**PY40S – Course Review**

*Unit 1: Introduction & Research Methods*

[**Social (or behavioural) Sciences**](http://www.misterjrobson.com/three-social-sciences/): Psychology, Sociology, Anthropology

**Natural Sciences**: Physics, Biology, Chemistry

[**Inquiry**](http://www.misterjrobson.com/inquiry/) **Model**:

1. Identify a problem or question
2. Develop a **hypothesis**
3. Gather data (through research methods)
4. Analyse the data

Draw conclusions

[**Research Methods**](http://www.misterjrobson.com/psychological-research/): (know descriptions and when best used)

* Questionnaire/Sample Survey
* Observation (structured/unstructured/participant)
* Case Study
* Experiment (independent/dependant variables)
* Interview

**Research terms**: random sample, sample group, cross-section

[**Ethics**](http://www.misterjrobson.com/ethics/) – what makes an experiment ethical, examples of ethical/unethical research (Jane Elliott/Brown Eyes Blue Eyes, [Phillip Zimbardo/Prison Experim](http://www.misterjrobson.com/stanford-prison-experiment/)ent, [Stanley Milgram/Electric Shock](http://www.misterjrobson.com/ethics-2-milgrams-obedience-experiment/).)

[**Bystander Effect**](http://www.misterjrobson.com/the-bystander-effectdiffusion-of-responsibility/): the likelihood of receiving help decreases when the number of people witnessing the event increases

*Unit 2: Biopsychology*

Four **lobes of** [**the brain**](http://www.misterjrobson.com/the-brain-2/) and their functions:

* **Frontal**: thinking, reasoning
* **Parietal**: recognizing objects, sensory awareness
* **Temporal**: hearing, speaking, remembering
* **Occipital**: vision

[**Parts of the Brain**](http://www.misterjrobson.com/parts-of-the-brain/) and their Functions:

Hypothalamus

Hippocampus

Cerebellum

Thalamus

Amygdala

Corpus Collosum

Temporal Lobe

Brain Stem

Frontal Lobe

**Right Brain vs. Left Brain**

**Phantom Pain,**

[**Branches of Psychology**](http://www.misterjrobson.com/psychology-and-human-mental-processes/): Structuralism, Functionalism, Psychoanalysis, Behaviorism, Humanism, Cognitive Psychology

**[History of Psychology](http://www.misterjrobson.com/psychology-timeline/)**

[***Sensation***](http://www.misterjrobson.com/sensation-and-perception/) - the process by which our sensory receptors and nervous system receive and represent stimulus energies from our environment.

***Perception*** - the process of organizing and interpreting sensory information, enabling us to recognize meaningful objects and events.

***Absolute Threshold*** - the minimum stimulation necessary to detect a particular light, sound, pressure taste or odour 50 percent of the time.

[***Multiple Intelligences***](http://www.misterjrobson.com/multiple-intelligences/) (Gardner)

[***Motivation***](http://www.misterjrobson.com/motivation-intro/):the study of why we do things, the causes of our behaviour

[***Motive***](http://www.misterjrobson.com/motivation-information/)***:*** a need, want, interest, or desire that propels someone in a certain direction

***Biological vs Social Motives***

* BIOLOGICAL

: innate (inborn), physical needs such as hunger and thirst

* SOCIAL

: learned, psychological needs such as praise and success

* PERSONAL (sometimes mentioned as a third category)

: there are some other motives which are allied with both of the above said motives. These are highly personalized (ex: habits, goals, aspirations).

**Intrinsic vs Extrinsic Motivation**

***[Maslow’s Hierarchy of Needs](http://www.misterjrobson.com/motivation-intro/)***

[***More Maslow***](http://www.misterjrobson.com/more-maslow/)

***[Consumer Psychology](http://www.misterjrobson.com/consumer-psychology/)***

[***Learned Needs Theory***](http://www.misterjrobson.com/mcclellands-theory-of-needs/) (McLelland): Needs for power, achievement and affiliation

***Drive Reduction Theory*** (Hull): Homeostasis

***Optimal Arousal Theory:*** Yerkes-Dodson Law

[**Psychoanalysis**](http://www.misterjrobson.com/freud/):

Freud’s concept of mind

* Conscious Level
* Preconscious Level
* Unconscious Level
* Id
* Ego
* Superego

Freud’s 5 **Psychosexual Stages**:

1. Oral
2. Anal
3. Phallic
4. Latency
5. Genital

**[Defense Mechanisms](http://www.misterjrobson.com/defense-mechanisms/)** [unconscious processes that allow the mind to hide or change a problem so that it does not bother us in a conscious way.](http://www.misterjrobson.com/defense-mechanisms/)

[Examples: repression, regression, rationalization, denial, projection, sublimation](http://www.misterjrobson.com/defense-mechanisms/)

**Hypnosis, Free Association**

***[Emotions](http://www.misterjrobson.com/emotions/)***

***Why do we feel emotion?***

* motivate our behavior
* survival strategy

***Three components of emotion***: cognitive, physical, behavioural

***Two forms of Love***: Passionate and Companionate

[***Inside Out***](http://www.misterjrobson.com/inside-out/) (movie): major insights

[Harlow monkeys experiment,](http://www.misterjrobson.com/harlows-monkeys/)

**[Personality](http://www.misterjrobson.com/personality/)**

***Theories of Child Development***

1. ***Sigmund Freud***

* Stages of Psycho-sexual development (oral, anal, phallic, latency, genital)
* Theory of Mind (id, ego and superego)

1. ***Jean Piaget***

* There are definite stages of mental development that change with the age of the child. These stages are influenced by the social experiences of the child.

