them to remove the dark glasses through which they view life.
- **Cognitive-Behavioral Therapy**- A popular integrative therapy that combines cognitive therapy with behavior therapy.

### Group and Family Therapies

- **Group Therapy**- Therapy conducted with groups rather than individuals, permitting therapeutic benefits from group interaction.
- **Family Therapy**- Therapy that treats the family as a system. Views an individual's unwanted behaviors as influenced by, or directed at, other family members.
- Self-Help Groups

## Module 72 (Evaluating Psychotherapies and Prevention Strategies)

### Evaluating Psychotherapies

- Clients' Perceptions
  - People often enter therapy in crisis.
  - Clients may need to believe the therapy was worth the effort.
  - Clients generally speak kindly of their therapists.
- Clinician's Perceptions
- Outcome Research
  - **Meta-Analysis**- A procedure for statistically combining the results of many different research studies.
- The Relative Effectiveness of Different Psychotherapies
  - **Evidence-Based Practice**- Clinical decision making that integrates the best available research with clinical expertise and patient characteristics and preferences.
- Evaluating Alternative Therapies
  - Eye Movement Desensitization and Reprocessing
  - Light Exposure Therapy
- Commonalities Among Psychotherapies
  - **Therapeutic Alliance**- A bond of trust and mutual understanding between a therapist and client, who work together constructively to overcome the client's problem.
- Culture, Gender, and Values in Psychotherapy

### Preventing Psychological Disorders

- **Resilience**- The personal strength that helps most people cope with stress and recover from adversity and even trauma.

## Module 73 Review

## Reviewing key terms:

- **Psychopharmacology:** The study of the effects of drugs on mind and behavior.
- **Antipsychotic drugs:** drugs used to treat schizophrenia and other forms of severe thought disorder.
- **Antianxiety drugs:** Drugs used to control anxiety and agitation
- **Antidepressant drugs:** drugs used to treat depression, anxiety, OCD, and PTSD.
- **Electroconvulsive therapy:** a biomedical therapy for severely depressed patients in which a brief electric current is sent through the brain of an anesthetized patient.
- **Repetitive Transcranial magnetic stimulation:** The application of repeated pulses of magnetic energy to the brain, used to stimulate or suppress brain activity.
- **Psychosurgery:** surgery that removes or destroys brain tissue in an effort to change behavior
- **Lobotomy:** a psychosurgical procedure used to calm uncontrollably emotional or violent patients. the procedure cut the nerves connecting the frontal lobes to the emotion controlling centers of the inner brain.

**Summary of chapter:**

In module 73 the main focus is on Biomedical therapies. In Biomedical therapy researchers use drugs, therapies, and even surgeries to try and cure the patient of their disorder. Researchers use many different types of drugs to combat different types of disorders but they usually test the drugs the same way. Researchers use a double blind test to test the effectiveness of the drug on the patients. the researchers give half the patients a placebo and the other half the drug and compare the results of both. Examples of different drugs researchers use would be; antipsychotic, antianxiety, antidepressant, and mood stabilizing drugs. Researchers also use different types of therapies to cure their patients. One form of therapy is electroconvulsive therapy which is when a psychiatrist delivers a small electrical shock to the brain of the patient for 30 to 60 seconds while the patient is anesthetized. Because its effects are irreversible, Psychosurgery is the most dramatic and least used biomedical intervention. Lobotomy, which was widely used in the 1936- and 1954, was shown to have serious side effects which include creating an immature, lethargic, and uncreative person. Due to the side effects lobotomy was quickly given up once the use of drugs were available. Besides all of these drugs and procedures there are also other ways to help cure a disorder. Aerobic exercises, adequate sleep, light exposure, social connection, and redirecting negative thoughts have all been linked to positive relief from depressive symptoms.

## Module 74 Review

## Reviewing Key Terms:

- **Social Psychology:** the scientific study of how we think about, influence, and relate to one another.
- **Attribution Theory:** the theory that we explain someone's behavior by crediting either the situation or the person's disposition.
- **Fundamental Attribution theory:** the tendency for observers, when analyzing other's behavior to underestimate the impact of the situation and to overestimate the impact of personal disposition.
- **Attitude:** feelings, often influenced by our beliefs, that predispose us to respond in a particular way to objects, people, and events.
- **Peripheral route persuasion:** occurs when people are influenced by incidental cues, such as a speaker's attractiveness.
- **Central route persuasion:** occurs when interested people focus on the arguments and respond with favorable thoughts.
- **Foot in the Door Phenomenon:** the tendency for people who have first agreed to a small request to comply with a larger request.
- **Role:** a set of expectations about a social position, defining how those in the position ought to behave.
- **Cognitive Dissonance Theory:** theory that we act to reduce the discomfort we feel when two thoughts are inconsistent.

