STUDENTS OFFERING SUPPORT

PS102 Final Exam-AID

Tutors: Britt Parkes & Zach Ramsay

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Want to experience two weeks in Latin America building the education project THIS session is funding? Become part of the community, see the impact you can have, and truly experience a new culture.

OUTREACH TRIP TO: Señor de los Milagros, PERU

DATES: May 1st – May 15th, 2014

COST: $950 + Flight *(approx $1750 total)*

- Help us build a primary school classrooms and 2 bathrooms.
- You'll help contribute towards improving educational facilities in the community.

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DATES: May 1st – May 15th, 2014

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- You'll help contribute to the learning of life skills for individuals with special needs, so they are able to attain jobs, and contribute to family income.

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COST: $950 + Flight *(approx $1700 total)*

- Help us build community kitchens and chicken farms in 3 local villages.
- You'll help improve both maternal and child health and nutrition, and the farms provide an additional source of income for families.

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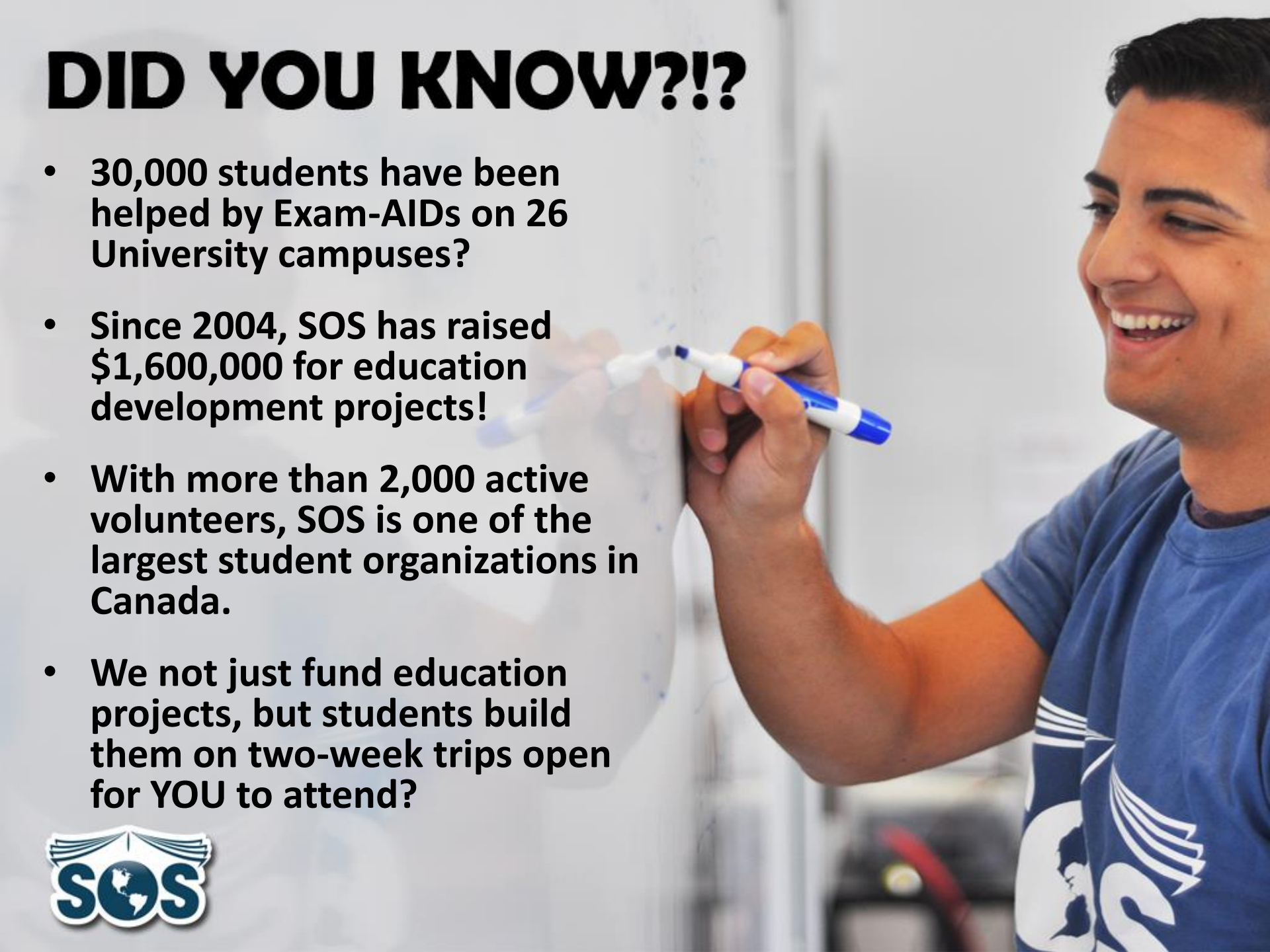
- We not just fund education projects, but students build them on two-week trips open for YOU to attend?

