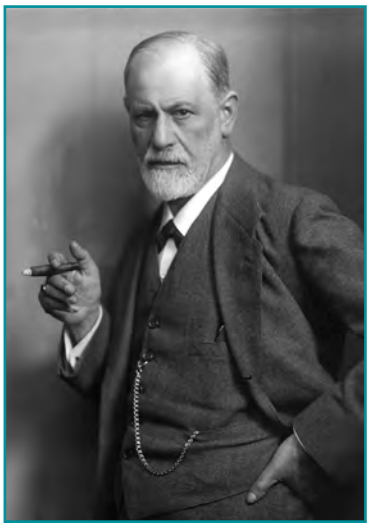
MARCO LEARNING®

AP® PSYCHOLOGY

STUDY GUIDE PACK

SCIENTIFIC FOUNDATIONS OF PSYCHOLOGY

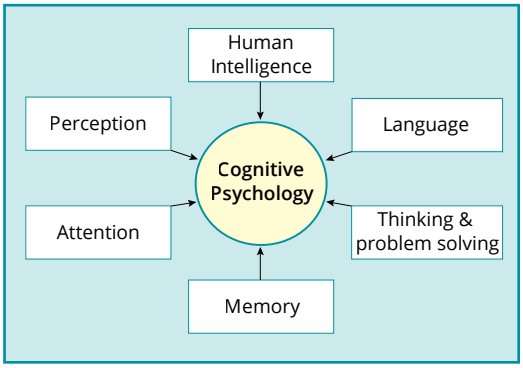
There are two key questions that this unit strives to answer. First, how does the methodology of a research study affect the results? And, how do ethical guidelines impact psychological research?

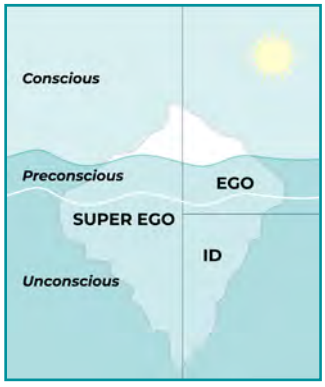


Sigmund Freud

Pursuing the answer to these questions involves recognizing how **philosophy** and **physiology** shaped the development of **psychological** thought. A subsequent key element of the origin of psychology comes from the research contributions of major historical figures in the field. Remember that the AP® Psychology Exam can test you on as many as 56 different historical figures, such as Sigmund Freud, B.F. Skinner, and William James. Be careful, and do not limit your exam preparation to only the most recognizable names; lesser known figures have appeared within the multiple-choice as well as the free-response questions. There are 15 learning targets within Unit 1.

Recognize how philosophical and physiological perspectives shaped the development of psychological thought. There are seven **primary** domains in the foundation of psychology: **Biological**, **Psychodynamic**, **Evolutionary**, **Behavioral**, **Cognitive**, **Humanistic**, and **Sociocultural**. Each of these domains have a unique theoretical approach, explain behavior differently, have strengths and limitations, and corresponding researchers that contributed to their investigation. Within these theories, researchers have integrated their phraseology, which has built the vast vocabulary within the field of psychology. A powerful tool is to chart each with major researchers, components, and findings.





Consider chart diagraming, or illustrating, the key components of each of the seven domains investigated throughout the AP® Psychology course. Be very cautious of simply using definitions within free-response questions. These types of diagrams will help you better recall the factors within the concept or terminology.

RESEARCH METHODS IN PSYCHOLOGY

Differentiate the types of research, always keeping in mind the purpose, strengths, and weaknesses of each, similarly to comparing the various domains at the beginning of the unit.

Be conscientious of how the field of psychology values the reliability of operational definitions and research methods utilized in behavioral research. Explore the challenges of applying theories to explain behavior. For example, in the Stanford Prison experiment, there were fewer guidelines and restrictions in regard to mental health research. Consider how this study would be conducted today.

STATISTICAL ANALYSIS IN PSYCHOLOGY

Be prepared to apply basic descriptive statistical concepts in order to analyze results of psychological studies. This will also include constructing and interpreting graphs, and implementing them through calculating basic descriptive statistics. Essentially, once data is constructed into a graph, be prepared to accurately interpret the data portrayed.

KEY VOCABULARY CONCEPTS WITHIN AP® PSYCHOLOGY UNIT 1	
Correlational coefficient	Naturalistic observation
Correlation	Variable
Scatterplot	Double-blind procedure
Independent variable	Dependent variable
Confounding variable	Validity
Histogram	Informed consent
Standard deviation	Inferential statistics
Placebo	Theory

Researchers in various fields utilize a variety of statistical analyses. The field of psychology typical relies upon descriptive and inferential statistics. Review the procedures for both, as well as compare and contrast their purposes. This will help you distinguish which is more appropriate for the data presented. For example, how would you construct your statistical data for a survey, as opposed to a double-blind study? Reviewing the comparison of common data analysis procedures in the field of psychology will help you answer these questions accurately.

THE EXPERIMENTAL METHOD

While many have utilized the experimental method throughout our learning endeavors, we often disregard the terminology involved. The following are some key elements to remain mindful of as your review for the AP® Psychology Exam progresses.

- Know the various types of research methods (data collection strategies). Which is most reliable for which type of investigation?
- Regardless of the research, be prepared to explain variables: independent, dependent, confounding and control in the experimental designs.
- How could design choice influence reasonable conclusions?
- Distinguish between random assignment of participants to conditions in experiments and random selection of participants. Random selection involves selecting members of a particular population for a sample, then employing random assignment to sort that sample into groups. These distinctions are typically utilized in correlational studies and surveys.
- There are a multitude of research designs, because each can be designed to assess the variables under investigation. Be prepared to predict the validity of explanations of behavior based on the quality of a research design.

ETHICAL GUIDELINES IN PSYCHOLOGY

> "Science brings society to the next level; ethics keep us there."
> *—Dr. Hal Simeroth*

As you review the theorists, and the various early research studies forming the basis of our current field of Psychology, consider which may be allowed to be precisely replicated in our modern era. Some of these early studies are precisely why we have ethical research guidelines in place today. Review how ethical issues can both **inform** and **constrain** research practices. Would Stanley Milgram have been able to insist that participants continue to "shock" the individual in the next room in our current era? Should modern researchers precisely replicate John B. Watson's Little Albert experiment? Conducting research ethically helps to provide reliable and reproducible information through future studies, but it also can constrain research practices and thereby impact results. These constraints are in place to protect participants and make results more reliable. The aim of research is to help rather than harm. Make sure you identify how ethical and legal guidelines protect research and participants in an effort to promote sound ethical practice.

NOTES

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BIOLOGICAL BASIS OF BEHAVIOR

CRUCIAL VOCABULARY

- Autonomic nervous system
- Parasympathetic nervous system
- Peripheral nervous system
- Somatic nervous system
- Sympathetic nervous system
- Broca's area
- Arachnoid matter
- Neuroplasticity
- Reflex arc
- Ablation
- Wernicke's area
- Reticular formation

ESSENTIAL QUESTIONS

1. How can biology influence our behavior and mental processes?
2. What happens when a particular neurotransmitter is absent from the body?
3. How do biological and environmental factors interact to influence our behaviors and mental processes?

The structure of the human biological systems, and their functions, influence not only our mental processes, but our behavior as well. Heredity, environment, and our consciousness also play an important role. The questions above are the three that encompass the primary learning targets for the entire unit. Take time to reason through each. Imagine opening your free-response question (FRQ) and finding one of these questions before you. How would you go about answering it?

THIS UNIT ENCOMPASSES

(8–10% AP® Exam Weighting)

- Interaction of Heredity and Environment
- Endocrine System
- Nervous System and Neuron
- Neural Firing
- Influences of Drugs on Neural Firing
- The Brain
- Tools for examining Brain Structure and Functions
- The Adaptive Brain
- Sleep and Dreaming

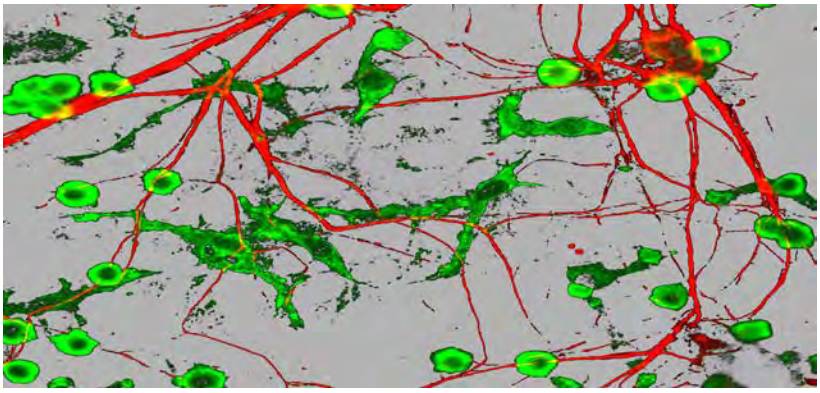


Image credit: Gerry Shaw

INTERACTION OF HEREDITY AND ENVIRONMENT

There are three main learning targets for this topic. Be prepared to explain why the field of psychology had a long standing investigation into how **heredity**, **environment**, and evolution work simultaneously to shape behavior.

Also, you will need to be able to identify the key scientific researchers in the areas of heredity and environment, and how this research has benefitted our understanding of these two areas. **Charles Darwin** is viewed as the main contributing scientist in this area. This is where nature vs. nurture is incorporated into discussions as well. Did we inherit it, learn it, or a combination of both?

Review your materials so that you are prepared to explain how scientists predict how biological traits and behavior can be selected for their adaptive value. In other words, how do our human biological traits enable our survival? To demonstrate that you comprehend these concepts, in an FRQ question, you would need to explain a behavior in an authentic context, using appropriate examples. Demonstrating comprehension of the concept will be key.

ENDOCRINE SYSTEM

The key to this section of this unit is to understand *the effect of the endocrine system on behavior*. Below is a starting point to refresh your memory. Consider how an alteration of each of these could impact mood and resulting behavior.

Pineal: Key to our circadian rhythms.

Pituitary: Controls behavior and growth.

Parathyroid: Maintains calcium; which impacts sleep, irritability, and memory decline.

Thyroid: Imbalance affects mood. Depression and/or anxiety is possible.

