

Review Session 1 (January 14): Chapters 1-2

“Chapter 1: Introduction”

- Define *psychology*.
- Identify Wilhelm Wundt. With what psychological school of thought is he associated, and what does this school of thought concern?
 - Recall that it was actually his student Titchener that coined the term that answers the preceding question. He also identified 3 basic elements of experience, 1) _____, 2) _____, 3) _____ revealed through the process of _____ practiced by the clients he observed.
- Identify William James. With what psychological school of thought is he associated?
 - Recall that James focused on *how* mental processes helped one to adapt to his/her environment. He focused greatly on the Darwinian ideas of natural selection, and he is oftentimes regarded as the first evolutionary psychologists, because of this.
- Identify Sigmund Freud. With what psychological school of thought is he associated, and what does it concern?
 - Recall that Freud urged his patients to use _____ to relate ideas together, thereby unraveling the content of their unconscious, which was his primary focus. This is sometimes referred to as “the talking cure.”
- Identify John Watson and B.F. Skinner. With what psychological school of thought are they associated? Why is this school of thought considered to christen the field of psychology as science?
 - Recall that the work of Watson was considered controversial (Little Albert) and that it was influenced by Pavlov’s conditioning experiments.
 - Recall that B.F. Skinner added the dimension of _____ to the ideas proposed by Watson.
- Identify Abraham Maslow and Carl Rogers. With what psychological school of thought are they associated, and what does it concern?
- Distinguish between *cognitive psychology* and *positive psychology*. (page 13 from the text)
- List and briefly describe the 7 perspectives of psychology that characterize the field today.

- Exam scenario: An issue is given and the student is asked to consider it from the different perspectives. Look for key words to help identify the perspective!
- Be familiar with the general information concerning specialty areas in psychology listed in Table 1.2 on page 19 of the text.
- List the 4 major goals of psychology.
 - Recall that the first two are the subject of predictive hypotheses.
- Distinguish between predictive and causal hypotheses.
- List the 4 research methods used to test predictive hypotheses, as mentioned in the text on page 24. Discuss their advantages and disadvantages.
- Distinguish between positive and negative correlations.
- What is the primary disadvantage of a predictive hypothesis?
- Recall that causal hypotheses establish cause and effect, and that they are tested with an experiment.
- What do experiments involve? Why are these 2 features necessary?
- Distinguish between independent variable (IV) and dependent variable (DV).
- Define confounding variable.
- Why is a quasi-experiment not a *true* experiment? (page 29) Why is this experiment type used?
- Identify the Institutional Review Board, and list the 3 components of any experiment they seek to review for approval. (1. _____; 2. _____; 3. _____)
- When and why does *debriefing* occur, during an experiment?

“Chapter 2: Biology”

- Draw and label the neuron. (already done in class) However, be sure to include a brief description of the basic function of each component.
- List 3 functions of glial cells.
- Describe the primary function of myelin. Myelin is produced by _____.
- Identify the neurodegenerative disease multiple sclerosis by listing 3 bodily effects of those diagnosed.
- Distinguish between afferent (sensory) and efferent (motor) neurons. One carries information _____ the brain, while the other carries information _____ the brain.

- Give a brief description of neural impulse propagation, down the length of the axon to the terminal bulb. Be sure to include the names of the ions involved, where each is more highly concentrated (inside vs. outside the neuron), charges of those ions, the resting potential and its changes as the neuron “fires,” AND finally, define the *refractory period*.
- Resting potential: _____mV; threshold potential: _____mV.
 - Recall that at the resting potential, there is no “firing” (i.e. no action potential). There can be no action potential until the threshold is reached.
- What is meant by “lock and key,” as it refers to neurotransmitters crossing the synaptic cleft?
- Distinguish between an *excitatory* and *inhibitory* postsynaptic potential.
- _____ makes use of the excess neurotransmitters that do not bind to the postsynaptic neuron, and serves to conserve and replenish those chemicals for the presynaptic neuron.
- Provide an overview of the organization of the nervous system. Include the components of the CNS and PNS. Include the autonomic and somatic divisions of the PNS (and their function). Include the 2 divisions of the autonomic division of the PNS (and their function).
- List the 3 general components of the hindbrain, and provide 2 functions for each.
- List the primary component of the midbrain (discussed in class), and provide 3 functions.
- List the 4 general components of the forebrain, and provide at least 1 function for each.
- List 3 components of the limbic system, and provide the general function of each.
- List the 4 lobes of the brain, and provide the general specialization of each. After listing these general specializations (i.e. functions), provide the names of the regions (mentioned in class) of these 4 lobes.
 - Recall from class: Frontal→2; Parietal→1; Occipital→1; Temporal→2. (regions)
- Patient _____ suffered from severe epilepsy and was made the subject of a treatment that destroyed his _____, resulting in the loss of his ability to _____.
- The brain is said to be “wired” in a _____ fashion. Therefore, the left hand is controlled by the right side of the brain, and *vice versa*.
- Identify the *corpus callosum*. A person with a severed corpus callosum is said to be a _____ patient. Discuss the effects of this procedure on an individual’s perception.

- List and indicate the primary functions of the 4 endocrine glands mentioned in class.
- Distinguish between the functions of the adrenal medulla and the adrenal cortex.
- Distinguish between the effects of *hypothyroidism* and *hyperthyroidism*.
- What are the primary ideas influencing the nature vs. nurture debate?
- Define *epigenetics*.
 - Recall that the “Swedish mortality study” contributed much research to the ideas proposed by epigeneticists and that this field is still in its infancy.
- Define natural selection, understand the concept of a maladaptive vs. adaptive mutation, and understand the influence of Darwin on the overall concept of evolutionary development.