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Agenda

- Chapter 6: Learning
- Chapter 7: Human Memory
- Chapter 8: Language and Thought
- Chapter 9: Intelligence and Psychological Testing
- Chapter 10: Motivation and Emotion
- Chapter 11: Human Development Across the Life Span
  - Chapter 13: Stress, Coping and Health
  - Chapter 16: Social Behaviour

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Chapter 6: Learning

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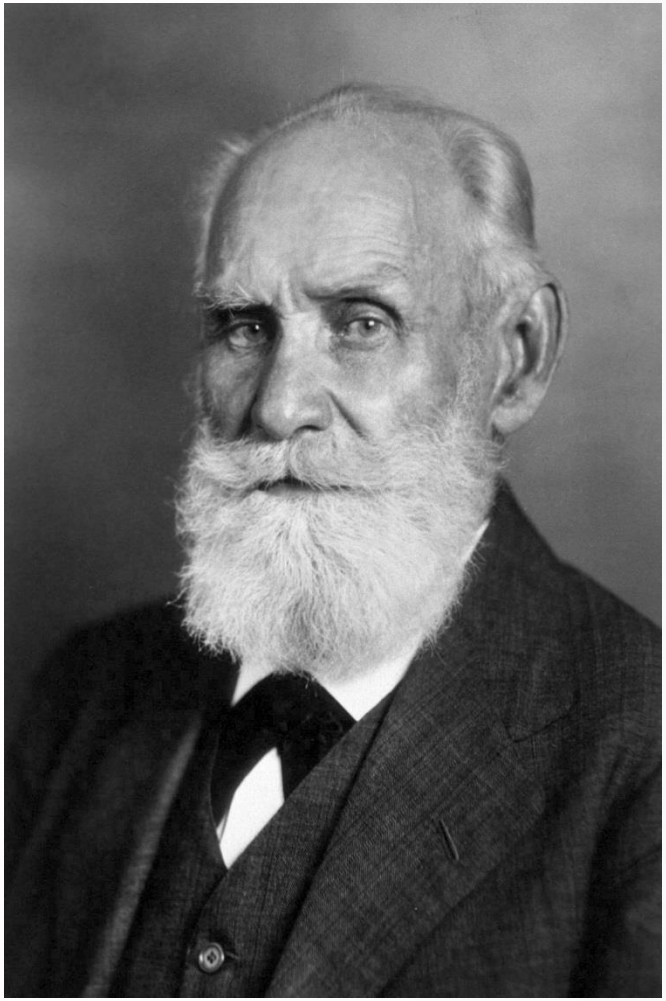
- **Learning** refers to a relatively durable change in behaviour or knowledge that is due to experience

- **Conditioning** involves learning associations between events that occur in an organism's environment.

Classical Conditioning



- Ivan Pavlov
- Did Nobel prize-winning work on digestion
- Helped change science from introspection to a more objective approach
- Explained classical conditioning around 1900

Pavlovian Terms

UCS→ Unconditioned Stimulus: A stimulus that elicits a response naturally (unconditionally). E.g. Food