Adrenal Gland: Releases hormones related to stress and anxiety.

Pancreas: Controls digestion; blood sugar impacts mood.

Ovary: Reproductive cycle impacts mood and our reaction to it.

Testes: An abnormal level of testosterone can result in aggressive behavior.

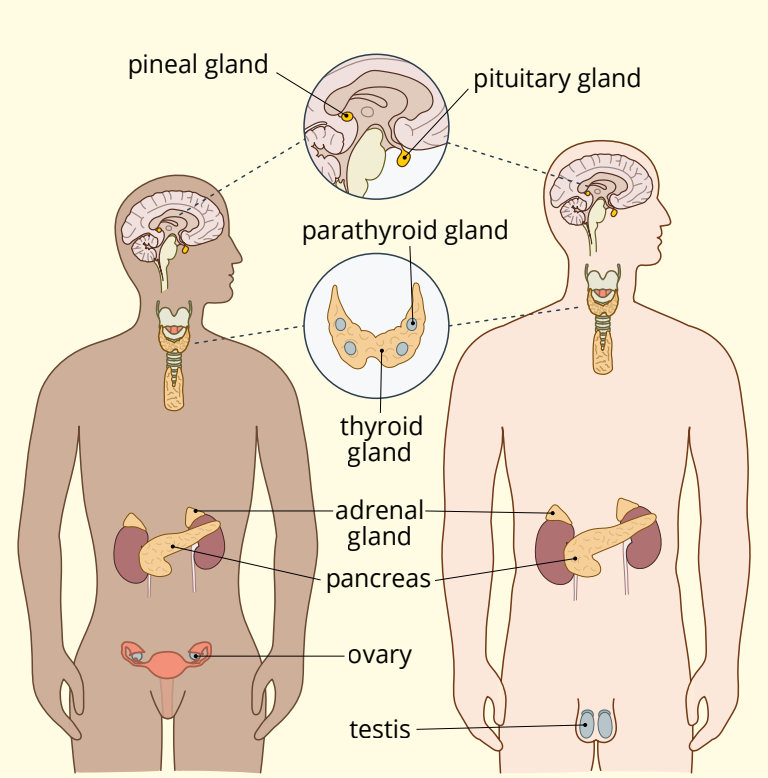
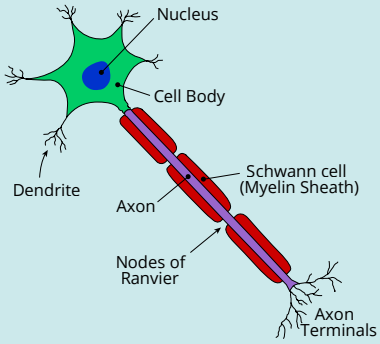


Image credit: umimeto.org



OVERVIEW OF THE NERVOUS SYSTEM AND THE NEURON

While there are two main learning targets in this section of the unit, they encompass a vast amount of information. The good news is that most of us have covered these topics in other coursework, such as Biology or Anatomy and Physiology.

First, be prepared to describe the nervous system, the subdivisions, and the functions of the components of each of these.

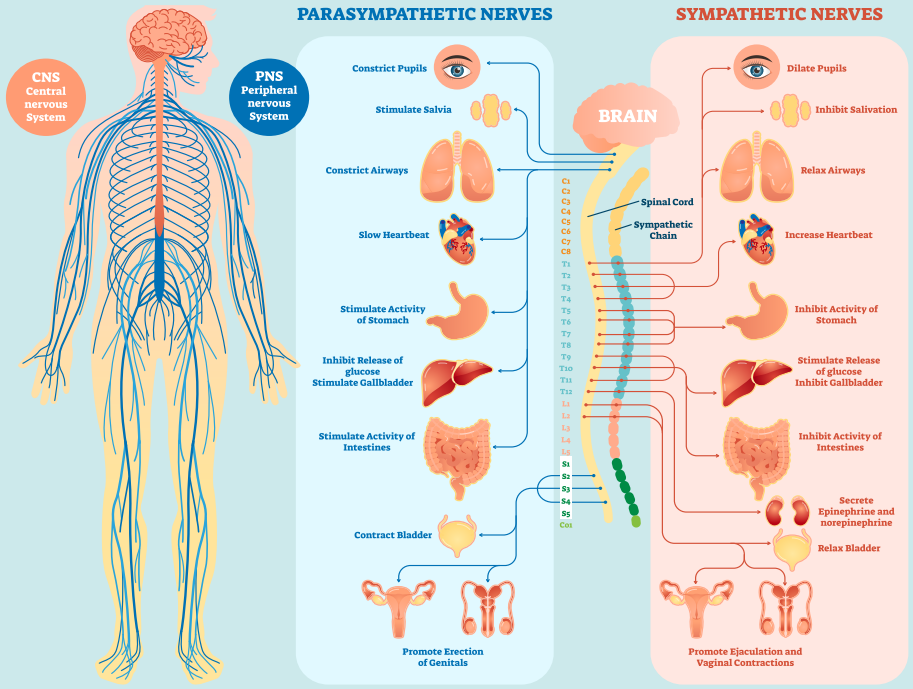
Next, identify the basic processes and interaction of systems that are the foundations of the *biological basis of behavior*. In other words, you know the "parts," and the main purpose. How does that "part" *impact our behavior*, both when it is functioning properly, and otherwise? Although dysfunction will be delved into more intensively in later units, it is still an important aspect to recognize here. This can be key if the free-response question (FRQ) requires you to explain the biological reason that a behavior, or disorder, could be occurring.

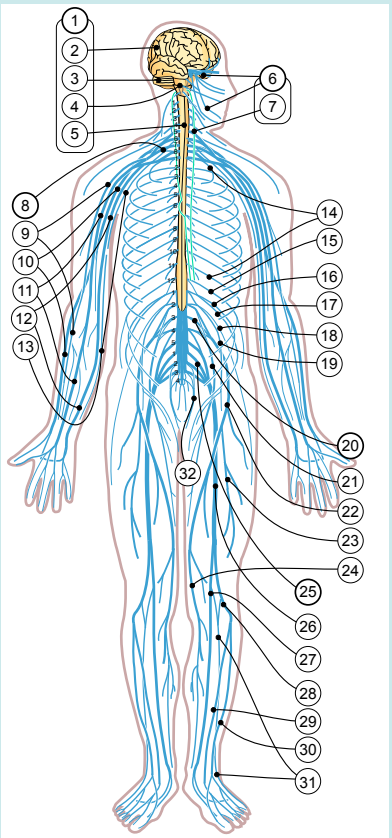
Continued on next page...

NEURAL FIRING

Be able to explain the basic process of transmission of a signal within and between neurons. There are three phases of communication within a neuron. The first is **action potential**, the impulse when a neuron fires. There is a brief **refractory period** when the neuron is recharging, followed by the **resting potential**, when the recharged neuron is awaiting the next action potential to be generated. Review how sodium and potassium help alter the transmission.

One of the most effective ways to accomplish this is to accurately label a blank replica of the human nervous system, as well as a human nerve cell, and include the main purpose of each component. Make sure that you define the main component systems as well.





IMPACT OF DRUGS ON NEURAL FIRING

Drugs, of all origins, alter the way we feel, think and behave, primarily due to their disruption of neurotransmitters.

Dependence and addiction can lead to brain disorders as this neurotransmission can be accelerated or restricted. Review the typical methods utilized in this research (brain tissue analysis, live studies, brain scans, genetic studies, modified gene implantation).

Neurotransmission can be significantly impacted, often dramatically increasing or decreasing communication across cells. Studies focus on learning which neurotransmitter the drug affects, and how the drug alters that neurotransmission. Also, what are the long-term affects?

As an example, a study investigated how cocaine motivates intensified use and causes addiction. Conclusions were that there was an initial reward, then a transition to addiction, and craving, which often led to relapse. This study demonstrated that by altering neurotransmission, addictive drugs can produce the desire to use, more often, typically due to a disruption of dopamine.

Identify the major psychoactive drug categories, and the psychological and physiological effects.

Drug categories:

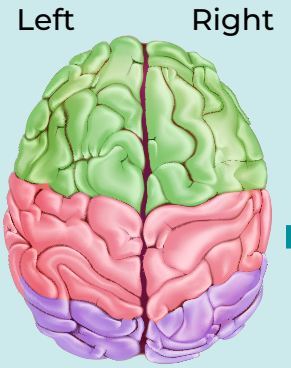
- Depressants
  - Alcohol
  - Barbiturates
  - Opiates

Drug categories, cont'd.:

- Stimulants
  - Caffeine
  - Nicotine
  - Cocaine
  - Amphetamines
  - Methamphetamines
  - Ecstasy
- Hallucinogens
  - LSD
  - Marijuana

Psychological and physiological effects vary for each category and which substance is consumed. The effects also vary by combining drugs, age of user, level of dependency, family health history, and genetic factors. A chart with this information compared and contrasted will help significantly.

Brain Lateralization



- Analytical thought
- Detail-oriented perception
- Ordered sequencing
- Rational thought
- Verbal
- Cautious
- Planning
- Math/science
- Logic
- Right field vision
- Right side motor skills

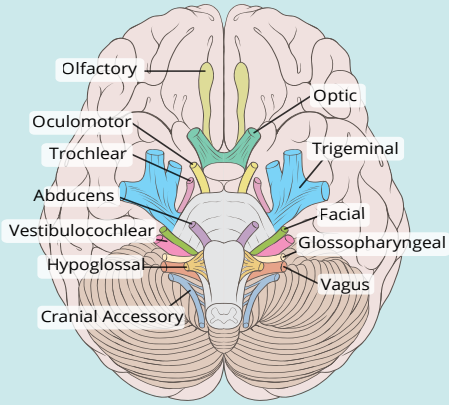
- Intuitive thought
- Holistic perception
- Random sequencing
- Emotional thought
- Non-verbal
- Adventurous
- Impulse
- Creative writing/art
- Imagination
- Left field vision
- Left side motor skills

THE BRAIN

The key to understanding this broad topic is to master the parts and functions of the brain. Approach this review with each part's location within the brain and its main function in a short, three to four word phrase. This is also an excellent time to quiz with peers pertaining to part and purpose. Crucial components covered within this unit include:

Amygdala	Corpus callosum	Limbic system
Brainstem	Dual processing	Medulla
Cerebellum	Frontal lobes	Motor cortex
Cerebral cortex	Glial cells	Parietal lobes
Cognitive neuroscience	Association areas	Reticular formation
Consciousness	Hypothalamus	Somatosensory cortex
Temporal lobes	Thalamus	Split-brain

Exploring the above material will help you recall the major brain regions, lobes, cortical area, brain lateralization, and hemispheric specialization. This is a critical learning goal for this section.



