

PSYCHOLOGY

THE BASIC PRINCIPLES OF PSYCHOLOGY FOR INTRODUCTORY COURSES

INTRODUCTION

- **DEFINITION:** Scientific study of behavior and mental processes and how they are affected by an organism's physical and mental state and external environment.
- **GOALS:** Describe, understand, predict and control (or modify) behavior or mental processes.
- **PSYCHOLOGY AS A SCIENCE:**
 1. **Descriptive studies** - describe but not explain
 - a. **Case history** - description of one individual
 - b. **Observation**
 - i. **Naturalistic** - natural environment
 - ii. **Laboratory** - setting controlled by researcher
 - c. **Surveys** - questionnaires and interviews
 - d. **Tests** -
 - i. **Reliability** - used to measure whether individual differences in test scores are due to actual differences in the characteristics being measured or due to chance errors and fluctuations.
 - ii. **Validity** - refers to the extent to which a test measures what it purports. The validity of a test must be empirically established - relating the test to particular outcome that it stands to measure.
 2. **Correlational Studies** - strength of relationships between variables, does not show causation.
 3. **Experiment** - researcher controls variable(s) to discover its effect on other variables.
 - a. **Independent variable** - manipulated/controlled by researcher
 - b. **Dependent variable** - measured by researcher (what)
 - c. **Experimental and control groups** - only experimental group exposed to independent variable, otherwise treated the same
 - d. **Change in dependent variable caused by independent variable**, since all else remained the same
 - e. **Confounding Variable** - an observed effect that may be due to an intervening third variable between the dependent and independent variables. The confounding variable must be systematically controlled or, if possible, eliminated, otherwise obtained results are invalidated.
 - f. **Inferred Variable** - a non-observable variable that is inferred as the mediator between two observed events. For instance, inferring the experience of "fear" from certain measurable physiological anxiety responses. It is frequently difficult to avoid circular explanations in positing an inferred variable.
 - g. **Subject Variable** - a condition that is part of the subject's make-up and cannot be assigned randomly, e.g., sex, height, hair-color etc. Because of their non-randomizability, causal conclusions cannot be derived from subject variable experiments.
 - h. **Non-Subject Variable** - a characteristic that is not part of a subject's make-up, and thus can be randomly assigned, e.g., whether the subject received a certain drug or a placebo.

LEARNING

Change in behavior as a result of experience

CLASSICAL CONDITIONING

1. **Pavlov's studies**
 - a. **Unconditioned stimulus (UCS)** - food - elicits an unconditioned response (UCR) - salivation
 - b. **Pair neutral stimulus** - none - with UCS - food
 - c. **Neutral stimulus becomes conditioned stimulus (CS)** - tone - which elicits conditioned response CR - salivation
2. **Principles of classical conditioning**
 - a. **Extinction** - when the CS is not presented with the UCS, it will diminish.
 - b. **Stimulus generalization** - similar stimuli may elicit the same response as the CS.

LEARNING CONTINUED

- a. **Stimulus discrimination** - different responses are made to stimuli which are similar to the CS
- **OPERANT CONDITIONING**
 1. **Reinforcer (reward)** - increases response probability
 - a. **Positive reinforcement** - response followed by presentation of reinforcing stimulus
 - b. **Negative reinforcement** - response followed by removal of unpleasant stimulus
 2. **Punishment** - stimulus that follows response decreases probability response will occur
 3. **Principles of Operant Conditioning**
 - a. **Extinction** - response no longer reinforced
 - b. **Stimulus generalization** - response will occur to similar stimuli
 - c. **Stimulus discrimination** - responses do not occur to different stimuli
 - d. **Timing of reinforcers** - the sooner a reinforcer or punisher follows an action, the greater its effect
 - e. **Schedules of reinforcement**
 - i. **Continuous reinforcement** - a particular response is always reinforced
 - ii. **Intermittent reinforcement** - reinforcing only some responses
 - (a) **Fixed ratio (FR)** - reinforcement after a fixed number of responses, high rates of responding
 - (b) **variable ratio (VR)** - reinforcement after average number of responses, very high, steady rates of responding
 - (c) **Fixed interval (FI)** - reinforcement after fixed amount of time, scalloped response pattern
 - (d) **variable interval (VI)** - reinforcement after a variable amount of time, low, steady rate of response
 - f. **Shaping** - reinforces successive approximations to the desired response
 - g. **Chaining** - a method of connecting responses into a sequence of behaviors. At the end of the chain there must always be a reinforcer. The chain is constructed by beginning at the end and working backward; all behaviors have to be previously conditioned into the organism's repertoire.
4. **Cognitive Behavior Modification**

The principles of learning theory are applied to alter undesirable thoughts, rather than only observable behaviors.

