

**San José State University
Psychology Department
43405, Introductory Psychology, Section 05, FALL 2024**

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Office Hours: TuTh 12:00PM – 1:30PM

Class Days/Time: TuTh 3:00PM - 4:15PM
Classroom: Clark Building 117

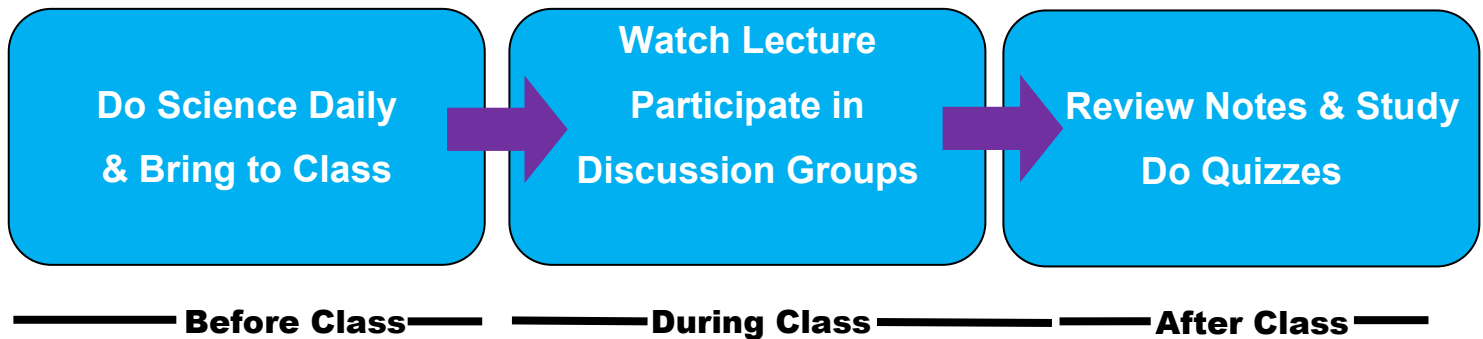
**WELCOME TO INTRODUCTORY PSYCHOLOGY
IN-PERSON CLASS**



CANVAS Lecture Slides
Assignment Submissions
Exams

COURSE SCHEDULE

The schedule below will outline the chapters and when we cover them. Each chapter will follow a rhythm.



Course Description

We are examining the research methods, history and area topics of psychology including cognitive, social, developmental, and clinical psychology. We will be answering such questions as what makes good people evil, how much do we really remember, the stages of language learning, how you can be happier, and the effects of drug and addiction.

Course Goals and Student Learning Objectives

Goal 1. Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in cognitive psychology.

Goal 2. Research Methods in Psychology: Students will understand basic methodological approaches used in cognitive psychology, including research design, analysis, and interpretation.

Goal 3. Critical Thinking Skills in Psychology: Students will understand and be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

Goal 4. Application of Psychology: Students will understand and be able to apply psychological principles to individual, interpersonal, group, and societal issues.

Goal 5. Values in Psychology: Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

- Students completing this course will recognize and respect the role of human diversity as it impacts research into, and application of, cognitive psychology.
- Students completing this course will value intellectual curiosity and skepticism.

- Students completing this course will recognize how their knowledge of psychology can inform their roles and responsibilities as members of society.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements...

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Library Liaison

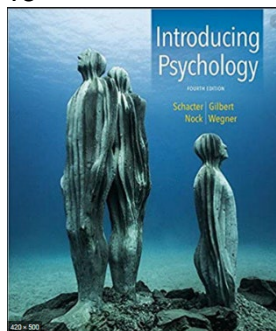
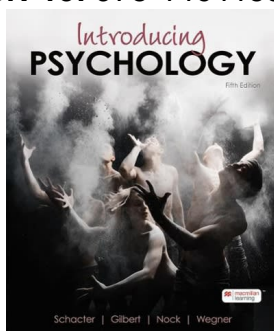
Christa Bailey christa.bailey@sjsu.edu 408-808-2422