**Summary of Chapter;**

In module 74 it talks a lot about behavior and how that what we think can affect what we do and what we do may affect what we think. Fritz Heider found that we can either attribute the behavior to an enduring trait or we can attribute it to the situation they are in. For example when we do something bad we attribute it to the situation we were in that caused us to do that and when we do something good we credit it to our own good reasons. We see this situation in a jury, where they are forced to decide whether an act was malicious or if it was self defense. In this module it also talks about how attitude affects actions. Here it talks about two different types of persuasion Peripheral route persuasion which which doesn't engage systematic thinking but instead produces fast results as people respond to incidental cues. The other type of persuasion is Central route persuasion which offers evidence and arguments that aim to trigger favorable thoughts. This module also discusses role which plays a big part in shaping us. When you adopt a role like newly weds or soldier at first it seems phony and fake but if you keep maintaining that role then pretty soon you become that person. The final topic this module talks about is Cognitive dissonance theory. in cognitive dissonance theory you try to reduce the discomfort of two clashing thoughts by changing your attitude.

## Module 75 Review

### Review key terms:

- **Conformity:** adjusting our behavior or thinking to coincide with a group standard
- **Normal Social influence:** influence resulting from a person's desire to gain approval or avoid disapproval.
- **Informational Social Influence:** influence resulting from one's willingness to accept other's opinions about reality.

### Summary of chapter:

In module 75 it talks a lot about conformity and obedience. All people want to fit into a group but sometimes they just don't match exactly with the social standard of that group so they have to conform to fit in. Many humans tend to go with their group, to think what it thinks, and to do what it does. For example, when someone yawns, checks their phone, or laughs others will laugh too. This concept also relates to our emotions as we feel happy when we are around happy people and depressed when we are around depressed people. In this module it talks about an experiment in which five people were brought into a room and were shown three lines and were asked to say which line was the same length as the researchers line. four of the men in the room were researchers pretending to be participants and purposely said the wrong answer to see if the one actual participant would conform to the social norm of the other four men and say the same answer as them. The reason why the man decided to conform was because of the social influence. two types of social influences are normative social influences which is conforming to avoid rejection or to gain social approval, and the other type is informational social influence and that is when we accept others' opinions about reality. Obedience also plays a big role in causing us to act the way we do. During the Holocaust Nazis troops followed the order that were assigned to them and that caused them to commit horrible acts of crime.



Module 76~

Social Facilitation~ improved performance on simple or well-learned tasks in the presence of others

Social Loafing~ the tendency for people in a group to exert less effort when pooling their efforts toward attaining a common goal than when individually accountable

Deindividuation~ the loss of self-awareness and self-restraint occurring in group situations that foster arousal and anonymity

Group Polarization~ the enhancement of a group's prevailing inclinations through discussion within the group

Groupthink~ the mode of thinking that occurs when the desire for harmony in a decision making group overrides a realistic appraisal of alternatives

Culture~ the enduring behaviors, ideas, attitudes, values, and traditions shared by a group of people and transmitted from one generation to the next

Norm~ an understood rule for accepted and expected behavior. Norms describe "proper" behavior

Home Advantage in Sports Team

Sport	Games Studied	Home Team Winning Percentage
Baseball	120,576	55.6%
American Football	11,708	57.3%
Soccer	40,380	67.4%

## **Module 78: Aggression**

**Aggression-** any physical or verbal behavior intended to hurt or destroy.

**Frustration-aggression principle-** the principle that frustration- the blocking of an attempt to achieve some goal- creates anger, which can generate aggression.

**Social script-** culturally modeled guide for how to act in various situations.

### **Key points:**

- Biology influences our threshold for aggressive behaviors at three levels: genetic (inherited traits), neural (activity in key brain areas), and biochemical (such as alcohol or excess testosterone in the bloodstream).
- Aggression is a complex behavior resulting from the interaction of biology and experience.
- Factors that may trigger aggressive behavior..
  - ◆ How media portrays violence and provides social scripts that children follow.
  - ◆ Viewing of sexual violence contributes to great aggression toward women.
  - ◆ Playing violent video games increases aggressive thoughts, emotions, and behaviors.

## Module 79: Attraction

### A. *The Psychology of Attraction*

- a. Mere exposure effect- the phenomenon that repeated exposure to novel stimuli increases the liking of them.
- b. Physical attractiveness predicts how often people date and how popular they feel. It also affects initial impressions of people's personalities.
- c. The definition of attractive varies throughout different cultures, and if people don't have the qualities they tend to 'buy beauty'.
- d. We also find people more attractive when they are more like us, when we believe someone is like us we feel good and respond to them warmly, which leads them to like us even more.

### B. *Romantic Love*

- a. Passionate love- an aroused state of intense positive absorption in another, usually present at the beginning of a love relationship.
- b. Companion love- the deep affectionate attachment we feel for those with whom our lives are intertwined.
- c. Equity- a condition in which people receive from a relationship in proportion to what they give to it.
  - i. When equity exists, their chances for sustained and satisfying companion love are good.
- d. Self-disclosure- revealing intimate aspects of oneself to others.
  - i. Examples could be: likes, dislikes, our dreams, worries, and our proud and shameful moments.

## Module 80 Review

Reviewing key Terms:

**Altruism:** unselfish regard for the welfare of others

**Bystander effect:** the tendency for any given bystander to be less likely to give aid if other bystanders are present

**Social exchange theory:** the theory that our social behavior is an exchange process, the aim of which is to maximize benefits and minimize costs.