Study Hint
Practice an extra FRQ for every unit!

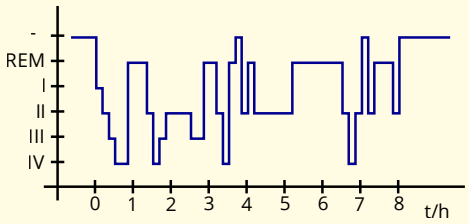
THE ADAPTIVE BRAIN

Neuroplasticity is our brain's ability to change and adapt through experience, and when following a traumatic brain injury.

Be prepared to identify the contributions of key researchers to the study of neuroplasticity, particularly Michael Gazzaniga.

You'll want to also focus on the various states of consciousness and their impact on behavior. Sleep cycles are key.

Study the cycle of sleep carefully. Many students mistakenly believe that REM sleep comes directly after deep NREM-3 sleep. It does not. Generally NREM-2 follows NREM-3, followed by REM. Review the graphed examples from your study materials, textbook, or online.

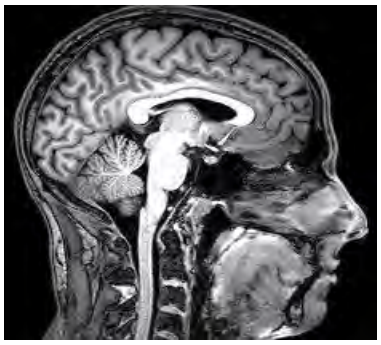


Two of the major contributors in the field of consciousness research were William James and Sigmund Freud. Review the point of view of each researcher.

TOOLS FOR EXAMINING BRAIN STRUCTURE AND FUNCTIONS

Q: What tools are used for examining the brain?

A: There are a variety of methods used to view and understand brain structures and functions. Review the benefits and purposes of each, particularly why one is chosen rather than another. Those most commonly utilized and included in the AP® Psychology curriculum are listed here. **Electroencephalography (EEG)** records electrical activity produced through neurons. **Functional magnetic resonance imaging (fMRI)** is a brain scan that uses a magnetic field to create images in each brain area. **Positron Emission Tomography (PET)** scans help us see the activity in the brain. **Magnetic Resonance Imaging (MRI)** creates visual images of the brain's soft tissue. **Computer Tomography (CT)** uses a variety of X-ray photos to create a brain image.



Study Hint
Log into practice tests through study guides, and via AP® Classroom, which offers actual AP® College Board released tests previously administered! Marco Learning has indispensable resources!

SLEEPING AND DREAMING

There a variety of aspects in regards to sleep and dreaming that will be key as you review for the AP® Psychology Exam. Review the sleep cycle, along with the neural and behavioral characteristics that correspond to each.

Theories of sleep and dreaming, particularly those of William James, Ernest Hilgard, and Sigmund Freud, as well as symptoms and treatments of sleep disorders are encompassed within this topic section.

- Narcolepsy
- Sleep apnea
- Night terrors
- Insomnia
- Sleepwalking
- Sleeptalking

The AP® Exam could have you identify and differentiate between the sleep disorders. For example, what is the difference between a nightmare and a night terror?

Dream theories covered throughout this unit include:

- **Freud's wish fulfillment**
- **Information-processing**
- **Physiological function**
- **Activation-synthesis**
- **Cognitive development**

REVIEW

—How does sleep loss affect us?

—What are the major sleep disorders?

—Why do we dream?

—What functions have theorists proposed for dreams?

—How does Freud differentiate between manifest content and latent content?

—How could diversity influence what we dream?

—What are the benefits of dreaming based on research?

—What is REM rebound?

—What are the effects of sleep deprivation?

Study Hint
Pair up with fellow classmates, in person or online to quiz one another on terminology, parts and functions, and evaluating one another's FRQ responses.

SENSATION AND PERCEPTION

AP® EXAM WEIGHTING

6–8%

INSIGHT INTO THE S&P UNIT

Psychologists study sensation and perception to explain how and why externally gathered sensations and perceptions impact behaviors and mental processes.

Sensations that we perceive process information about our surroundings, resulting in perceptions that influences how we think and behave. This unit builds upon our previous biological unit foundations, helping us better understand our brain, sensory organs, and the physiological processes behind the perception of our environment. Ultimately, this enables us to better understand the building blocks of why we do as we do.

ESSENTIAL QUESTIONS

Connecting Physiology with Psychology:

1. How do we process the information we receive from our environment?
2. How does our interpretation of the information we receive from the environment influence our behaviors and mental processes?

INTRODUCTION

Why would it be important to include a unit such as sensation and perception in the AP® Psychology course?

While we may not notice it, our sensations and their resulting perceptions help us with the stimuli around us. This stimuli can be from a wide range of sources. Our brain can process information without us even realizing it. For example, you hear tires screeching while you are very busy doing something else. Perhaps you are near enough by to even smell the hot rubber of the tires. Hopefully, the sensations from your hearing, and perhaps your smell, will help you to assess the situation so that you can avoid potential harm. In most instances, all of this occurred within seconds, and it may have seemed instinctual. You have sensation and perception to thank.

> Why do some people experience more, or less, pain than others with the very same illness or injury?

To dig a bit deeper, how much could sensation and perception influence research? Determining mental status? Relationships? Learning? Thinking? Memory? Any other aspect related to human thinking and mental health? These two elements of the human psyche work in tandem to enable us to detect and react to changes in our environment.

THE PRINCIPLES OF SENSATION

Learning Target

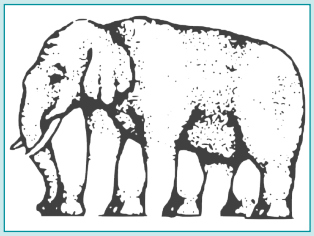
Be prepared to describe the general principles of organizing and integrating sensation to promote stable awareness of the external world.

Continued on next page...

Break it Down
Concentrate on **Gestalt principles** and other foundational concepts such as **depth perception**. Be sure to review **sensory transduction**, including **absolute threshold**, **difference threshold**, **signal detection**, and **sensory adaptation**. As you compare bottom-up and top-down processing, it helps to keep a pyramid in mind. The bottom of the pyramid is the information; the top is the arrived at theory.

Bottom-Up Processing
Bottom-up processing starts at your sensory receptors and works up to the highest level of processing. For most of us, as we glance at the image to the right, we simply acknowledge the image as what most of us know as an elephant.

Top-Down Processing
Top-down processing constructs perceptions from sensory input by drawing on our previous experience and expectations related to the situation. We know that most elephants only have four legs...but what about this one? Top-down processing helps us understand the complexity of the drawing, and to process our exploration as we aim to get a final count of the appendages.

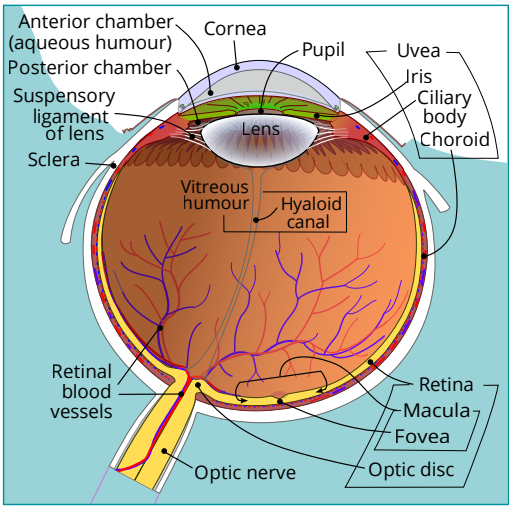


Thus, our sensory and perceptual processes work together to help us sort out...process... the complex images.

PRINCIPLES OF PERCEPTION

Learning Targets
1. Understand how experience and culture can influence perceptual processes.
2. Understand the role of attention in behavior.

This is the best time to review **perceptual set** (tending to see what we want to see, often impacted by psychological factors), **context effects**, and **schema**. Review how expectations, emotions, and motivation influence our perceptual set. All are building blocks of our perceptions, influencing thoughts and feelings, as well as where we direct our attention depending on the circumstances.



VOCABULARY

Key concepts include:

- Bottom-up processing
- Top-down processing
- Signal detection theory
- Difference threshold
- Weber's Law
- Young-Helmholtz trichromatic theory
- Opponent process theory
- Gate control theory
- Transduction

Key contributors include:

- Gustav Fechner
- Ernst Weber
- David Hubel

VISUAL ANATOMY

Learning Targets
1. Understand the vision process.
2. Understand common sensory conditions.

Be prepared to explain the vision process, specifically energy **transduction**, all relevant anatomical structures related to vision, and the specialized pathways in the brain for each of the senses.

It will be important to explain common sensory conditions, such as vision and hearing impairments and **synesthesia**. Reviewing vocabulary for this unit is imperative.

VISUAL PERCEPTION

Learning Target

Understand the role of **top-down processing** in producing vulnerability to **illusion**.

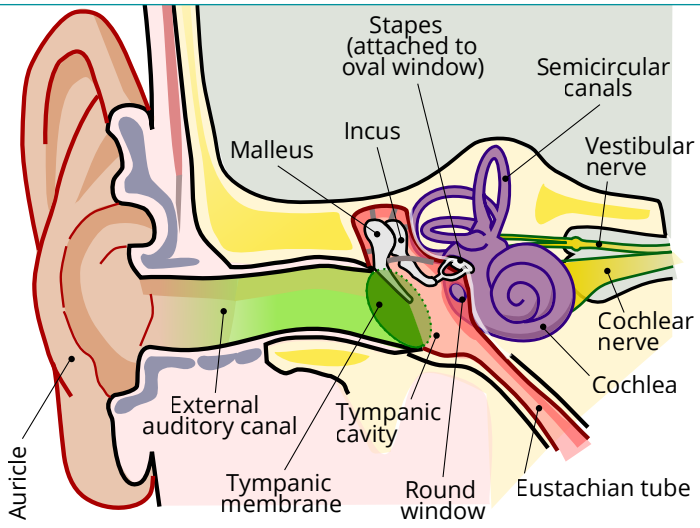
In other words, be prepared to explain how top-down processing could potentially influence our perceptions of situations that we experience differently than others. For example, in the image at right, some will see a duck initially, while others will perceive a rabbit.