Required Texts/Readings

Introducing Psychology Fifth Edition
by Daniel L. Schacter, Daniel T. Gilbert,
Matthew K. Nock, Daniel M. Wegner

ISBN-10: 1464155542

ISBN-13: 978-1464155543



Your Book!
Yes, You will
need it 😊

Submissions On Canvas

- *Quizzes*
- *Science Daily*

On Canvas Under FILES

- *Lecture Slides*
- *Syllabus*
- *Science Daily Instructions*

This is a synchronous class with supplementary asynchronous resources: you are expected to attend class unless circumstances (family, work etc.) during this pandemic prohibit this, in which case, the class is designed so you can complete the requirements on your own time. Please understand, it's a safety net. To get the most out of the class, attend lecture and discussions.

Classroom Protocol

- Students are expected to display professionalism and respect for others: Arrive on time. Participate in class. Engage in civil dialogue. Pay attention to the lecture. Do not cheat.

- Office hours are not a replacement for reading the text and attending class. If you miss class, get notes from at least two other students.
- I am responsive to levels of participation from students. If you are the type of person who asks a lot of questions with tangential stories or that draws more attention to the question than to the material in the class and is not really relevant or of benefit to other students, I will ask you to curb your enthusiasm and hold your question for after class. If you are the type of person who hides in the corner, wearing similarly colored clothes as the desk for better camouflaging, I will ask you questions in an effort to encourage your participation.

QUIZZES

In-Class on Canvas.

**Time-pressured Multiple-Choice 50 Questions
(approx. <1min. / question) to complete a quiz on the
designated day.**

***Requests for exam date changes will be considered for
extenuating circumstances with a doctor's note,
if you have more than two exams on the same day, are a
parent or have suffered unforeseen hardships.***

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](#) is available at

<http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Course Requirements and Grading Policy

| | | |
|-----------------------------|--|-----|
| 3 EXAMS..... | 50pts each, 150-ish questions total..... | 60% |
| First Impression Paper..... | | 5% |
| Second Impression | | 5% |
| Science Daily x 12 | 10pts each..... | 24% |
| Research Requirement | | 6% |

NO Extra Credit or Bonus Points or Make-up Assignments.

DO NOT trust the final total you see on Canvas.

Calculate your current grade yourself.

Use this formula:

$(\text{AVG Exams} \times .6) + (\text{AVG Impressions} \times .1) + (\text{AVG Science Daily} \times .24) + (\text{Research Requirement} \times .06)$

SCIENCE DAILIES

Each ***first class of a new chapter*** you will come prepared with a printed article from Science Daily based on a search for a key term from the chapter we are covering in class. These Science Daily assignments will be used for in-class discussion.

How interesting you find the class depends on your level of participation. **There is one Science Daily assignment per chapter.**

SCIENCE DAILY REACTION PAPERS

10 pts Each / Chapter PASS / NO PASS

Each ***first class of a new chapter*** you will come prepared with a printed article from Science Daily based on a search for a key term from the chapter we are covering in class. These Science Daily assignments will be used for in-class discussion.

How interesting you find the class depends on your level of participation. **There is one Science Daily assignment per chapter.**

FOR EACH SCIENCE DAILY ASSIGNMENT:

- Copy and Paste the ENTIRE SCIENCE DAILY ARTICLE you chose.
- Copy and Paste the ABSTRACT FROM THE ORIGINAL RESEARCH ARTICLE
- Provide:
 - Citation **in APA format** -- the citation includes the Author names, Title, Journal, Volume, Issue, pages.

Template:

Author Surname, F. M. (Publication Year). Article title: Subtitle. *Journal Title*, *Volume*(issue), page range. URL or DOI

Example:

Collins, R. (2004). Rituals of solidarity and security in the wake of terrorist attack. *Sociological Theory*, 22(1), 53–87.
<https://doi.org/10.1111/j.1467-9558.2004.00204.x>

- Then read the ORIGINAL RESEARCH ARTICLE and write a sentence on:
 - theory,
 - hypothesis,
 - independent and dependent variables,
 - with a little summary of the conclusion. Do NOT summarize the statistics (Results), just tell me what the researchers found and ...
 - ... why you thought it was cool.