 - a. **Social Learning Theory** - (Bandura) four processes which influence learning are:
 - i. Attention
 - ii. Memory
 - iii. Behavior
 - iv. Motivation
 - b. **Specific cognitive processes** that are recognized:
 - i. Attribution
 - ii. Expectancy
 - iii. Coping
 - iv. Mores
 - v. Imagery
 - c. **Rational emotive therapy** - (Ellis) considers the central cause of dysfunctional behavior to be due to irrational beliefs. The therapy focuses on the alteration of these irrational beliefs.
 - d. **Problem-solving therapy** - focuses on enhancing the patient's ability to make decisions and solve problems in stressful or difficult situations.
 - e. **Paradoxical intervention** - patients are instructed to purposely perform undesirable symptomatic behaviors on command as an effort to demonstrate their ability to gain control over their behaviors.
 - f. **Avoidance therapy** - attempts to facilitate the patient's ability to re-associate undesirable feelings and symptoms to something less threatening and more acceptable.

BIOLOGICAL BASES OF PSYCHOLOGY

- **STRUCTURE OF THE NERVOUS SYSTEM**
 1. **Central** - brain and spinal cord
 2. **Peripheral** - sensory and motor nerves which transmit information
 - a. **Somatic** - control skeletal muscles
 - b. **Autonomic** - regulates internal organs and glands
 - i. **Parasympathetic** - conserves energy
 - ii. **Sympathetic** - expends energy
- **COMMUNICATION WITHIN NERVOUS SYSTEM**
 1. **Neuron** - basic unit of nervous system
 - a. **cell body** - keeps neuron alive
 - b. **dendrites** - receive information from other neurons
 - c. **axons** - send information to other neurons
 - d. **myelin** - insulates axon to enable information to be transmitted faster
 2. **Communication between Neurons**
 - a. **Synapses** - gaps between neurons
 - b. **Message travels through axon to synaptic knob on axon's tip**
 - c. **Synaptic vesicles open and release neurotransmitter into synaptic gap**
 - d. **Neurotransmitter (or ions) receptor sites on receiving dendrite, causing it to be more or less likely to fire**
- **THE BRAIN**
 1. **Brainstem**
 - a. **Medulla**, pons, reticular activating system, cerebellum
 - b. **Responsible** for reflexes, automatic behavior
 2. **Midbrain** - information conduit
 3. **Forebrain**
 - a. **Thalamus** - directs sensory messages
 - b. **Hypothalamus** - emotion and survival drives
 - c. **Pituitary gland** - controls many other endocrine glands
 - d. **Cerebral cortex**
 - i. **Occipital lobes** - vision
 - ii. **Parietal lobes** - sensory information
 - iii. **Temporal lobes** - process sounds
 - iv. **Frontal lobes** - motor movements
 4. **Two brain hemispheres**
 - a. **Each one controls opposite side of body**
 - b. **Left hemisphere dominant for most people**

STRESS AND HEALTH

- **STRESS - EMOTIONAL AND PHYSICAL RESPONSES TO STIMULI**
 1. **Caused by stimuli and the way these stimuli are perceived**
 2. **Biological reaction**
 - a. **Fight or flight** - increase heart rate, breathing, nerve impulses
 - b. **Increased activity in the sympathetic nervous system**
 - c. **Adrenal glands secrete epinephrine (adrenalin) and norepinephrine**
 - d. **Coping with stress**
 - i. **Reappraise situation**
 - ii. **Maintain control over the stressful situation**
- **PSYCHOLOGY AND ILLNESS**
 1. **Heart disease**
 - a. **Type A personality** - hard-working, competitive, increased incidence of heart disease
 - b. **Type B personalities** - easy going
 2. **Cancer**
 - a. **Exposure to carcinogens** increases the risk
 - b. **Psychological factors** influence functioning of immune system
- **HEALTH AND SOCIAL RELATIONSHIPS**
 1. **Friends** - assisted coping
 - a. **Emotional, cognitive and tangible support**
 - b. **Cultural differences in the value placed on friendships**
 2. **Friends as stress producers**
 - a. **Contagious effect** - others can exaggerate stress
 - b. **Friend under stress can increase your stress level**
 - c. **Badles of coping** - for others can increase stress

Psychology The Basic Principles Of Psychology For Introductory Courses

**Michelle Rae Hebl, Charles L.
Brewer, Ludy T. Benjamin, Jr.**



Psychology The Basic Principles Of Psychology For Introductory Courses:

Handbook for Teaching Introductory Psychology Michelle Rae Hebl, Charles L. Brewer, Ludy T. Benjamin, Jr., 2001-08-01