What do you see?

AUDITORY SENSATION AND PERCEPTION

Learning Target

Understand the **hearing process**, the energy transduction involved, relevant anatomical structures, and the specified pathways in the brain for each of the senses.



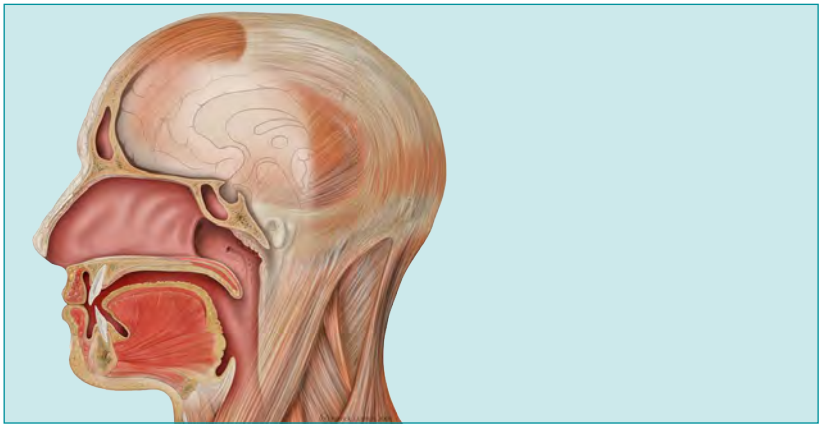
The green area represents the outer ear, the red area represents the middle ear, and the purple area represents the inner ear.

As you review the hearing "process," remember to think about how our hearing uses sensation to impact perception. If we hear a loud crash in the road near us, we are likely to perceive a variety of emotions, and even recall memories, and both of these are units incorporated in the AP® Psychology course materials. As such, the sensation and perception unit material is frequently incorporated into multiple-choice and free-response questions from many other units. Knowing the foundations of each sense will help you tackle these questions with ease.

CHEMICAL SENSES

Learning Target

Understand taste and smell processes, including how energy transduction takes place, pertinent anatomical structures, and the pathways to the brain for both taste and smell.



BODY SENSES

Learning Target

Understand sensory processes, the specific nature of energy transduction, the relevant anatomical structures of each, and the specialized pathways to the brain for each.

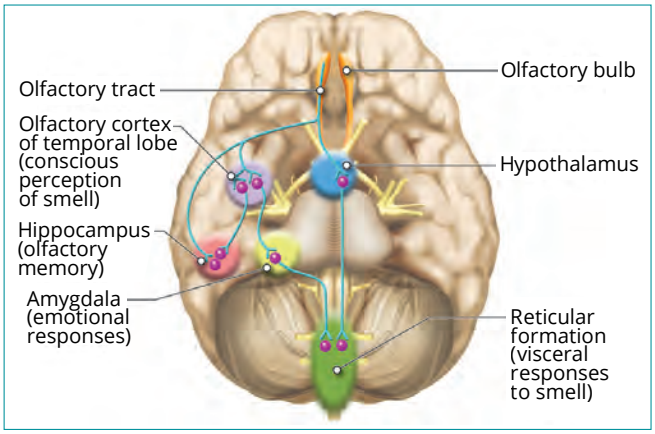
To simplify the target above, you need to be able to:

1. Understand and describe what each component is.
2. Understand and describe how each component functions.
3. Understand and describe where the pathways are in the brain for each body sense.

For each of the following senses:

- Touch
- Pain
- Vestibular
- Kinesthesis

Hint: Take the time to print or draw a simple replica of the human brain and label the lobe where all the areas are that pertain to a particular sensation. While this is often a fun and enlightening unit, it encompasses a significant level of anatomy and physiology as well. Another option is to chart each sensory system, the sensation source, which receptors are involved, and the key brain areas impacted.



ASK A QUESTION

Q: How do I best prepare for the AP® Exam with the Sensation and Perception Unit?

A: Remember that whether you are responding to multiple-choice or free response questions, you are ultimately being challenged to not only understand the information, but demonstrate that you can accurately describe its importance. AP® Exams are designed to assess our higher-level thinking skills, as well as our ability to accurately apply learning across multiple units. To put it in more relatable context, while this unit might only have 6–8% weight on the exam, it will, more likely than not, be also tied to various topics from the entire course. (This is true of AP® courses in general.) Staying mindful of this, mind-mapping interconnectedness of material as you study can help immensely.

TIE IT TOGETHER

- How much information can be processed at a given point in time?
- Review thresholds and adaptation.
- How do motivations and emotions influence perceptions?
- What are the theories that explain various perceptions of color?
- Binocular vs. monocular depth clues and their influence on 3D and motion.
- Review perceptual constancies and their purpose.
- How do senses interact?
- Explain how each sense processes incoming information. (How does sound, sight, touch, temperature, etc., reach our brain?)
- How do our senses influence body movement?

LEARNING

INTRODUCTION TO LEARNING

Learning Targets

1. Identify the main contributions of key researchers in the psychology of learning.
2. Interpret graphs that exhibit results of learning experiments.
3. Understand and describe the essential characteristics of insight learning, latent learning, and social learning.
4. Apply learning principles to explain **emotional learning**, **taste aversion**, **superstitious behavior**, and **learned helplessness**.
5. Provide examples of how **biological constraints create learning predispositions**.

AP® EXAM WEIGHTING

7–9%

ESSENTIAL QUESTIONS

1. How do we learn?
2. How do our experiences influence our behaviors and mental processes?

Concentrate on key researchers that contributed the early foundation to this field of psychology such as **Albert Bandura**, **Ivan Pavlov**, **Robert Rescoria**, **B.F. Skinner**, **Edward Thorndike**, **Edward Tolman**, **John B. Watson**, and **John Garcia**.

As is true with any unit, in any AP® level course, review your vocabulary for this unit. While those in the learning targets are bolded, there may be others that warrant a review. Many terms in this course have multiple definitions, but only one that applies to psychology appropriately.

CLASSICAL CONDITIONING

Learning Targets

1. Understand and describe **classical conditioning phenomena**.
2. Distinguish general differences between principles of **classical conditioning**, **operant conditioning**, and **observational learning**.

Be familiar with the definitions *and applications* of concepts such as **acquisition**, **extinction**, **spontaneous recovery**, **generalization**, **stimulus discrimination**, **higher-order learning**, **unconditioned stimulus**, **neutral/conditioned stimulus**, **conditioned response**, and **contingencies**.

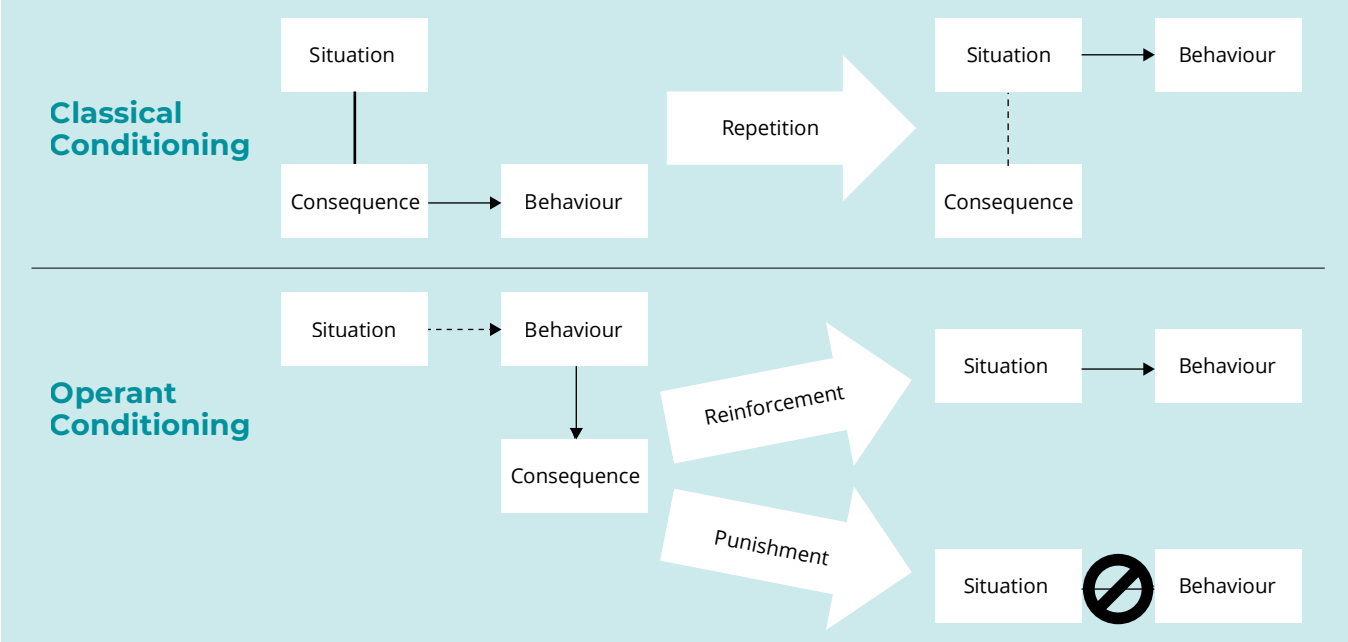
OPERANT CONDITIONING

Learning Targets

1. Predict the effects of operant conditioning.
2. Predict how practice, schedules of reinforcement, any other aspects of reinforcement, and motivation will influence the quality of learning.

Concentrate on **positive reinforcement** (receive something desired after good behavior), **negative reinforcement** (unpleasant consequence taken away in response to a stimulus), **positive punishment** (consequence for unwanted behavior), and **negative punishment** (removing something desirable as a consequence).

Review the researcher perspectives on which reinforcement is considered most, and least, effective. (See the pertinent list of researchers above.)