HOW TO

Pick Your Science Daily Article

- Go to Science Daily.com
- Be sure to be in the section for Psychology
- Pick a news article you find interesting.

Find the Original Research Article

- At the bottom of the Science Daily article will be a reference to the ORIGINAL RESEARCH ARTICLE.
- Use the DOI or use the citation in **Psych Info or Google Scholar**,
 - PsycInfo: Go to the King Library → Databases → Psychology → PsycInfo → do a search and find the original article. If they do not have it, choose a different article.

Submit on Canvas AND bring paper copy to class for class discussions. Keep an electronic version for yourself – I may ask for the assignments to review them on paper.

- CANVAS: Upload the document in PDF or word document (do not cut and paste into the box). File name Format is of the files names you upload must be as follows, and it will include your last name, the lecture number for which this Science daily is for with the topic subject, separated with underscores. Here is the format followed by an example. Please follow this format as it will make verifying their completion easier.
- SDLectureNumber_LECTURETOPIC e.g., SD6_DEVELOPMENTAL

FIRST & SECOND IMPRESSION PAPER

2 short essays, approx. 2 pages, no more than 3.

Due second day of class.

Do **NOT** do research for it.

Write your best guess about the day in the life of a psychologist, what it is like to work as a psychologist, including home life and unexpected events.

The paper should illustrate your assumptions and impressions about what a psychologist does.

This is PASS / NO PASS.

Please **upload to CANVAS for grading.**

SECOND IMPRESSION PAPER

On the final exam you explain how your perspective has changed, mentioning 3-5 relevant theories and how they apply to your life and possible future work.

Workload and Credit Hour Requirements

As per the University Policy S16-9, Course syllabi
(<http://www.sjsu.edu/senate/docs/S16-9.pdf>)

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of **45 hours per credit over the length of the course (normally three hours per unit per week)** for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Course Grading Scale (% of Total Points):

| | | | | | | | | | |
|----|---------|----|--------|----|--------|----|--------|---|------|
| A+ | 96-100% | B+ | 86-89% | C+ | 76-79% | D+ | 66-69% | F | <60% |
| A | 93-95% | B | 83-85% | C | 73-75% | D | 63-65% | | |
| A- | 90-92% | B- | 80-82% | C- | 70-72% | D- | 60-62% | | |

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities

requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](#) at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](#) at the King Library at <http://library.sjsu.edu/about/spartan-floor>
- [Student Computing Services](#) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](#) for public at large at <https://www.sjpl.org/wireless>
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well

trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this



code.)

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>

43405, Introductory Psychology, Section 05, FALL 2024

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------------|---|
| 1 | Aug 22 | Welcome & Intro History & Themes Schacter-Gilbert-Wegner: Chapter 1 FIRST IMP DUE |
| 2 | Aug 27 – 29 | History & Themes Cont'd Schacter-Gilbert-Wegner: Chapter 1 Methods Schacter-Gilbert-Wegner: Chapter 2 |
| 3 | Sept 3 – 5 | Methods Con'td Schacter-Gilbert-Wegner: Chapter 2 |
| 4 | Sept 10 – 12 | Psychology and the Brain Schacter-Gilbert-Wegner: Chapter 3 |
| 5 | Sept 17 – 19 | Psychology and the Brain Cont'd Schacter-Gilbert-Wegner: Chapter 3 Cognition & Perception Schacter-Gilbert-Wegner: Chapter 4 |
| 6 | Sept 24 – 26 | Cognition & Perception Schacter-Gilbert-Wegner: Chapter 4 Sept 26 EXAM 1 CANVAS 24 hr period. 65 minutes |
| 7 | Oct 1 – 3 | Learning Schacter-Gilbert-Wegner: Chapter 7 |
| 8 | Oct 8 - 10 | Consciousness Schacter-Gilbert-Wegner: Chapter 5 |
| 9 | Oct 15 – 17 | Consciousness Schacter-Gilbert-Wegner: Chapter 5 |
| 10 | Oct 22 – 24 | Memory Schacter-Gilbert-Wegner: Chapter 6 |
| 11 | Oct 29 – 31 | Development Schacter-Gilbert-Wegner: Chapter 11 |
| 12 | Nov 5 – 7 | Development Schacter-Gilbert-Wegner: Chapter 11 Nov 7 EXAM 2 CANVAS 24 hr period. 65 minutes |
| 13 | Nov 12 – 14 | Personality |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|-------------|---|
| | | Schacter-Gilbert-Wegner: Chapter 12 |
| 14 | Nov 19 – 21 | Psychological Disorders Schacter-Gilbert-Wegner: Chapter 14 |
| 15 | Nov 26 – 28 | THANKSGIVING – NO CLASS |
| 16 | Dec 3 – 5 | Treatment of Psychological Disorders Schacter-Gilbert-Wegner: Chapter 15 Social Psychology Schacter-Gilbert-Wegner |
| | | FINAL EXAM Wednesday, December 11 CANVAS 24 hr period. 65 minutes |