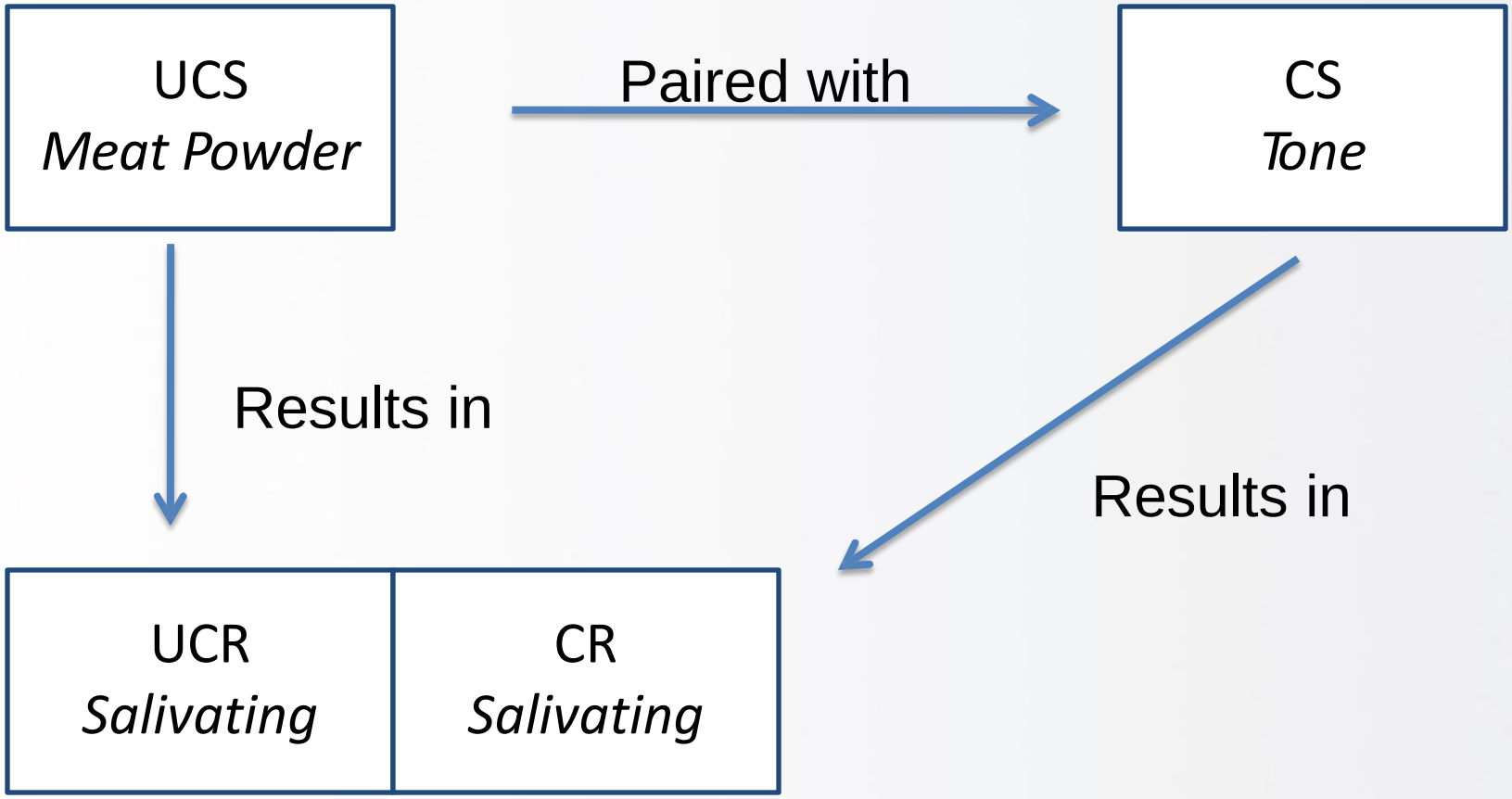
UCR→ Unconditioned Response: The response that is elicited by the UCS. E.g. Salivation

CS→ Conditioned Stimulus: A stimulus that comes to elicit a response by becoming associated with a UCS. E.g. a tone

CR→ Conditioned Response: The response that is elicited by the CS. E.g. Salivation

*this can be confusing because the UCR and the CR are actually the same response, but it depends on what is eliciting it

Classical (Pavlovian)Conditioning



http://www.youtube.com/watch?v=nE8pFWP5QDM&feature=g-vrec&context=G2b8b4eeRVAAAAAAAABQ