INSIGHTS

- Throughout this unit, each learning target expects you to be able to explain behavior in an authentic context. Consider how you could do this in a free-response question. What is happening in your/our modern world that helps you relate your understanding of the unit and that the readers evaluating your FRQ can relate to and understand?
- Again, review the complete vocabulary list for this unit. Many of the terms are bolded here, but there are still others, most of which have definitions or applications unique to psychology.
- Compare and contrast classical and operant conditioning on a typed or hand-drawn graphic organizer. Beyond comparing similarities and differences, note the researchers most tied with each and summarize their research conclusions. (See below for a starting point.)
- What are the applications for classical conditioning in our modern world? Operant conditioning?
- Refresh your memory on the abbreviations for the various phrases within the unit, for example, CR for Conditioned Response. Abbreviations are customarily utilized in this unit, as well as on the exam.
- Below is an example of summarizing your review for this unit. Alter to suit your learning style!

SOCIAL AND COGNITIVE FACTORS IN LEARNING

Learning Target

1. Understand and suggest how **behavior modification**, **biofeedback**, **coping strategies**, and **self-control** can be utilized to address behavioral problems.

Be familiar with each of the terms listed in the learning target above. Be wary of reviewing from online games too often as not all are accurate.

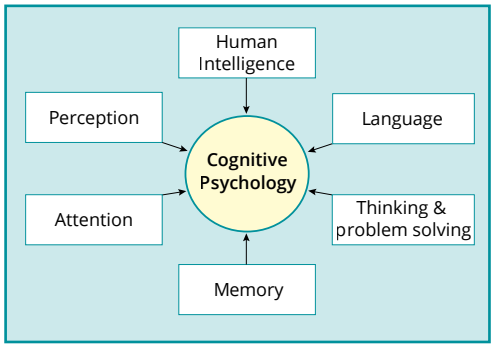
If these terms were included in an FRQ, could you define them accurately and tie them to the scope of the question?

Conditioning	Similarities w/others	Differences w/ others	Primary Researchers	Conclusions	Applications
Classical					
Operant					

COGNITIVE PSYCHOLOGY

ESSENTIAL QUESTIONS

1. What roles do **memory** and **thinking** play in our behavior?
2. What is **intelligence** and how can we study it to understand it?



Upon entering this unit, you should have a firm foundation with knowledge surrounding sensation, perception, and learning. Research pertaining to this unit focuses on memory, intelligence, and the influence of mental processes on behavior. This unit helps us to understand how our way of thinking impacts our behavior. Ideally, this understanding will provide insight into psychological disorders and their treatment.

Cognition covers both memory processes, individual variations in intelligence, and builds upon Units 2 and 3, helping us to move beyond definitions to a more systematic reasoning.

AP® EXAM WEIGHTING

13–17%

AP® EXAM PREPARATION

Putting thinking and problem solving into written answers is the main challenge for this unit. Sometimes we present accurate ideas but fail to expand on them enough to earn full credit on free-response questions.

As we prepare for the AP® Exam, here are some goals. Be prepared to demonstrate knowledge of:

1. Similarities and differences in **short-term** and **long-term procedural memory** and the factors that affect each.
2. How the elements of memory contribute to a person's behavior.
3. How information is **encoded**, **stored**, and **retrieved** in memory.
4. **Acquisition of language:** the factors that facilitate it, and how we use it to communicate our ideas.
5. Data curves, and **positive and negative correlation**.

INTRODUCTION TO MEMORY

Learning Targets

1. Compare and contrast various **cognitive processes**.
2. Describe and differentiate psychological and physiological **systems of memory**.
3. Identify the **contributions of key researchers** in cognitive psychology.

To achieve the first goal, review **effortful vs. automatic processing, deep vs. automatic processing, selective vs. divided attention**, and **metacognition**.

The key to the second learning target is the foundation of knowing terminology in order to explain beyond regurgitating definitions. Rather than simply reviewing vocabulary, consider how you would explain the following to a friend not taking the AP® Psychology course, and then attempt to do so. These phrases include **short-term memory**, **implicit (procedural) memory**, **long-term memory**, **sensory memory**, **prospective memory**, **explicit memory**, and **physiological systems**.

As you review researchers, try a chart or mind map and simplify their main contributions to a few words for **Noam Chomsky**, **Hermann Ebbinghaus**, **Wolfgang Kohler**, **Elizabeth Loftus**, and **George A. Miller**.

FORGETTING AND MEMORY DISTORTION

Learning Target

- Describe strategies for memory improvement and typical memory errors.

Set aside alone time to focus. Cramming does not work. Organize what you need to learn into groupings. This is called **chunking**. Use mnemonic devices. Verbalize what you are trying to remember or learn. Relate new information to that you already know. Errors can include remembering something that never happened or inaccurately recalling facts.

BIOLOGICAL BASIS FOR MEMORY

Learning Target

- Describe and differentiate psychological and physiological systems of short- and long-term memory.

Physiological areas to review: **long-term potentiation** and the brain areas involved, which include the **hippocampus**, **cerebellum** and **amygdala**.

Psychological factors to review include **retrograde amnesia**, **anterograde amnesia**, and the **forgetting curve**.

ENCODING

Learning Target

- Outline the principles that underlie construction and encoding of memories.

Encoding is the process of getting information into the memory system.

STORING

Learning Target

- Outline the principles that underlie effective storage of memories.

Storing is the process of retaining the information that has been encoded.

RETRIEVAL

Learning Target

- Describe strategies for retrieving memories.

Retrieval is the process of getting the stored information back out for use.

INTRODUCTION TO INTELLIGENCE

Learning Targets

1. Define intelligence and list characteristics of how psychologists measure intelligence.

Concentrate on **abstract vs. verbal measures**, **speed of processing**, **fluid intelligence**, **crystalized intelligence**, the **Flynn effect**, **stereotype threat**, and **Savant syndrome**.

2. Discuss how culture influences the definition of intelligence.

Keep in mind that intelligence is viewed differently in various regions of the globe. Western emphasis is primarily in verbal abilities and mental computation. Therefore, cultural differences could also impact the measurements utilized to assess intellect.

3. Compare and contrast historic and contemporary theories of intelligence.

Three researchers to concentrate on would be **Charles Spearman**, **Howard Gardner**, and **Robert Sternberg**. Any considered controversial? Questionable from a modern-day research standpoint?

4. Identify the contributions of key researchers in intelligence research and testing.

Be sure to review **Alfred Binet**, **Francis Galton**, **Howard Gardner**, **Charles Spearman**, **Robert Sternberg**, **Lewis Terman**, and **David Wechsler**.

INTRODUCTION TO THINKING AND PROBLEM SOLVING

Learning Targets

1. Identify **problem-solving strategies** as well as factors that influence their effectiveness.

Investigate the leading tactics for problem solving. Which are more effective, and which are less impactful?

2. List the characteristics of **creative thought** and creative thinkers.

Investigate the traits and practices of creative thinkers. Creative thought can include a fresh perspective and often considers all angles.

Could creativity lead to more effective problem solving by thinking "outside the box"?

BIASES AND ERRORS IN THINKING

Learning Target

- Identify problem-solving strategies as well as factors that create bias and errors in thinking.

Possible errors in thinking include categories such as ill-defined (no clear solution) problems versus well-defined problems.

Strategies include **logical** reasoning, abstract thinking, and even incorporating creativity. These approaches may take the form of trial and error, algorithm (step-by-step planned out approach), or heuristic (working backwards and breaking the endeavor into steps).

Biases and errors in thinking can occur when we are overcome with information; there is simply too much to consider accurately. The opposite of this may be true when there is not enough reliable information. Other factors include limited time, the importance of the issue, or lack thereof.

Consider not only how this may impact individuals, but also how research may be affected by the researcher. Human error and bias can distort facts.

KEY VOCABULARY CONCEPTS WITHIN AP® PSYCHOLOGY UNIT 5

- Imagery
- Echoic memory
- Explicit memory
- Mood-congruent memory
- Retroactive interference
- Algorithm
- Representative heuristic
- Morpheme
- Semantics
- Linguistic determinism
- Iconic memory
- Implicit memory
- Priming
- Proactive interference
- Cognition
- Confirmation bias
- Availability heuristic
- Phoneme
- Syntax
- Automatic processing

PSYCHOMETRIC PRINCIPLES AND INTELLIGENCE TESTING

Learning Targets

1. Explain how psychologists design tests, including standardization strategies and other techniques they use to establish reliability and validity.

Research how various psychometric assessments were developed and have evolved.

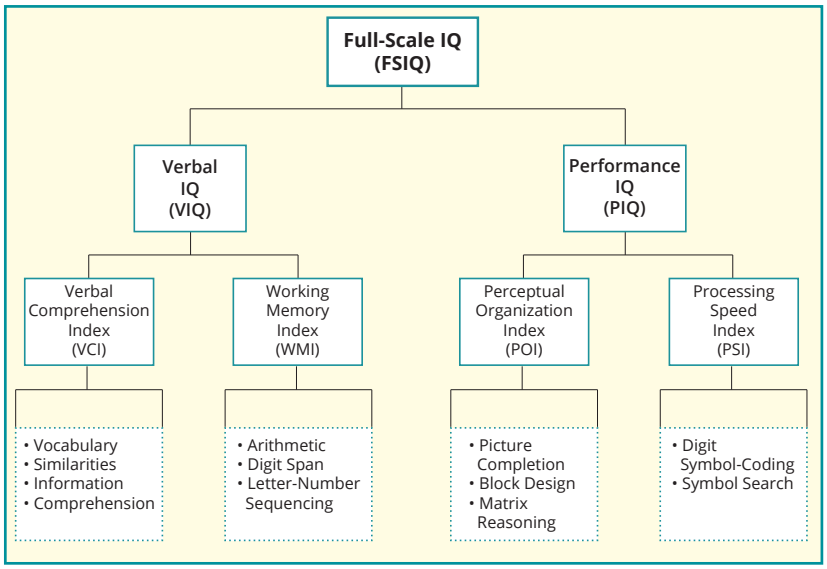
Investigate those from other parts of the world with views that may vary.

2. Interpret the meaning of scores in terms of the normal curve.

Again, do all assessments place achievements on the same bell curve, regardless of world region for both intellect and personality?