**Reciprocity norm:** an expectation that people will help, not hurt, those who have helped them.

**Social-responsibility:** an expectation that people will help those needing their help.

**conflict:** a perceived incompatibility of actions, goals, or ideas..

**Social Trap:** a situation in which the conflicting parties, by each rationally pursuing their self-interest rather than the good of the group, become caught in mutually destructive behavior.

**Mirror image Perceptions:** mutual views often held by conflicting people, when each side sees itself as ethical and peaceful and views the other side as evil and aggressive.

**Self-fulfilling prophecy:** a belief that leads to its own fulfillment.

**superordinate goals:** shared goals that override differences among people and require their cooperation.

**GRIT:** Graduated and reciprocated initiative in Tension-Reduction-a strategy designed to decrease international tensions

### Summary of Module 80:

- In Module 80 it talks a lot about random acts of kindness and what it takes for someone to perform one of those acts.
- Social psychologists John Darley and Bibb Latane looked to see the opposite of that, when people choose not to help needy people. They said that the inaction of people can be attributed to an important situational factor- the presence of others.
- Psychologists also found that whenever we are deciding on whether or not to help we go through a risk reward analysis in our heads and decide off of that.
- Mirror image perceptions is when two people feel the same negative way about each other. This concept is seen even in countries where when one country doesn't like the other the act in ways to justify their perception.
- Many people only view their own actions as responses to to provocation, not as the causes of what will happen next.
- putting to conflicting parties in noncompetitive contact can drastically help promote peace between the two parties.
- when two parties share the same goals cooperation can help the two parties overcome their differences. ex: The enemy of my enemy is my friend.

## **Module 81**

- **Biological Influences on Drug and Alcohol Use**
  - adopted individuals are more susceptible if their biological parent(s) have a history of it
  - Having an identical twin with a use disorder makes the other more likely
  - Boys at the age of 6 who are excitable, impulsive, and fearless are more likely
  - People who overproduce a brain chemical called NPY are more susceptible
  - Certain genes can be predisposed to alcohol or drug use disorders
- **Psychological and Social-Cultural Influences on Drug and Alcohol Use**
  - The feeling that life is meaningless; lacking sense of purpose
  - School dropouts and people without jobs are more likely to abuse drugs or alcohol
  - People with significant stress or psychological disorders such as depression
  - The environment someone grows up in can affect them
  - Cultural acceptance of drug use
  - Negative peer influences
- **How to Help**
  - Educate people about long-term costs of a drug's temporary pleasures
  - Help people find other ways to boost their self-esteem and purpose in life
  - Attempt to modify peer pressure associations or "inoculate" youths against peer pressures by training them in refusal skills

## MODULE 82: PSYCHOLOGY AT WORK

- I. Work is life's biggest activity. It helps satisfy needs. It supports and it connects.
  - A. Two different views: work is a job or work is a calling.
  - B. It helps to have **flow**, a completely involved, focused state of consciousness, with diminished awareness of self and time, resulting from optimal engagement of one's skills.
  - C. **Industrial-organizational (I/O) psychology**: application of psychological concepts and methods to optimizing human behavior in workplaces.
    1. **Personnel psychology**: subfield that focuses on employee recruitment, selection, placement, training, appraisal, and development.
    2. **Organizational psychology**: subfield that examine organizational influences on worker satisfaction and productivity and facilitates organizational change.
    3. **Human factors psychology**: subfield that explores how people and machines interact and machines and physical environments can be made safe and easy to use.
- II. Personnel psychologists help identify needed job skills, decide upon selection methods, recruit and evaluate, and introduce and train.
- III. Interviewers sometimes have interviewers illusion which is where they overestimate their interviewing abilities/predictions.
  - A. **Structured interviews**: interview process where interviewer asks sam job-related questions to all applicants.
- IV. **Achievement motivation**: desire for significant accomplishment, for mastery of skills or ideas, for control, or for attaining a high standard.
  - A. **Grit**: passion and perseverance in the pursuit of long-term goals.
  - B. Employees can be: engaged, not engaged, or actively disengaged.
- V. **Task leadership**: goal-oriented leadership that sets standards, organizes work, and focuses attention on goals.
  - A. **Social leadership**: group-oriented leadership that builds teamwork, mediates conflict, and offers support.

Module 85  
Animal Thinking and Language

Important Points:

- Researcher make inferences about other species' consciousness and intelligence based on behavior. The main focus of such research has been the great apes but other species have also been studied.
- Updated Evidence shows that other species can use concepts, numbers, and tools, and they can pass learning from one generation to the next.
- They also show insight, self-awareness, altruism, cooperation, grief, and ability to read intentions.

Capacity for Language:

- Great apes have learned how to communicate with humans by using sign language or pushing computer wired buttons.
- They have developed vocabularies of over 400 words, strung these word together, and taught them to younger generations.
- ONLY humans communicate in complex sentences though.
- Moral rights of other species are now being looked at because of these discoveries.