***Cognitive development***: how people learn and use knowledge

**4 stages:**

1. Sensorimotor
2. Pre-Operational
3. Concrete Operational
4. Formal Operational
5. ***Erik Erikson***

* Psychosocial stages

**[Nature vs. Nurture](http://www.misterjrobson.com/nature-vs-nurture-assignment/)**

[***Learning***](http://www.misterjrobson.com/learning/):Two kinds of learning: [***Conditioned*** and ***Observational***](http://www.misterjrobson.com/learning-2/)

1. ***CONDITIONED LEARNING***
2. [***Classical Conditioning***](http://www.misterjrobson.com/classical-conditioning/) ***(Pavlov)***: learned responses from one situation to another; conditioned and unconditioned stimuli and responses (dogs); Little Albert (Watson)

***Extinction***: when a conditioned response stops occurring

***Spontaneous Recovery***: revival of an extinguished response

1. [***Operant Conditioning***](http://www.misterjrobson.com/operant-conditioning/)(Skinner): learning by consequence; punishment vs. reinforcement (positive and negative)

***Negative Reinforcement***: encourage behaviour by removing something undesirable

***Positive Reinforcement***: encourage behaviour by adding something desirable

***Negative Punishment***: discourage behaviour by removing something desirable

***Positive Punishment***: discourage behaviour by adding something undesirable

[***Schedules of reinforcement***](http://www.misterjrobson.com/punishment-and-schedules-of-reinforcement/)***:*** [& here](http://www.misterjrobson.com/schedules-of-reinforcement/)

***Fixed ratio***: reinforced a fixed number of times (every third time)

***Variable Ratio***: reinforced a random number of times (first, third, eighth times)

***Fixed interval***: reinforced over a fixed amount of time (every five minutes)

***Variable interval***: reinforced over random periods of time (an hour, then a day…)

1. ***OBSERVATIONAL LEARNING*** (Bandura)***:***

* [Bobo the Doll](http://www.misterjrobson.com/learning-2/)
* Social Learning Theory
* 4 processes of observational learning: attention, retention, reproduction and motivation

[**Little Albert Experiment**](http://www.misterjrobson.com/little-albert/) (Watson)

***[Memory](http://www.misterjrobson.com/memory/)***

* Three processes: encoding/acquiring, storing/retaining, retrieving/recalling
* Three levels of memory: ***sensory***, ***short term*** and ***long term***

***[Sleep and Dreams](http://www.misterjrobson.com/sleep-dreams/)***

* Stages of sleep
* Reasons for sleep
* Circadian rhythms

[***Mental Health***](http://www.misterjrobson.com/mental-health-stress/): The capacity to use the abilities we have in ways that allow us to function in a state of mental and emotional well-being

[***Stress***](http://www.misterjrobson.com/stress/): a physical and psychological response to circumstances in the environment that test our ability to cope

***Eustress***: good stress

***Reactions to Stress***: psychological, behavioural and physical

[***General Adaptation Syndrome Theory***](http://www.misterjrobson.com/more-mental-health-stress/) ***(***Hans Selye): explains how organisms react to long term stress; three stages:

1. Alarm
2. Resistance
3. Exhaustion

[***Mental illness***](http://www.misterjrobson.com/mental-illness/): a disorderly functioning of the mind; abnormal behaviour

***Diagnostic and Statistical Manual V (DSM-V)***

**Classifications of Mental Illness** (APA – 1980):

1. [***Anxiety disorders***](http://www.misterjrobson.com/anxiety-disorders/)(generalized anxiety disorder, phobias, obsessive-compulsive disorders)
2. [***Mood disorders***](http://www.misterjrobson.com/mood-disorders/) (major depression, bipolar affective disorder)
3. [***Dissociative/Schizophrenic disorders***](http://www.misterjrobson.com/dissociative-disorders/) (dissociative identity disorder, schizophrenia)
4. [***Personality disorders***](http://www.misterjrobson.com/personality-disorders/) (antisocial personality disorder, psychopaths)
5. ***~~Substance-related disorders~~*** ~~(drug abuse, drug dependence)~~

***Treatments for mental illness***

**Psychologists and their Contributions**

\*\*Sigmund Freud

Abraham Maslow

Albert Bandura

Erik Erikson

Ivan Pavlov

Robert Plutchik

B. F. Skinner

John B. Watson

Howard Gardner

Stanley Milgram

Philip Zimbardo

Hans Selye