3. Describe relevant labels related to intelligence testing.

Investigate both **gifted** and **intellectual disability** categories. Do other cultures assess for these categories? Why or why not?



Key components within all of the targets in this section are **reliability** and **validity**. Just some thoughts as you review. Are traditional intelligence tests still valid and reliable in our modern world? Do all cultures assess intelligence and/or personality? Could heritage, primary language, or culture impact results?

COMPONENTS OF LANGUAGE AND LANGUAGE ACQUISITION

Learning Targets

1. Synthesize how **biological**, **cognitive**, and **cultural factors** converge to facilitate **acquisition**, **development**, and **use of language**.

Concentrate on how the brain *processes* language and impacts how we *interpret* language. Culture may influence interpretation. For foundational thought on this target, consider the following. Certain words or phrases that are totally accepted in one culture can be interpreted as incredibly offensive in another. Our brain (biological) interprets the information, our cognitive processes react to the emotional response, and our cultural heritage leads us to interpret the phrase as acceptable or offensive.

2. Debate the **appropriate testing practices**, particularly in relation to **culture-fair** test uses.

Consider how factors such as race, religion, world location, and native language factor into how testing is developed and administered?

NOTES

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DEVELOPMENTAL PSYCHOLOGY

AP® EXAM WEIGHTING

7–9%

THIS UNIT ENCOMPASSES

- Lifespan and Physical Development in Childhood
- Social Development in Childhood
- Cognitive Development in Childhood
- Adolescent Development
- Adulthood and Aging
- Moral Development
- Gender and Sexual Orientation

UNIT ESSENTIAL QUESTION

1. How do we perceive and understand ourselves?

This unit concentrates on helping us understand how changes in the biological and social situations in our lifespan influence our behaviors and mental processes. Throughout this unit, we have learned what has contributed to our behavioral changes as we age. Prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood were all explored. This unit helps us build even further upon biological, cognitive, and cultural perspectives. We also analyzed and interpreted data, a continual process.

FRQ Reminder!
Space, **O**rder, **D**efine, **A**pply, and **S**ynonyms *—SODAS!*

LIFESPAN AND PHYSICAL DEVELOPMENT IN CHILDHOOD

Learning Targets

1. Explain the processes of **conception** and **gestation**, including factors that influence successful **pre-natal development**.

Review nutrition, illness, substance abuse, and **teratogens**.

2. Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.

Review the **nature vs. nurture** viewpoint, concentrating more on culture and heritage in this instance. How does maturity affect behavior? Do you act the same way now as you did when you were a small child?

3. Discuss **maturation** of motor skills.

Chart the stages of development and motor ability progress.

CRUCIAL VOCABULARY

- Habituation
- Accommodation
- Authoritative
- Fluid intelligence
- Cross-sectional study
- Imprinting
- Attachment
- Object permanence
- Assimilation
- Authoritarian
- Permissive
- Crystallized intelligence
- Longitudinal study
- Critical period
- Autism
- Fetal Alcohol Syndrome

SOCIAL DEVELOPMENT IN CHILDHOOD

Learning Targets

1. Describe the influence of temperament and other social factors on **attachment** and appropriate **socialization**.

Review parenting styles and how socialization might impact family and culture.

2. Identify the contributions of **major researchers** in developmental psychology in the area of **social development** in childhood.

Concentrate on the contributions of **Albert Bandura**, **Diana Baumrind**, **Konrad Lorenz**, **Harry Harlow**, **Mary Ainsworth**, and **Sigmund Freud**.

3. Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.

Again, reviewing **nature versus nurture** will be key here. Which is more prevalent in various areas of the globe?

4. Explain how **parenting styles** influence development.

Review **authoritarian**, **permissive**, and **authoritative**. Compare and contrast the three. Are all three in most cultures?

COGNITIVE DEVELOPMENT IN CHILDHOOD

Learning Targets

1. Explain the maturation of cognitive abilities. (**Piaget's stages**, **informational process**)

Review **informational process theory**.

Construct a flow chart. Investigate research associated with this theory and learning disabilities.

2. Identify the contributions of major researchers in the area of cognitive development in childhood.

Concentrate on the contributions of **Lev Vygotsky** and **Jean Piaget**. Their research focused primarily on childhood cognitive development.

ADOLESCENT DEVELOPMENT

Learning Target

- Discuss maturational challenges in adolescence, including family-related conflicts.

Some challenges may include voice changes, puberty, menstruation, body hair, and variance in emotion.

How can behavior and decision-making be tied to adolescent brain maturation?

Review seeking independence, opinion differences, changes in the family dynamic (divorce, new baby), poor communication, discipline, and sibling issues.

Be sure to review adolescent-related vocabulary terminology.

NOTES

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Study Hint

Remember, application is key. How would you apply the information from this unit if verbally questioned about the concepts? Concentrate on accurate and concise information that ties to the question while defining terminology.

ADULTHOOD AND AGING

Learning Targets

1. Characterize the development of decisions related to **intimacy** as people mature.

Reminder, this is less related to physical intimacy and more tied to emotional relationships. Review **identity exploration**, **instability**, and **self-focus**.

2. Predict the physical and cognitive changes that emerge through the **lifespan**, including steps that can be taken to maximize function.

Review **physiological aspects** such as body growth, brain changes, senses, and motor skills. Review **Parkinson's disease**. Cognitive changes include learning ability, memory, language, thinking, and reasoning. Concentrate on how these are affected during late adulthood. Review **Alzheimer's disease**, **dementia**, **depression**, and **retention**.

3. Identify the contributions of key researchers in the areas of adulthood and aging.

Here, concentrate on the contributions of **Erik Erikson's** key research in **lifespan development**. Referring to the chart below will help with this goal. The Harvard Study of Adult Development is a powerful resource. This longitudinal study includes 80 years of data.

Erikson's Stage Theory in its Final Version

Age	Conflict	Resolution or "Virtue"	Culmination in old age
Infancy (0–1 year)	Basic trust vs. mistrust	Hope	Appreciation of interdependence and relatedness
Early childhood (1–3 years)	Autonomy vs. shame	Will	Acceptance of the cycle of life, from integration to disintegration
Play age (3–6 years)	Initiative vs. guilt	Purpose	Humor; empathy; resilience
School age (6–12 years)	Industry vs. inferiority	Competence	Humility; acceptance of the course of one's life and unfulfilled hopes
Adolescence (12–19 years)	Identity vs. confusion	Fidelity	Sense of complexity of life; merging of sensory, logical, and aesthetic perception
Early adulthood (20–25 years)	Intimacy vs. isolation	Love	Sense of the complexity of relationships; value of tenderness and loving freely
Adulthood (26–64 years)	Generativity vs. stagnation	Care	Caritas, caring for others, and agape, empathy and concern
Old age (65–death)	Integrity vs. despair	Wisdom	Existential identity; a sense of integrity strong enough to withstand physical disintegration

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MORAL DEVELOPMENT

Learning Targets

1. Identify the contributions of major researchers in the area of **moral development**.

Concentrate on the research contributions of **Carol Gilligan** and **Lawrence Kohlberg**.

2. Compare and contrast models of moral development.

Kohlberg and Gilligan investigated three primary levels of moral reasoning: **pre-conventional**, **conventional**, and **post-conventional**.

How do these theories suggest there are stages, or steps, to moral development.

While their research of children focused on care and justice-related morality, it was considered controversial.

FURTHER INSIGHT

Being able to compare the stages of development is vital. On FRQs, remember to provide specific examples of how life experiences can help or hinder development. Stating stages but not explaining them will likely result in a loss of points.

GENDER AND SEXUAL ORIENTATION

Learning Target

- Describe how sex and gender influence **socialization** and other aspects of development.

How do humans develop a sexual orientation? How do humans develop a gender identity in our modern society? What factors can influence sexual orientation? Is brain structure involved? What are gender roles and identity? What were the theories related to gender? Does gendered behavior impact hormones? How does toxic media factor in?

NOTES

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MOTIVATION, EMOTION, AND PERSONALITY

MARCO LEARNING®

AP® EXAM WEIGHTING

11–15%

ESSENTIAL QUESTIONS

Using theory to categorize and explain personality

1. What motivates us to think and act the way we do?
2. Why do some people respond to stress in a healthier way than others?
3. Why don't psychologists agree with one another?

VOCABULARY REVIEW

Key concepts

- Yerkes-Dodson law
- Two-factor theory
- Facial feedback effect
- General adaptation syndrome
- Psuedoneuroimmunology
- Adaption-level phenomenon
- Feel-good, do-good phenomenon
- Achievement motivation

Key contributors

- Abraham Maslow
- Alfred Adler
- Alfred Kinsey
- William Masters
- Virginia Johnson
- William James
- Walter Cannon
- Stanley Schachter
- Robert Zajonc
- Joseph LeDoux
- Richard Lazarus
- Paul Ekman
- Hans Selye
- Martin Seligman

IN THIS STUDY GUIDE

INTRODUCTION

Throughout this unit we investigated the various theories related to motivation, emotion, and personality. As you review the included learning targets from the course and design description, there is a theme that emerges. This theme is *comparing and contrasting* the various theories that attempt to explain why we react the way we do to various life situations. That which motivates us, alters our emotions, and our continually developing personality can all be contributors. Research, and the findings of this research, build the theories this unit covers.

THEORIES OF EMOTION

Learning Targets

1. Compare and contrast the major theories of emotion.

Theories of emotion can emerge as physiological, neurological, and cognitive. This is where it will be important to differentiate between the following theories: **Evolutionary**, **James-Lange**, **Cannon-Bard**, **Schachter-Singer**, **Cognitive Appraisal**, and **Facial-Feedback**.

2. Describe how cultural influences shape emotional expression, including variations in body language.

Culture can constrain emotional expression in various ways, usually impacted by tradition. Therefore, culture shapes how we feel and react to certain situations. For example, publicly expressing sadness, becoming tearful, and displaying grief in some cultures is expected, whereas in others this would be frowned upon. Body language is a factor in this example, as there are potentially physical tears and vocal responses when most cry.

THEORIES OF MOTIVATION

Learning Targets

1. Identify and apply basic motivational concepts to understand the behavior of humans and other animals.

Basic needs are biological, psychological, safety, belongingness/love, self-esteem, and self-actualization. Understand how **instincts**, **incentives**, **intrinsic vs. extrinsic motivation**, **the overjustification effect**, **self-efficacy**, and **achievement motivation** all contribute to meeting those basic needs.

