

Essentials of Psychology in Action

Study Guide



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STUDY GUIDE TO ACCOMPANY

Essentials of Psychology in Action

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HOW TO USE YOUR STUDY GUIDE

First, congratulations on having decided to use Studying Essential Of Psychology In Action: A Study Guide with your textbook, Essential Of Psychology In Action by Huffman, Vernoy, and Vernoy. Hopefully, you are using this study guide to help you achieve the highest grade possible in this, your first psychology course. Although using this study guide does not guarantee that you will earn an "A", the study guide will help you learn the most important material contained in your textbook.

Before using this study guide, however, it is important that you read each assigned chapter and underline or highlight those parts that you believe are the most important. At this point, if you use the study guide properly, it begins to become your friend.

After you have underlined what you consider to be the most important material in a chapter, turn to the corresponding chapter in your study guide. For example, after you have read and highlighted the material in Chapter 1, turn to Chapter 1 in your study guide. You will notice that each chapter in the study guide is divided into eight sections: Chapter Outline, Learning Objectives, Key Terms, Fill-In Exercises, Application, Critical Thinking Exercise, Sample Test Questions, and Answers.

The Chapter Outline is a broad overview of the general chapter contents. You will note that space has been provided to the right of each section of the outline. This is intended for you to write any notes to yourself that come to mind as you examine the outline. Some of these notes may be useful in studying for tests and for testing your knowledge in subsequent sections of the study guide.

After your review of the outline, proceed to the Learning Objectives section. This section states specifically what you should know when you finish studying the chapter. As you proceed through this section, if you encounter a problem and do not know the answer to a learning objective, return to your textbook to find additional information that will enable you to respond to the specific item. Once you have mastered the Learning Objectives, you are ready to proceed to the next section of the study guide, Key Terms.

The Key Terms section is basically a list of terms you need to know. These are the most important terms contained in the chapter of your textbook. As a result, you can expect to see many of these terms used by the instructor in lectures. You can also expect to find many or most of these on your exam. Thus, you should define each of these Key Terms in the space provided. If you do not know the definition of a term or concept, refer

back to the section in your textbook chapter where all of the Key Terms are defined for you.

When you have become familiar with the Key Terms, you are ready to tackle the next section, the Fill-In Exercises. This portion is prepared with important words or phrases missing. These omissions are intentional so that you may fill in each blank. Therefore, after you have read and highlighted the material in a chapter, examined the Chapter Outline, responded to the Learning Objectives, and defined the Key Terms, you can proceed to fill in each blank with an appropriate answer. The appropriate responses to the blanks are found at the end of the study guide chapter. If your answer is not the same as or similar to the one given and if you do not know why you missed the item, turn to the appropriate place in your textbook chapter and review this section before you continue in your study guide.

The next section, Application, involves your ability to respond to questions that test your skill in applying the knowledge acquired from the various chapters. Answer these questions as best as you can. If you need help, you can turn to the specific section of your textbook that discusses the various topic(s).

The Critical Thinking Exercise is similar to that contained in each chapter of your textbook. This exercise in the Study

Guide is shorter and is specifically designed to help you focus on an affective, a cognitive, or a behavioral critical thinking skill. Respond to this exercise as best as you can. If you run into difficulties, you may wish to discuss this exercise with classmates or you may simply review that section of the textbook chapter that dealt with the issue. By doing these critical thinking exercises, you will get a good feel for your knowledge of a specific area covered by the chapter.

After completing the previously described sections of each chapter of the study guide, you are ready to be tested for overall knowledge retention in the format you will likely encounter on your exams. This is the purpose of the Sample Test Questions. This section contains a number of multiple-choice questions that relate directly to the material you have just studied. Proceed to answer the questions by circling your response. After doing so for each of the questions, turn to the end of the study guide chapter where you will find the correct answers.

In detailing for you how to study for this class, I recognize that your time is limited and that you may not want (or need) to write your responses to all sections or do all the activities in each chapter. I also recognize that students vary in their individual needs for study aids and that some students

find some chapters more difficult than others. As a result, you may pick the elements that are most useful to your individual needs from the variety of aids provided for each chapter.

If you proceed in the manner that I have detailed, you will improve your chances of earning a higher grade. However, do not take shortcuts. For example, some students mistakenly believe they can use the study guide to pass the course and will not have to read the textbook or pay attention to the instructor's lectures. This belief might prove to be a serious mistake. Also, for studying to be most effective, you must space your study times. You cannot accomplish on the night before the exam all the studying that has been suggested--there is just too much to be learned. In Chapter 6 of your textbook, you will note that cramming or massed learning is not a good method of study. Space your studying throughout the time period allocated by your instructor for the assigned chapters. This method of study will prove to be more beneficial than cramming because you will retain more information and will remember it longer.

Spaced Learning

Let me give you an example of the use of spaced learning. I will assume that your instructor has assigned four chapters for you to read for your first exam. I will also assume that you have been given four weeks to learn the material from these

chapters if your class is taught on a semester system (three weeks if your course is taught on a quarter system). With this being the case, you should space your reading and studying so you complete approximately one chapter per week. Thus, in the first week, you should have read Chapter 1 and have followed the study procedures that I previously mentioned. You should also read and study the notes from the instructor's lectures. In the second week, this should have been accomplished for Chapter 2 and so on. After you have read all four chapters and your lecture notes, you should then review by going to your study guide and rereading the material contained in it, including your responses to the various sections. Again, when problems arise, refer to the appropriate section or sections in your textbook for additional clarifications.