Like its predecessors Volume III of the Handbook for Teaching Introductory Psychology provides introductory psychology instructors with teaching ideas and activities that can immediately be put into practice in the classroom. It contains an organized collection of articles from Teaching of Psychology TOP, the official journal of the Society for the Teaching of Psychology, Division 2 of the American Psychological Association. Volume III contains 89 articles from TOP that have not been included in other volumes. Another distinction between this volume and its predecessors is its emphasis on testing and assessment. The book is divided into two sections. Section One, Issues and Approaches in Teaching Introductory Psychology, contains 52 articles on critical issues such as how to approach the course, understanding students' interests, perceptions, and motives, students' existing knowledge of psychology, including their misconceptions, a comparison of introductory textbooks, and tips on how to evaluate them, test questions, and student factors affecting exam performance, an overview of different forms of feedback, giving extra credit, and how to deal with academic dishonesty. Section Two consists of 37 articles that present demonstrations, class and laboratory projects, and other techniques to enhance teaching and learning in both the introductory as well as advanced courses in the discipline. This section is organized so as to parallel the order of topics found in most introductory psychology textbooks. Intended for academicians who teach the introductory psychology course and/or oversee grad assistants who teach the course, all royalties of the book go directly to the Society for the Teaching of Psychology to promote its activities to further improve the teaching of psychology.

International Handbook of Psychology Learning and Teaching Joerg Zumbach, Douglas A. Bernstein, Susanne Narciss, Giuseppina Marsico, 2022-12-16

The International Handbook of Psychology Learning and Teaching is a reference work for psychology learning and teaching worldwide that takes a multi-faceted approach and includes national, international, and intercultural perspectives. Whether readers are interested in the basics of how and what to teach in training psychology teachers, in taking steps to improve their own teaching, or in planning or implementing research on psychology learning and teaching, this handbook will provide an excellent place to start. Chapters address ideas, issues, and innovations in the teaching of all psychology courses, whether offered in psychology programs or as part of curricula in other disciplines. The book also presents reviews of relevant literature and best practices related to everything from the basics of course organization to the use of teaching technology. Three major sections, each consisting of several chapters, address Teaching Psychology in Tertiary Higher Education, Psychology Learning and Teaching for All Audiences, and General Educational and Instructional Approaches to Psychology Learning and Teaching. Teaching Introductory Psychology Roz Brody, Nicky Hayes, 1995. Ideas for how teaching can be structured are presented in a lively manner, and there are suggested topic sequences designed for planning a modular course. Major themes and issues which emerge in or can be drawn from the different topics are discussed, along with ideas for how to

bring each topic alive for students in the classroom or seminar group There are comments and suggestions about how students sometimes react to different topics along with useful ideas for practical work

NEP Introduction To General Psychology B.A. 1st Sem (MJC-I/MIC-I) Dr. Vimal Agrawal, Dr. Sanjana Misra, 2024-07-28

- 1 Psychology Meaning Definitions Scientific Study of Behaviour Subfields Applications Perspectives and Methods
- 2 Learning And Conditioning
- 3 Memory Sensory Short Term Memory STM and Long Term Memory LTM
- 4 Forgetting and its Causes
- 5 Motivation Nature Type and Need Hierarchy Model
- 6 Emotions Meaning Nature and Bodily Changes in Emotions
- 7 Emotional Intelligence
- 8 Intelligence Meaning Definition Nature and Theories
- 9 Personality

Register of the University of California University of California (1868-1952), 1947

Fresh Perspectives: Introduction to Psychology Belinda Train, 2007

Best Practices for Teaching Beginnings and Endings in the Psychology Major Dana S. Dunn, Bernard B. Beins, Maureen A. McCarthy, G. William Hill, IV, 2010-01-12

Introductory and capstone experiences in the undergraduate psychology program are crucial ways to engage students in their major and psychology department impart realistic expectations and prepare them for life beyond college Providing the right orientation and capstone courses in psychology education is increasingly a concern of instructors department chairs program directors and deans and both types of courses have become important sources for gathering pre and post coursework assessment data for degree learning outcomes The strategies presented here have been designed to help educators examine issues around teaching the introductory or careers course and developing a psychology specific orientation program The authors also provide concrete suggestions for building capstone experiences designed to fit the needs of a department its pedagogical philosophy or the educational agenda of the college or university Undergraduate psychology curriculum designers and instructors can benefit from learning innovative and effective strategies for introducing the major to first year students and at graduation for bringing closure reinforcing the overall departmental learning outcomes and helping students apply their disciplinary knowledge in capstone experiences and post graduate life In this collection of articles psychology instructors involved in the improvement of teaching and learning review the research and share their own successes and challenges in the classroom Discussions include effective practices for helping students become acclimated to and engaged in the psychology major application of developmental knowledge and learning communities to course design and use of quality benchmarks to improve introductory and capstone courses Other chapters describe innovations in the design of stand alone courses and offer concrete advice on counseling psychology graduates about how to use what they have learned beyond their higher education experiences

Announcement University of Michigan--Dearborn, 1977

Introduction to Clinical Psychology Geoffrey P. Kramer, Douglas A. Bernstein, Vicky Phares, 2019-08-22

Offers a survey of clinical psychology including its history content and professional functions

An Introduction to Psychological Tests and Scales Kate Miriam Loewenthal, 2001

Contains detailed guidelines for locating and constructing psychological measures including descriptions of popular psychological measures instructions for

composing a measure entering data and computer reliability and validity

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