2. Compare and contrast motivational theories, including the strengths and weaknesses of each.

Review **drive reduction theory**, **arousal theory**, **evolutionary theory of motivation**, **Maslow's theory**, and **cognitive dissonance theory**.

3. Describe classic research findings in specific motivations.

Review the following motivational systems: eating, sex, and social.

4. Identify contributions of key researchers in the psychological field of motivation and emotion.

Focus on **William James** (emotion from physiological reactions to external events), **Alfred Kinsey** (scientific human sexuality research), **Abraham Maslow** (gratification vs. deprivation), **Stanley Schachter** (environmental cues and environment), and **Hans Selye** (stress).

SPECIFIC TOPICS IN MOTIVATION

Learning Target

Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.

Hunger, thirst, pursuing pleasure, and avoiding pain are key biological prompts that motivate each of us on a daily basis. Clark Hull studied how humans continually have a drive to have our basic human needs biologically met in order to achieve **homeostasis**, or stable equilibrium.

INTRODUCTION TO PERSONALITY

Learning Targets

1. Describe and compare research methods that psychologists use to investigate personality.
2. Identify the contributions of major researchers in personality theory.

Which method to utilize?

Research methods utilized to investigate personality consist of the following:

- Case studies
- Surveys
- Personality inventories

Concentrate on tying each of these research methods to particular researchers in the chart below. There are numerous researchers that contributed to this portion of research. Be sure to review them all, as the AP® Exam often asks you to compare researchers, perhaps even from other units.

Continued on next page...

INTRODUCTION TO PERSONALITY, CONT'D.

KEY RESEARCHERS AND THEIR CONTRIBUTIONS

Review the contributions of each of the key researchers in personality theory. Taking a moment to compare and contrast each will help.

Researcher	Contributions
Alfred Adler	We all have a sense of inferiority and are striving to overcome this feeling.
Albert Bandura	Social cognitive theory. Humans learn from each other by observation and imitation (Bobo doll).
Paul Costa	Big Five personality traits. Five personality components: extraversion, agreeableness, neuroticism, experiences, and conscientiousness.
Sigmund Freud	Interactions (conflicts) between the id, ego, and superego create personality.
Carl Jung	The unconscious is key to personality. Disagreed with the infantile sexuality aspect of Freud's theory. Repressed memories are more specific to the individual and their past.
Abraham Maslow	Humanistic theory. Focused on subjective experience and free will as people strive to achieve their full potential. (Review hierarchy of needs.)
Carl Rogers	Humanistic theory. Our behavior is motivated by our tendency to work and achieve self-actualization.

HUMANISTIC THEORIES OF PERSONALITY

Learning Targets

1. Compare and contrast humanistic theories of personality with other theories of personality.

Key components of humanistic theories of personality:

- Individual self-worth
- Human values are key, and vary by culture.
- The ability of humans to be creative and active
- Optimism: humans are good and can overcome challenges.

2. Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.

Be sure to review collectivistic versus individualistic cultures.

- Collectivistic: Needs and goals of the group/community prevail.
- Individualistic: Competitive, individual choice, goal achievement.

MEASURING PERSONALITY

Learning Target

- Identify *frequently* used assessment strategies, and evaluate relative test quality based on *reliability* and *validity* of the instruments.

Concentrate on personality inventories and projective tests. Of those studied for this unit, which ones are considered most reliable? Keep in mind that these instruments are not those typically utilized to evaluate intellect.

While there are many in our modern era, those previously utilized are still considered reliable measures of personality. Review the **Big Five Personality Test**, **Jung Personality Test**, **DISC**, and the **Myers-Briggs Type Indicator**.

PSYCHOANALYTIC THEORIES OF PERSONALITY

Learning Target

- Compare and contrast the psychoanalytic theories of personality with other theories of personality.

The two main components of psychoanalytic theories are the impact of experiences during early childhood and the unconscious mind. Freud and other psychoanalytic theorists concentrated on those things that could be hidden in the human unconscious and revealed through dreams, free association, and slips of the tongue (Freudian slips).

TRAIT THEORIES OF PERSONALITY

Learning Target

- Compare and contrast trait theories of personality with other theories of personality.

Trait theorists place more emphasis on the individual rather than the situation. Each of us have certain traits. The strength and depth of these traits is how trait theorists believe our various personalities are impacted. Compare trait theories with other theories in the unit.

BEHAVIORISM AND SOCIAL COGNITIVE THEORIES OF PERSONALITY

Learning Target

- Compare and contrast behavioral and social cognitive theories of personality with other theories of personality.

Behavioral theorists believe our personalities are the result of interactions between individuals and environments. They concentrate on physical behaviors, and less on the thoughts or concerns that prompt a given behavior or reaction.

Social cognitive theorists stress the importance of learning from our social circles by observation, such as using manners and politeness demonstrated by family. Learning from interacting and observing others is key. Most social cognitive theorists disregard the potential of biological factors impacting personality.

NOTES

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CLINICAL PSYCHOLOGY

AP® EXAM WEIGHTING

12–16%

ESSENTIAL QUESTIONS

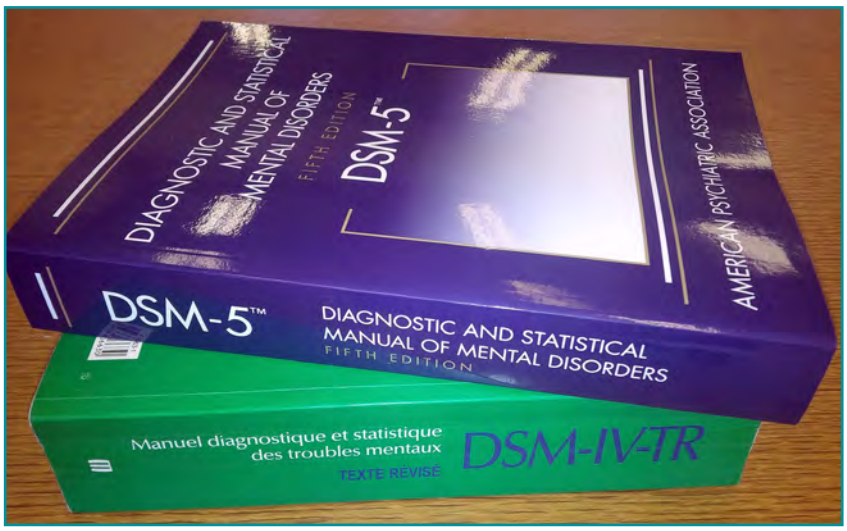
1. Why is psychological perspective necessary in the treatment of disorders?
2. How are psychological disorders treated?

KEY VOCABULARY CONCEPTS

- Neurodevelopmental
- Flat effect
- Psychotherapy
- Psychologist
- Psychoanalysis
- Psychodynamic therapy
- Counterconditioning
- Etiology
- Evidence-based practice
- Manifest content
- Psychotic disorders
- Tardive dyskinesia
- Biomedical therapy
- Psychiatrist
- Transference
- Active listening
- Systematic desensitization
- Meta-analysis
- Psychopharmacology
- Latent content

AS YOU REVIEW THIS UNIT...

Please keep in mind that each section in this unit has an extensive volume of information, thus each is listed categorically. Please take time to review each disorder, key symptoms, and treatments. This unit has more weight on the exam than any of the other eight. Review categories of disorders, disorders included in each, and effective treatment options.



INTRODUCTION TO PSYCHOLOGICAL DISORDERS

Learning Targets

1. Recognize the use of the most recent version of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* published by the APA as the primary reference for making diagnostic judgements.

Review each axis, concentrating on how various diagnoses are determined based upon the varying criteria.

2. Describe contemporary and historical conceptions of what constitutes psychological disorders.

Diagnosis and appropriate treatments have positively impacted effectiveness compared with early treatment options.

Review early procedures and treatments.

3. Discuss the intersection between psychology and the legal system.

Review the importance and legal guidelines regarding confidentiality and the insanity defense.

PSYCHOLOGICAL PERSPECTIVES & ETIOLOGY OF DISORDERS

Learning Targets

1. Evaluate the strengths and limitations of various approaches to explaining psychological disorders.

The main approaches include **behavioral**, **biological**, **biopsychosocial**, **cognitive**, **evolutionary**, **humanistic**, **psychodynamic** and **sociocultural**. A good review tool is to define each, list the key figures, discuss how each explains the origin of a disorder, and identify the best treatment option.

2. Identify the positive and negative consequences of diagnostic labels.

Review the **Rosenhan study**, an experiment conducted to investigate the validity of psychiatric diagnoses. The research participants faked hallucinations and were admitted to psychiatric facilities, where they then acted normal, yet they were diagnosed with psychological disorders and prescribed psychotropic medication.

BIPOLAR, DEPRESSIVE, ANXIETY, AND OBSESSIVE-COMPULSIVE AND RELATED DISORDERS

Learning Target

- Discuss the major diagnostic categories, including **anxiety disorders** (hypervigilance, restlessness, racing thoughts, fear), **bipolar** and related disorders (mood swings, risk-taking, mania), **depressive disorders** (apathy, hopelessness, sadness), **obsessive-compulsive** and related disorders (agitation, repetitiveness, hypervigilance), and their corresponding symptoms.

The key here, and when discussing any disorder, is to explain behavior in "authentic context." How can you tie this to real life?

NEURODEVELOPMENTAL AND SCHIZOPHRENIC SPECTRUM DISORDERS

Learning Target

- Discuss the major diagnostic categories, including **neurodevelopment disorders** (language/speech difficulties, poor motor skills, behavior and learning delays), **neurocognitive disorders** (lessened mental function due to medical rather than psychiatric issues), **schizophrenia spectrum** (thoughts and experiences beyond reality), and other **psychotic disorders** (delusions, hallucinations, unaware of behavior), and their corresponding symptoms.

It is always a good idea to chart which disorders fall under each of these divisions.

FEEDING AND EATING, SUBSTANCE AND ADDICTIVE, AND PERSONALITY DISORDERS

Learning Target

- Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.

Feeding disorders: Typically involve infants and children. This presents as a refusal to accept or swallow food, tantrums at meal time, choking or gagging when eating.