VIDEO LINKS

Crash Course Intro to Psychology

<https://www.youtube.com/watch?v=vo4pMVb0R6M>

Crash Course: Methods

<https://www.youtube.com/watch?v=hFV71QPvX2I>

Crash Course Neuro 1

<https://www.youtube.com/watch?v=W4N-7AlzK7s>

Crash Course Neuro 2

<https://www.youtube.com/watch?v=vHrmij4W9C0>

Crash Course: Perception

https://www.youtube.com/watch?v=n46umYA_4dM&t=84s

Crash Course: Consciousness

<https://www.youtube.com/watch?v=jReX7qKU2yc&t=32s>

Crash Course Sleep

<https://www.youtube.com/watch?v=rMHus-0wFSo&t=25s>

Crash Course Altered States

<https://www.youtube.com/watch?v=9PW1fwKjo-Y&t=49s>

Crash Course Learning

https://www.youtube.com/watch?v=qG2SwE_6uVM

STUDY GUIDE

Study Guide I (INTRODUCTION)

- a) What is folk psychology, and how does Psychology differ from folk psychology?
- b) Who was Freud, what are the Ego, Id and Superego? Why are Freud's ideas important?
- c) Give an example of each approach to psychology: Biological, cognitive, social, psychodynamic, developmental, and humanistic.
- d) What contributions were made by each: Wundt, Introspectionism, Fechner, Structuralism, Pavlov, Behaviorism, Watson, Skinner, Cognitive Psychology, Chomsky, Maslow, Rogers.
- e) Who are Kenneth Clark and Mamie Phipps Clark?

Study Guide II (RESEARCH METHODS CHAPTER)

- a) What are the three key "powers" of a science?
- b) What is falsifiability?
- c) What general steps are involved in conducting research?
- d) What is a theory, hypothesis, operationalization? Give an example of each.
- e) What are the two key features of an experiment? Give an example of an Independent and Dependent Variable? What is a Control Condition?
- f) What are Validity and Reliability? Give an example of each.
- g) What is a Correlation? What range of values can the Correlation Coefficient have? What does a Correlation Coefficient of 0 mean?
- h) Correlation is not _____? What does that mean? What is a Third Variable?
- i) What are the characteristics of the the shape of a normal distribution?
- j) What happens to the mean when a normal distribution is skewed?
- k) How many measures of central tendency are there? What are they, and how do they differ?
- l) What does the symbol "sigma" stand for? What are z-scores?
- m) What are the principles which ethical conduct in psychology research?