In Pavlov's original demonstration of classical conditioning, **salivation to the bell** was the

a) CS
b) CR
c) UCR
d) UCS

In Pavlov's original demonstration of classical conditioning, salivation to the bell was the

a) CS
b) CR
c) UCR
d) UCS

Classical Conditioning

- Acquisition:
  - refers to the initial stage of learning something
  - Evidence suggests that stimuli that are novel, unusual, or especially intense have more potential to become CSs than routine stimuli
- Extinction:
  - the gradual weakening and disappearance of a conditioned response tendency
  - the length of time to extinguish a conditioned response depends on the strength of the conditioned bond when extinction begins

Classical Conditioning

- Spontaneous Recovery:
  - the reappearance of an extinguished response after a period of non-exposure to the conditioned stimulus
  - The renewal effect, along with the evidence on spontaneous recovery, suggests that extinction somehow suppresses a conditioned response rather than erasing a learned association

Classical Conditioning

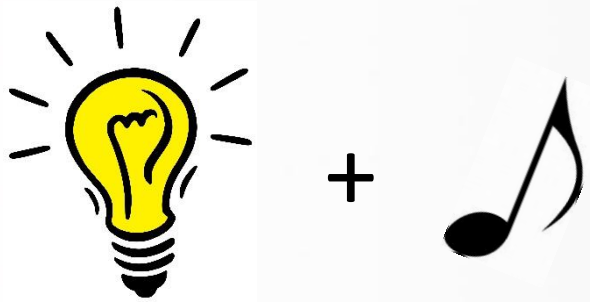
- **Stimulus generalization** occurs when an organism that has learned a response to a specific stimulus responds in the same way to new stimuli that are similar to the original stimulus
- **Stimulus discrimination** occurs when an organism that has learned a response to a specific stimulus does NOT respond in the same way to new stimuli that are similar to the original stimulus

Higher Order Conditioning

Higher Order Conditioning is essentially when you use a CS to condition (e.g. tone) to condition another neutral stimulus. It is conditioning without the US.

For Example:

Condition a tone to elicit salivation, once the tone has a strong association, pair a light with the tone. Since the tone elicits salivation, the light will begin to acquire an association to salivation as well



Snookie developed a fear of a particular balcony from almost falling one night on the boardwalk. She has been on many other balconies in other locations without any fear response. Which of the following is likely to have produced a fear of only the balcony on the boardwalk, and not other balconies?

a) Instinctive drift
b) Spontaneous recovery
c) Generalization
d) Discrimination

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c) Generalization
d) Discrimination

Operant Conditioning

- **Operant conditioning** is a form of learning in which responses come to be controlled by their consequences
- B.F. Skinner
- Thorndike's Law of Effect
  - If a response in the presence of a stimulus leads to satisfying effects, the association between the stimulus and the response is strengthened

Operant Conditioning

- Reinforcement: strengthening of a response tendency
- Delayed reinforcement
  - A favourable outcome is much more likely to strengthen a response if the outcome follows immediately
- Schedule of reinforcement determines which occurrences of a specific response result in the presentation of a reinforcer
  - **Continuous reinforcement** occurs when every instance of a designated response is reinforced
  - **Intermittent (partial) reinforcement** occurs when a designated response is reinforced only some of the time
    - Yields greater resistance to extinction

Operant Conditioning

variable interval (VI) schedule	• the reinforcer is given for the first response after a variable time interval has elapsed
fixed-ratio (FR) schedule	• the reinforcer is given after a fixed number of non-reinforced responses
variable-ratio (VR) schedule	• the reinforcer is given after a variable number of non-reinforced responses
fixed interval (FI) schedule	• the reinforcer is given for the first response that occurs after a fixed time interval has elapsed

Operant Conditioning

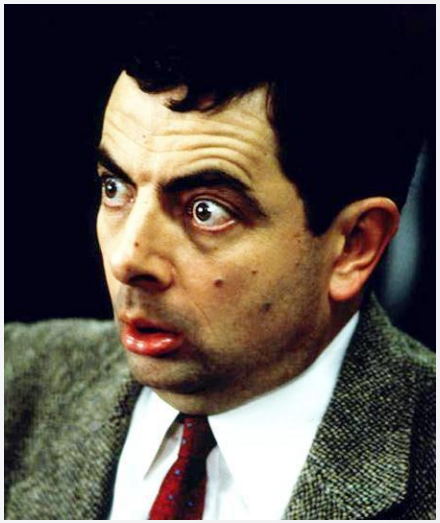
- **Positive reinforcement** occurs when a response is strengthened because it is followed by the presentation of a rewarding stimulus
- **Negative reinforcement** occurs when a response is strengthened because it is followed by the removal of an aversive (unpleasant) stimulus
- **Positive punishment** involves the presentation of an aversive stimulus
- **Negative punishment** involves the removal of a rewarding stimulus