Eating disorders

Anorexia: Low body weight, yet feels overweight, denies hunger, obsessed with food nutrients, especially calories.

Bulimia: Weight fluctuates, hoarding food, possible purging.

Personality disorders: Can lead to maladaptive thoughts and behavior. Can be related to genetics, brain changes, trauma, culture.

Signs: Unsure of their own identity, struggle forming relationships, often unaware that their traits are beyond the norm.

EVALUATING STRENGTHS, WEAKNESSES, AND EMPIRICAL SUPPORT FOR TREATMENT OF DISORDERS

Learning Target

- Compare and contrast different treatment methods.

Individual: Clinician assists a single patient.

Group: Clinician assists multiple patients; may also include family therapy.

Rational-emotive method: Identify self-defeating thoughts, and realize the irrationality of those feelings.

Psychoanalytic/psychodynamic: Exploring the client's unconsciousness to reduce distress.

Client-centered: Also known as person-centered or humanistic. Developed by Carl Rogers. The goal is the client reaching self-actualization.

Cognitive method: Emphasizes how the patient thinks. By changing our thoughts, we can change what we do.

Behavioral method: Very broad spectrum of approaches, but this therapy concentrates on what behaviors are occurring and how to change them, with an objectively measurable method.

Sociocultural method: Evaluates your behaviors and symptoms, factoring in your culture and/or religious beliefs.

Biopsychosocial method: The BPS model suggests that significant interaction among the three disciplines affect distress.

Cognitive-behavioral method: Focuses on improving emotions, coping strategies, and equalizing emotions.

TRAUMA- AND STRESSOR-RELATED, DISSOCIATIVE, AND SOMATIC SYMPTOM AND RELATED DISORDERS

Learning Target

- Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor-related disorders and their corresponding symptoms.

Dissociative: Can include memory loss of various time periods, people, and information. Self-detachment, inability to deal with stress. Review **dissociative amnesia**, **dissociative identity disorder**, and **depersonalization-derealization disorder**.

Somatic symptoms: Serious focus on pain, weakness, or breathing that causes significant emotional distress and that may lead to seeking repeated medical care. May lose employment and/or relationships due to a central focus on potential health issues.

Trauma/stress-related: Involves emotions and behavioral issues from traumatic and stressful experiences, perhaps even from childhood. Violence, abuse, and neglect can contribute.

Again, remember each of these are *generalized* categories. Review each of the specific disorders for each category.

INTRODUCTION TO TREATMENT OF PSYCHOLOGICAL DISORDERS

Learning Targets

1. Describe the central characteristics of psychotherapeutic intervention.

Individualized, involves patient goals, life issues. Factors in psychological, social, and biological information to make the best treatment choices.

2. Identify the contributions of major figures in psychological treatment.

Review the contributions of each of the following figures in psychological treatment:

Aaron Beck: Father of cognitive therapy. (Now often listed as cognitive behavioral therapy.) Focuses on reversing maladaptive thought. Created the Beck Depression Inventory.

Albert Ellis: Rational Emotive Behavioral Therapy. Helped patients understand that their thinking leads to their feelings and actions.

Sigmund Freud: Developed psychoanalysis with talk therapy, utilizing transference, free association, and dream interpretation.

Mary Cover Jones: Developed and tested techniques to rid children of phobias.

Often referred to as "the mother of behavior therapy." Concentrated on early behavior patterns in young children.

Carl Rogers: One of the founders of humanistic psychology. Developed person-centered therapy and the concept of unconditional positive regard.

B.F. Skinner: Behaviorist. Free will is false. Believed everything that human beings did was a result of conditioning.

Joseph Wolpe: Developed psychological evaluation: **Subjective Units of Disturbance Scale** (assesses subjective levels of psychological pain), **Subjective Anxiety Scale**, and the **Fear Survey Plan**. Strong proponent of exposure therapy.

TREATMENT OF DISORDERS FROM THE BIOLOGICAL PERSPECTIVE

Learning Target

- Summarize the effectiveness of specific treatments used to address specific problems from a biological perspective.

Review treatments that might alter physiological functioning, including drug therapies, psychosurgery, and electroconvulsive therapy.

Psychosurgery: Removing or destruction of nerve pathways in order to influence behavior.

Electroconvulsive therapy (ECT): A brief electrical stimulation of the brain with the patient under anesthesia.

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PSYCHOLOGICAL PERSPECTIVES AND TREATMENT OF DISORDERS

Learning Targets

1. Describe major treatment orientations used in therapy, and how those orientations influence therapeutic planning.

Review the following treatment orientations: behavioral, cognitive, humanistic, psychodynamic, cognitive-behavioral, sociocultural.

Humanistic: Holistic approach that pursues self-discovery and achieving one's full potential. Also known as client-centered therapy.

(The treatment orientations are addressed on the previous page.)

2. Summarize the effectiveness of specific treatments used to address specific problems.

Review the effectiveness of treatment options such as:

- Psychotherapy (individual and group)
- Various therapeutic approaches
- Psychiatry vs. psychological approaches
- Psychopharmacological choices
- Inpatient vs. outpatient
- Community mental health assistance

Review how each of the above options is most traditionally implemented. For example, inpatient treatment is typically chosen if the patient is viewed as a danger to themselves or others.

3. Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).

These factors may include:

- Religious constraints/disapproval.
- Cultural influence/stigma
- Lack of health insurance, or mental health coverage not offered beyond traditional physical health
- Lack of nearby treatment options
- Fearing or distrust of treatment, paranoia
- Substance abuse
- Marital status (divorced are less likely to seek treatment)
- Lack of access to a site with fee reduction (sliding scale)
- Dissatisfied with treatment approach
- Dissatisfied with therapist, personality conflict
- Feel they have recovered
- Therapist turnover

4. Describe prevention strategies that build resilience and promote competence.

Typically teach protection behaviors that promote self-wellness. These may include parenting skills, social skills training, self-regulation, and mentoring programs. Tactics may include discussions, role-plays, and homework. Mostly all are aimed at psycho-educative goals.

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SOCIAL PSYCHOLOGY

AP® EXAM WEIGHTING

8–10%

ESSENTIAL QUESTION

How does the bias of a researcher affect his/her conclusions?

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ATTRIBUTION THEORY AND PERSON PERCEPTION

Learning Targets

1. Apply attribution theory to explain motives.

Begin by defining **attribution theory** and then re-exploring the concept!

Also explore **fundamental attribution error**, **self-serving bias**, **false consensus effect**, **confirmation bias**, **just-world hypothesis**, and the **halo effect**. These concepts are likely new to most.

2. Attribute the impact of social and cultural categories on self-concept and relations with others. Consider the impact of *gender*, *race*, and *ethnicity* in regard to both.
3. Anticipate the impact of self-fulfilling prophecy on our behavior. (You "expect" something and then work to make it happen.)

ATTITUDE FORMATION AND ATTITUDE CHANGE

Learning Targets

1. Identify important figures and research in the areas of **attitude formation** and **change**. Concentrate on the research of **Leon Festinger**.
2. Discuss attitude formation and changes, including **persuasion strategies** and **cognitive dissonance**. Familiarize yourself with **central routes to persuasion**, **peripheral route persuasion**, **cognitive dissonance**, and **elaboration likelihood model**.

Review research for examples of how these concepts have affected people. Cults use many of these strategies for recruitment, as do some businesses recruiting employees.

ADDITIONAL KEY VOCABULARY

- Social psychology
- Foot-in-the-door phenomenon
- Conformity
- Normative social influence
- Attitude
- Availability heuristic
- Dissonance
- Hindsight bias
- Illusion of control
- Individualism
- Priming
- Self-esteem
- Self-monitoring
- Sleeper-effect

CONFORMITY, COMPLIANCE, AND OBEDIENCE

Learning Targets

1. Identify the contributions of key researchers in the areas of conformity, compliance, and obedience. Focus on **Solomon Asch**, **Stanley Milgram**, and **Phillip Zimbardo**.
2. Explain how individuals respond to the expectations of others. Concentrate on concepts such as **groupthink**, **conformity**, and **obedience to authority** to explain these responses.

ALTRUISM AND AGGRESSION

Learning Target

- Describe the variables that contribute to **altruism** and **aggression**.

As defined by Merriam-Webster, *altruism* is the unselfish regard for, or the devotion to, the welfare of others. This is in stark contrast to *aggression*, a forceful action or procedure (such as an unprovoked attack), especially when intended to dominate or master.

Consider personality factors, an individual's value system, pursuit of justice, outlook on life, social skills, family, school culture, volunteer opportunities, and life experiences.

GROUP INFLUENCES ON BEHAVIOR AND MENTAL PROCESSES

Learning Targets

1. Describe the structure and function of different kinds of group behavior.
2. Predict the impact of the presence of others on individual behavior.

Concentrate on the following concepts:

- **bystander effect**
- **social facilitation**
- **social inhibition**
- **group polarization**
- **de-individualism**
- **diffusion of responsibility**
- **in-group/out-group bias**
- **reciprocity norms**
- **social norms**
- **social traps**
- **prisoner's dilemma**
- **conflict resolution**
- **superordinate goals**

Again, understanding terminology is key to comprehending questions and tying key concepts together, particularly in free-response questions. If your class did not review or test vocabulary regularly, be sure to review the terminology for this unit, as these terms are not customarily utilized in everyday discussions.

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BIAS, PREJUDICE, AND DISCRIMINATION

Learning Target

- Describe the processes that contribute to differential treatment of group members.

Review these concepts, and be prepared to utilize them in authentic context:

In-group/out-group dynamics, **ethnocentrism**, **prejudice**, **bias**, **discrimination**, **scapegoat theory**, **stereotype**, **out-group homogeneity bias**, and **more-exposure effect**.

Reminder: Authentic context can refer to multiple choice or free response; therefore, it is important to review definitions and be prepared to not only recognize each, but also to explain each in a free-response question.

INTERPERSONAL ATTRACTION

Learning Target

- Describe the variables that contribute to attraction.

Review the following concepts: **interpersonal attraction**, need to **affiliate/belong**, **loneliness**, **stranger anxiety**, **social referencing**, **solitary play**, **parallel play**, **associative play**, **cooperative play**, **ostracism**, **familiarity**, **similarity**, and **intimacy**.

NOTES

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