Study Guide III (BIOLOGY OF BEHAVIOR)

- a) Type out (in sentence form) the correct answer to each of the "quick quiz" answers from Chapter 3.
- b) Define (in sentence form) the thirteen definitions drawn from the following "key terms" that are neuroanatomical structures or systems (you only need to define these 13 of the entire set):
 - a. Acetylcholine
 - b. Adoption studies
 - c. Aphasia
 - d. Axon
 - e. Broca's area
 - f. Cerebellum
 - g. Cerebral cortex
 - h. Contralaterality

- i. Endocrine system
- j. Event-related potential (ERP)
- k. Functional Magnetic Resonance Imaging (fMRI)
- l. Gene-by-environment interaction research
- m. Hippocampus
- n. Myelin sheath
- o. Neuron
- p. Neuroplasticity
- q. Peripheral nervous system
- r. Phineas Gage
- s. Refractory period
- t. Serotonin
- u. Somatic nervous system
- v. Split-Brain Patient
- w. Sympathetic nervous system
- x. Thalamus
- y. Wernicke's area
- c) Draw (by hand) a picture of the brain
 - a. Identify the four lobes of brain
 - b. indicate the most important function(s) of each lobe (hand-written or typed)
 - c. describe the role of the somatosensory cortex (hand-written or typed)

Study Guide IV (SENATION and PERCEPTION)

- a) Answer each of the following:
 - a. What is the difference between an absolute threshold and a just noticeable difference?
 - b. Draw a picture of the eye; label at least six important features.
 - c. Draw a picture of the auditory system; label at least six important features.
 - d. Define contralaterality. Draw a picture of what we mean by contralaterality in vision.
 - e. Identify the five basic taste qualities.
 - f. Define four monocular depth cues and two binocular depth cues.
 - g. Using a source OTHER THAN THE TEXTBOOK, identify and define at least FIVE Gestalt laws of perceptual organization. Hand-draw an example of each (cite your reference).
 - h. Type out the answers for each of the summary quiz questions.

Study Guide V (DEVELOPMENT)

1. Type out in sentence form the definition for the key terms
2. Describe the major developments of the germinal, embryonic, and fetal stages of development.
3. Describe and discuss the visual abilities, reflexes, and motor capabilities of the newborn child.

4. Define object permanence, and describe an experiment illustrating how the principle of habituation can be used to determine if babies exhibit object permanence.
5. Compare and contrast the secure, avoidant, ambivalent, and disorganized attachment styles. Describe how each of these styles is manifested in the strange situation test.
6. An elderly grandfather does not get out as much as he formerly did. Although he is healthy and still drives, he tends to associate with family and a few close friends, whereas in the past, he was busy with social activities. He seems satisfied with his life, but his family is worried that his social circle is too limited and that he may be unhappy yet unwilling to talk about his unhappiness. Discuss briefly the cognitive, social, and emotional changes that occur in later adulthood.

Study Guide VI (CONSCIOUSNESS)

- a) Illustrate the problem of other minds by discussing the difficulties associated with distinguishing a fully conscious person from a philosophical zombie.
- b) Describe how Libet's experiments on conscious will shed light on the mind/body problem.
- c) Discuss the four basic properties of consciousness (intentionality, unity, selectivity, and transience), relating them to one or more situations. Examples of potential situations include a sports game, child rearing, romantic relationships, study habits, mechanical repair, artistic activity or traffic accident. Be brief and concise in describing the situation (e.g., in studying for an exam or when baby-sitting and the child slips off the swing...etc.).
- d) Distinguish between the stages of sleep with special attention to changes in brain waves during a night's sleep.
- e) You have been told that as a child you would awaken suddenly not long after going to sleep, quite frightened and emotionally aroused. In the morning, you would have no memory of the episode. What was likely happening?
- f) Compare and contrast how the five different drug categories alter consciousness. What are the similarities? What are the differences?
- g) Describe how hypnosis affects human consciousness, discuss individual differences in the susceptibility to hypnosis, and contrast several unproven or disproven effects of hypnosis with proven effects.
- h) Fill in the chart below. Discuss the difference between physical dependence and psychological dependence, and give examples of both specific to the

drug classes that produce them.