Observational Learning

- Occurs when an organism's responding is influenced by the observation of others, who are called models
- Basic Processes
  - Attention
  - Retention
  - Reproduction
  - Motivation

You missed curfew and your mother took away your cell phone for a week. This is an example of:

a) Positive reinforcement
b) Negative reinforcement
c) Positive punishment
d) Negative punishment



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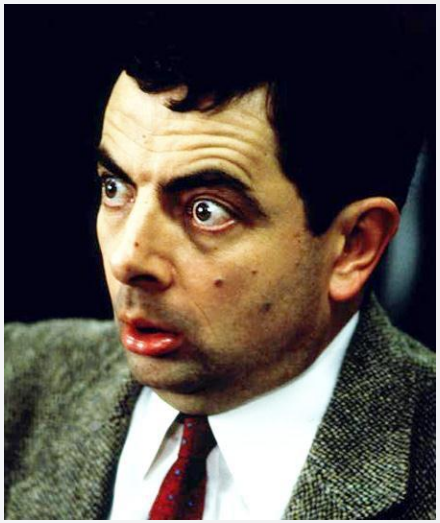
b) Negative reinforcement

c) Positive punishment

d) Negative punishment



Escape and Avoidance Learning

Escape Learning→ organism engages in behaviour that decreases/ends an aversive stimuli.
e.g. You leave a party because you're being made fun of

This often leads to…

Avoidance Learning→ an organism learns a response that prevents an aversive stimulation from occurring
e.g. You stop going to parties because you want to avoid being picked on

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Chapter 7: Human Memory

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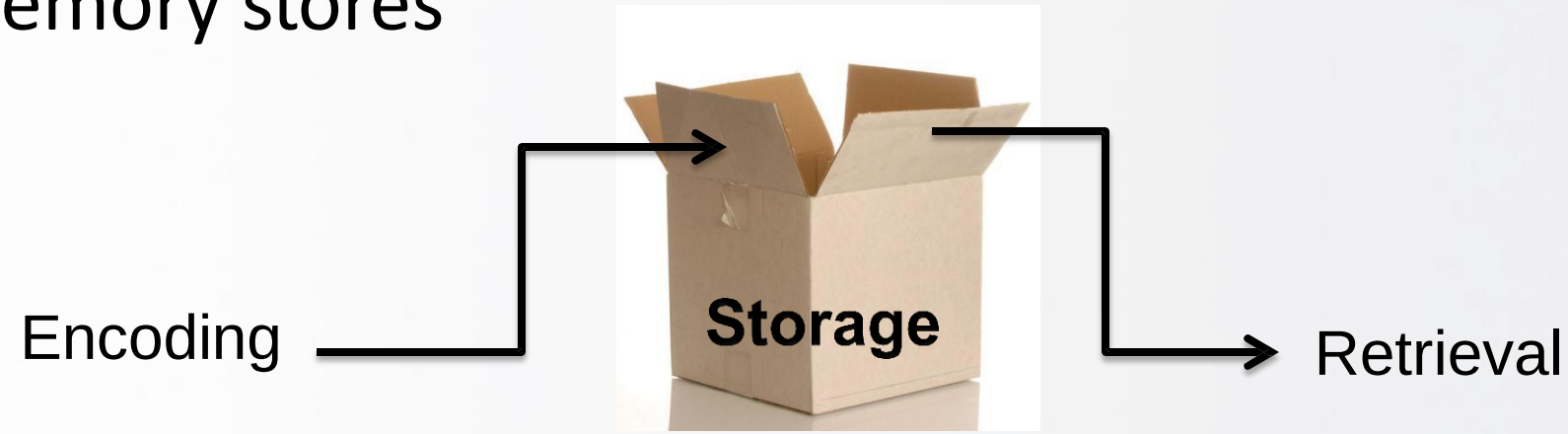
Memory Definitions