Active Learning

It should also be pointed out that learning is much more effective when you are actively responding to the material than when you are a passive recipient. By discussing information with others, asking questions in the classroom, taking notes during lectures, organizing material you have read into diagrams or summaries, and completing the activities in this study guide, you will be taking an active role in your own education. As you probably have discovered, passive reading or listening to lectures is not enough to do well in most college courses.

Prefixes and Suffixes

Sometimes obstacles are encountered in trying to learn the material from your textbook and your study guide. You may find words that are confusing. After all, psychology is a science and scientific words and expressions are used. However, sometimes words that are unfamiliar to you can be deciphered if you know some of the common prefixes and suffixes associated with the terminology of psychology.

Let me illustrate. The word **psychology** consists of a prefix and a suffix. **Psych** means mind and **ology** means the study of. Thus, if you know these, you can figure out that psychology is the study of the mind. Likewise, other complex terms can be understood by breaking them down into comparable units. For example:

Words Beginning With	General Meaning	Example
pseudo-	false	pseudopsychologists (Chapter 1)
trans-	across	transduction (Chapter 3)
un-	not	unconditioned (Chapter 5)
antero-	front	anterograde (Chapter 6)
pre-	before	preconventional (Chapter 8)

post-	after	postconventional (Chapter 8)
intra-	within	intrapsychic (Chapter 11)
inter-	between	interpersonal (Chapter 14)

Words Ending With	General Meaning	Example
-thesis	something to be proven	hypothesis (Chapter 1)
-graphy	representation	tomography (Chapter 2)
-lepsy	seizure	narcolepsy (Chapter 4)
-morphism	having a specific form	anthropomorphism (Chapter 9)
-stasis	balance	homeostasis (Chapter 9)
-medial	middle	ventromedial (Chapter 9)
-osis	condition	psychosis (Chapter 12)
-genic	producing	psychogenic (Chapter 12)

The list of described prefixes and suffixes is by no means exhaustive. There are many more in your textbook and in your

study guide. If you learn the common ones, perhaps with the help of a dictionary, this information should prove very helpful in retaining information. It should also be helpful in figuring out the answer to some questions on your exams!

Use of the SQ4R Method of Study

In addition to the general principles of learning that have been mentioned, researchers have also discovered several specific techniques that are useful in improving your studying efficiency. One of the best-known techniques is called the SQ4R method. The symbols S, Q, R, R, R, and R stand for:

Survey Before you begin each chapter, you should skim the entire chapter, noting the title, major headings and subheadings, and figure captions. Next read the summary at the end of the chapter. This helps organize the material into a larger unit and will help you to focus your attention during later careful reading.

Question As you are surveying the material, ask yourself questions about what you are going to read. (What did your instructor say about this topic when it was assigned? What questions do the headings and subheadings suggest?) Questions aid retention

because they require active participation on your part and increase personal relevance of the material.

Read

The survey and question procedure provides a natural lead-in to careful reading. While reading the chapter, attempt to answer the questions you generated, as well as paying close attention to all figures, tables, and boldfaced terms. Read in small units from one major heading to the next, remembering the principle of spaced versus massed practice.

Recite

Recite means to go over what you just read by either orally summarizing, making notes, or completing the review questions in the text.

Review

Reviewing is a combination of the total SQ4R formula. Briefly repeat the survey and questioning you did before you began the chapter, skim the summary in the back of the chapter, reread all notes, and check your memory by reciting and quizzing yourself.

wRite

Writing is an important element in learning.

By writing a response, you will retain more than simply reciting information.

Although the SQ4R method can be used with any textbook, your Psychology in Action (Third Edition) textbook and this study guide have been carefully organized around this technique. Specific directions for use of the SQ4R in the textbook are explained in the textbook preface. To facilitate the use of this method with your study guide, I have organized each chapter into discrete elements which are directly related to the SQ4R method. The Chapter Outline is provided for "surveying and questioning," the Learning Objectives and the Key Terms are provided for "reciting and writing," the Application and the Critical Thinking Exercises are presented for "reciting." The Fill-In Exercises are for "reviewing and writing" and the Sample Test Questions are for "reviewing."

These are my suggestions for how to achieve the most from your study guide and from the course in which you are enrolled. Do the best that you can and good luck!

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CHAPTER 1: INTRODUCING PSYCHOLOGY**OUTLINE** (Survey & Question)

Use this outline when you survey the chapter, and enter your questions and comments in the space provided.

TOPIC	NOTES
I. UNDERSTANDING PSYCHOLOGY	
A. The Goals of Psychology: Describe, Explain, Predict, and Change	
B. Areas of Psychology: A Field of Diversity	
C. <u>Gender and Cultural Diversity</u> : Cultural Psychology	
D. Psychology in Your Life: Separating Fact from Fiction	

II. PSYCHOLOGICAL RESEARCH

- A. Experimental Research:
The Study of Cause and Effect
- B. Nonexperimental Research
Techniques: Studying the
Correlates of Behavior
- C. Correlation Versus Experimental
Methods: Which is Appropriate?
- D. Evaluating Research:
Are the Findings Significant?
- E. Critical Thinking: Becoming
a Better Consumer of Scientific
Research

III. ETHICS IN PSYCHOLOGY

- A. Research Ethics:
Respecting the Rights
of Subjects