| | Will an overdose cause death or injury? | Will physical dependence develop? | Will psychological dependence develop? |
|--|---|-----------------------------------|--|
| Depressants Alcohol Barbiturates/benzodiazepines Toxic inhalants | _____ _____ _____ | _____ _____ _____ | _____ _____ _____ |
| Stimulants Amphetamines MDMA (ecstasy) Cocaine | _____ _____ _____ | _____ _____ _____ | _____ _____ _____ |
| Narcotics (opium, heroin, morphine, methadone, codeine) | | | |
| Hallucinogens (LSD, mescaline, psilocybin, PCP, ketamine) | | | |
| Marijuana | | | |

Study Guide VII (LEARNING)

- a) Type out (in sentence form) the correct answer to each of the Key Concept answers.
- b) Describe a situation in your own life where you experienced each of (1) Classical Conditioning, (2) Positive Reinforcement, (3) Negative Reinforcement, (4) Positive Punishment, (5) Negative Punishment.

Study Guide VIII (MEMORY)

- a) Type out (in sentence form) the correct answer to each of the Key Concept answers.
- b) List Schacter’s Seven Sins of Memory. For each, provide a three or four sentence example of how each “sin” may have played a role in your life (e.g., False Memory – How sure are you that the event really happened – what was the event and why was is your memory of it (now) is or became suspect?).
- c) List each of the forms of long term memory. For each provide an example from your own life.

Study Guide IX (Personality)

- a) Write out the answers to the Key Concepts of the chapter.

- b) Provide an example of a self-report inventory of personality and a projective personality test. Discuss why self-report inventories are more commonly used and less controversial than projective measures.
- c) Describe how people might unconsciously employ the defense mechanisms of reaction formation and sublimation to shield themselves from their anxiety-provoking homosexual tendencies.

Study Guide X (Psychological Disorders)

- a) Write out the answers to the Key Concepts of the chapter.
- b) Using several examples of psychological disorders, explain why differences in brain structure and function in persons with a psychological disorder are not necessarily the underlying cause of the disorder.
- c) Summarize the key distinguishing features of the anxiety disorders (generalized anxiety disorder, phobic disorder, panic disorder, obsessive-compulsive disorder)
- d) Your roommate has always insisted on keeping the room in order, and you know better than to move anything on her desk because she gets very upset if everything isn't in a specific place. Lately, she has insisted on cleaning the room every night before bed, even the windows and floors, all in a fixed order. You've asked her to stop, but she can't seem to make herself go to bed without this nightly cleaning ritual. Does her behavior fit the pattern of a recognized disorder, and if so, which? What may be causing her anxiety? What purpose does the escalating cleaning ritual serve? What may be going on in your roommate's brain?
- e) Illustrate the helplessness theory of depression with a real-world example.

Study Guide XI (Psychological Treatment)

- a) Write out the answers to the Key Concepts of the chapter.
- b) Summarize the theoretical framework, goals, and therapeutic interventions of psychoanalytic therapy.
- c) Dylan sought psychodynamic therapy after he lost his job and hit rock bottom. Three years into therapy, Dylan feels better and attributes his improvement to the insight he received during therapy. Discuss three treatment illusions that make it all but impossible to assess if Dylan's improvement was truly due to therapeutic insight into his unconscious.
- d) Miguel is a first-grader having academic and conduct problems at school. Specifically, he cannot seem to stay in his seat and complete assignments. He would much rather run around the classroom and distract other students. Describe a behavior therapy based on operant conditioning that could help treat Miguel's problem behaviors.
- e) Summarize the goals of cognitive behavioral therapy (CBT), and contrast it with the psychodynamic approach.

Study Guide XII (Social)

- a) Write out the answers to the Key Concepts of the chapter.
- b) Define and illustrate with examples each of the following concepts as they might be observed in the stands at a college football game: *prejudice*, *discrimination*, *deindividuation*, and *diffusion of responsibility*.
- c) What are four characteristics of stereotypes that can lead to harmful results? Describe and give an example of each characteristic.
- d) Describe the factors that cause us to be attracted to another person. How do these factors differ for women and men?
- e) Define and illustrate with examples each of the following concepts as they might be observed in the stands at a college football game: *prejudice*, *discrimination*, *deindividuation*, and *diffusion of responsibility*.