- **Encoding** involves forming a memory code
- **Storage** involves maintaining encoded information in memory over time
- **Retrieval** involves recovering information from memory stores

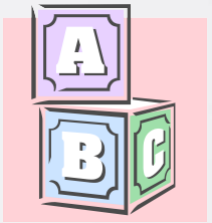


Encoding

- Next in line effect
- **Attention** involves focusing awareness on a narrowed range of stimuli or events
  - Selective attention is critical to everyday functioning

Encoding

- **Levels of processing**
  - Different rates of forgetting occur because some methods of encoding create more durable memory codes than others
  - Shallow processing = structural encoding
    - Emphasizes the physical structure of the stimulus
  - Intermediate processing = phonemic encoding:
    - Emphasizes what a word sounds like
  - Deep processing = semantic encoding
    - Emphasizes the meaning of verbal input



- **Levels of processing theory** proposes that deeper levels of processing result in longer-lasting memory codes

Elaboration

-Enhances semantic encoding

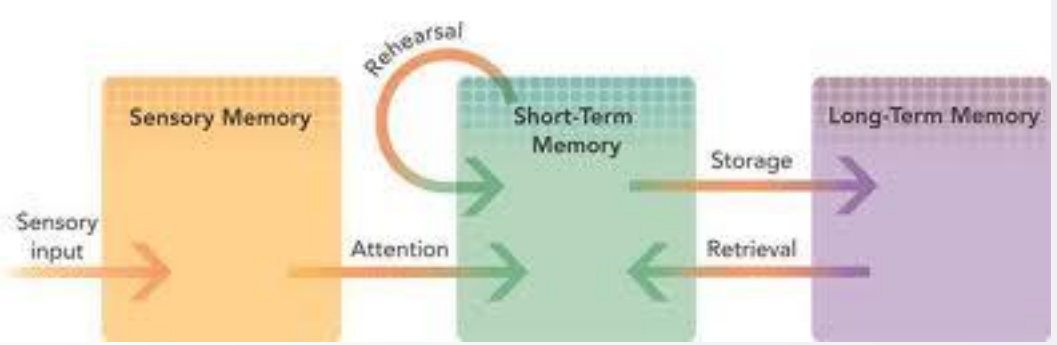
-Involves linking a stimulus to other information at the time of encoding

- *Example:* You read phobias are often caused by classical conditioning , and you apply this idea to own fear of spiders.

- Associations created by elaboration help people to remember information

Storage

- Information-processing theories propose that people have 3 memory stores:
  - Sensory memory
  - Short-term memory (STM)
  - Long-term memory (LTM)



Storage- Sensory Memory

- Preserves information in its original sensory form for a brief time, usually only a fraction of a second
- For example:
  - The ability to look at an item, and remember what it looked like with just a second of observation

Storage-Short term Memory

- Short term memory can maintain about 7 chunks of unrehearsed information for up to 20 seconds
    - A chunk is a group of familiar stimuli stored a single unit. *Example:* NFB-CTV-CBC-IBM are 4 chunks
- A.k.a. working memory
- **Rehearsal** is the process of repetitively verbalizing or thinking about the information
  – Way to maintain information in short-term store indefinitely

Baddeley's Model of Working Memory

Baddeley's Model of Working Memory consist of 4 components:

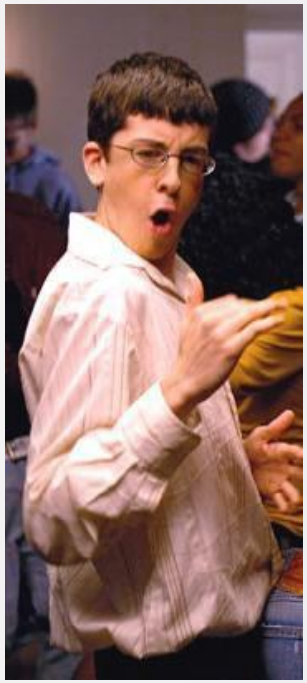
1) **Phonological Loop:** Works when you use recitation to temporarily remember something such as a phone number
2) **Visuospatial Sketchpad:** Allows you to temporarily hold and manipulate visual images
3) **Central Executive System:** Controls the deployment of attention, switching the focus of attention and dividing it as needed . For example dividing attention between the text you are trying to send a friend and listening to me.
4) **Episodic Buffer:** A temporary, limited-capacity store that allows various components of working memory to integrate information and works as interface between working memory and long-term memory

Storage-Long Term Memory

- Unlimited capacity store that can hold information over lengthy periods
- Can store information indefinitely and possibly permanently
- **Flashbulb Memories:** Vivid and and detailed recollections of momentous events. *Example:* People remember exactly where they were and how they felt when hearing about 9/11.

