**Psychology Unit 1- Introduction**

1. Psychology is the scientific study of behaviour and mental processes.
2. Psychologists study:
* **Overt** or observable behaviour, as well as
* **Covert** behaviour – private mental processes that cannot be directly observed or measured and must be inferred from overt behaviour.
1. The primary goals of psychology are to:
* Decribe behaviour – what is the nature of this behaviour?
* Understand and explain behaviour - why does it occur?
* Predict behaviour– can we forecast when and under what circumstances it will occur?
* Control behaviour - what factors influence this behaviour?
1. Know psychologist and their schools of thought.
	* Structuralism
	* Functionalism
	* Psychoanalysis
	* Behaviourism
	* Gestalt psychology
	* Humanistic psychology
	* Positive psychology

**Unit 2- Scientific inquiry**

**Unit 3- Psychology and Biology**

**Nervous system**: Processes thousands of bits of information from the body’s other organs and the outside environment.

**Endocrine System**: houses the production factories for hormones, which control growth, sexual development and other processes that keep us alive.

**Autonomic Nervous System**: Part of the peripheral nervous system that controls the muscles in the stomach, intestines and other organs.

**Hormones:** Chemicals used by the endocrine system that controls growth, emotional responses and physical changes.

**Neuron:** Nerve cell, the basic unit of the nervous system. A neuron is made up of a cell body, an axon and one or more dendrites,

**Neurotransmitters:** chemicals that carry information from one neuron to another,

**Somatic Nervous system**: Part of the peripheral nervous system associated with all the body's movements.

**Parts of the Brain:**

* **Frontal Lobe**- associated with reasoning, planning, parts of speech, movement, emotions, and problem solving (right- (Creative) and left hemispheres-(Logical))
* **Parietal Lobe**- associated with movement, orientation, recognition, perception of stimuli
* **Occipital Lobe-** associated with visual processing
* **Temporal Lobe**- associated with perception and recognition **of auditory stimuli, memory, and speech**
* ***Motor Cortex****-* This helps the brain monitor and **control movement throughout the body**. It is located in the top, middle portion of the brain.
* **Sensory Cortex***-* The sensory cortex, located in the front portion of the parietal lobe, receives information relayed from the spinal cord regarding the position of various body parts and how they are moving. **This middle area of the brain can also be used to relay information from the sense of touch, including pain or pressure which is affecting different portions of the body.**
* **The cerebellum** controls essential body functions such as **balance, posture and coordination**, allowing humans to move properly and maintain their structure.

**Unit 4- Sensation and perception**

Sensation is the process by which sensory systems (eyes, ears, and other sensory organs) and the nervous system receive stimuli from our environment.

Perception: The process of organizing and interpreting incoming sensory information.

Absolute threshold: The minimum amount of stimulation needed to detect a particular stimulus.

Define classical conditioning and Operant conditioning

What is the difference between them?

Definitions for Learning/ Stimulus/response

Who was Ivan Pavlov and what did he do?

Identify and explain- US,UR,NS,CS,CR

What is Generalization/Spontaneous recovery/Discrimination/Acquisition/Extinction/higher order neutral stimulus and condition, and the cognitive process of classical conditioning- Be able to give examples of each.

Who were Watson/B.F Skinner/ Thorndike and what did they do and what conclusions did they make.

• What is the law of effects?

• Explain the types of Operant Conditioning

• Explain how Operant conditioning applications work

• Shaping/ Primary and secondary reinforcements/ Latent Learning/Over justification Effect/Cognitive process of Biological Operant conditioning.]

• Explain the difference in thinking between Freud and the father of behaviorism in terms of behavior (for example phobias or anxiety)

**Unit 5- Sleep**

1. Circadian Rhythms: Are biological rhythms that occur approximately once every 24 hours. Example- sleep-wake cycle

2. Ultradian Rhythms: Are biological rhythms that occur more than once a day. Example – the way we cycle through various stages of sleep each night.

3. Infradian Rhythms: Are biological rhythms that occur once a month or once a season. Example- women’s monthly menstrual cycle, a bear’s winter hibernation.

How does sleep deprivation affect us?

• decreases levels of hormones necessary for our immune system to function properly – sleep deprivation also increases levels of the stress hormone cortisol, which has been linked to the damage of brain cells responsible for learning and memory.

**Unit 6- Classical and Operant conditioning**

* Define classical conditioning and Operant conditioning
* Definitions for Learning/ Stimulus/response
* Who was Ivan Pavlov and what did he do?
* Identify and explain- US,UR,NS,CS,CR
* What is Generalization/Spontaneous recovery/Discrimination/Acquisition/Extinction/higher order neutral stimulus and condition, and the cognitive process of classical conditioning- Be able to give examples of each.
* Who were Watson/B.F Skinner/ Thorndike and what did they do and what conclusions did they make.
* What is the law of effects
* Explain the difference in thinking between Freud and the father of behaviorism in terms of behavior (for example phobias or anxiety)

**Unit 7- memory and cognition**

1. Encoding: The process of getting information into the memory system.
2. Storage: the retention of encoded information in memory over time.
3. Retrieval: The process of getting information out of memory.
4. Repression” Psychoanalytical theory- the process of moving anxiety-producing memories to the unconscious mind.
5. Cognition: all the mental actions performed by an organism
6. Concept: a mental categorization of similar entities
7. Prototype: ideal example of a concept
8. Heuristic: a best guess method that often allows us to make decisions and solve problems (speedier but error-prone)
9. Insight: an abrupt and original realization of the answer to a problem
10. Hindsight Bias: after an event occurs, believing you knew the event would take place prior to it happening
11. Confirmation Bias: looking for evidence to prove your belief true
12. Fixation: unable to see an issue from a different point of view
13. Framing: the way an issue is worded can change how people respond to it
14. Belief Perseverance: continuing to believe something even after it has been proven wrong

**Unit 8- Multiple intelligences**

Gardner’s Multiple Intelligences

1. Visual/Spatial
2. Verbal/Linguistic
3. Logical/Mathematical
4. Bodily/Kinesthetic
5. Musical/Rhythmic
6. Interpersonal
7. Intrapersonal
8. Naturalist
9. Existential

**Unit 9: Personality**

Freud’s idea of personality:

* Conscious- things we are aware of.
* Preconscious- things we can be aware of if we think of them.
* Unconscious- deep hidden reservoir that holds the true “us”. All of our desires and fears.
* Id, Ego and Super Ego
* Repression: Pushing thoughts into our unconscious.
* Denial: Not accepting the ego-threatening truth.
* Displacement: Redirecting one’s feelings toward another person or object.
* Projection: Believing that the feelings one has toward someone else are actually held by the other person and directed at oneself.
* Sublimation: Believing that the feelings one has toward someone else are actually held by the other person and directed at oneself.
* Abraham Maslow- Hierarchy of needs- we all are trying to become self-actualized.
* Rorschach Inkblot Test: A set of ten inkblots designed to identify people’s feelings when they are asked to interpret what they see in the inkblots.
* Alfred Adler- superiority/inferiority and birth order determines personality.
* Eric Erikson developed the stages of psychosocial development

**Chapter 10- Disorder**

2 Questions- one will be related to your project and the other to one other one that was presented.