Which type of memory can maintain about 7 chunks of information at one time?

a) Extended long term memory
b) Short term
c) Long term
d) Sensory



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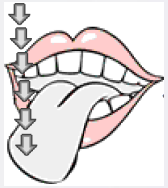
Retrieval



- **Tip-of-the-tongue phenomenon**
  - the temporary inability to remember something you know, accompanied by a feeling that it's just out of reach
  - common experience that is typically triggered by a name that one can't quite recall
- Memories can often be jogged with retrieval cues (stimuli that help gain access to memories)

Memory Organization

- *Clustering:* Tendency to remember similar/related items in groups
- *Schema:* Organized cluster of knowledge about a particular object or event abstracted from previous experience with the object/event

Forgetting

- 3 ways to measure forgetting:
  - Recall
    - Requires subjects to reproduce information on their own without any cues
  - Recognition
    - Requires subjects to select previously learned information from an array of options
  - Relearning
    - Requires subjects to memorize information a second time to determine how much time or how many practice trails are saved by having learned it before

Why We Forget

- **Decay Theory:** Forgetting occurs because memory traces fade with time

- **Interference Theory:** Proposes that people forget information because of competition from other material
  - **Retroactive Inference:** New info impairs retention of previously learned info.
  - **Proactive Inference:** Previously learned info interferes with retention of new info.

- **Repression:** Keeping distressing thoughts and feeling buried in the unconscious

Multiple choice on a test is to short answer on a test as

a) Recall is to relearning
b) Recall is to recognition
c) Priming is to recall
d) Recognition is to recall

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a) Recall is to relearning
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Reality vs. Source Monitoring

Reality Monitoring: Process of deciding whether memories are based on external or internal sources

Source Monitoring: Making attributions about the origins of memory. *Source Monitoring Error* occurs when a memory derived from one source is misattributed to another source

Misinformation Effect: Occurs when participants' recall of an event they witnessed is altered by introducing misleading post-event information

Memory Systems

Non-declarative/procedural memory system • **houses memory for actions, skills, operations, and conditioned responses** • **For example: remembering how to tie your show**	**Declarative memory system** • **handles factual information and explicit memories** • **For example: remembering your name**
Implicit memory • Is apparent when retention is exhibited on a task that does not require intentional remembering • For example: singing your favourite song	**Explicit memory** • involves intentional recollection of previous experiences • For example: remembering a party that happened last year

Memory Systems

- **The episodic memory system** is made up of chronological, or temporally dated, recollections of personal experiences
  - autobiography
- **The semantic memory system** contains general knowledge that is not tied to the time when the information is learned
  - encyclopaedia

Memory Systems

- **Declarative Memory System:** Handles factual information.
    - Words, Definitions, Names, Dates

- **Procedural Memory System:** Memories for actions, skills, operations and conditioned responses**.**
    - How to ride a bike, typing, tying shoes

Memory Systems

- **Prospective Memory**: Involves remembering to perform actions in the futures
    - Example: Take the dog for a walk

- **Spective Memory:** Remembering events from past or previously learned information
    - Example: Who won the Super Bowl.

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Chapter 8: Language and Thought

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Language

- What is language?
  - Language consists of symbols that convey meaning, plus rules for combining those symbols that can be used to generate an infinite variety of messages
  - Properties
    - Language is symbolic
    - Language is semantic/meaningful, shared meaning
    - Language is generative
    - Language is structured

Language

- The structure of language

b	b	l	l	sh	ʃ	a	æ	oh	ɔːr
p	p	r	ɹ	zh	ʒ	ah	aːr	oa	o
d	d	m	m	th	θ	ay	e	u	ʊ
t	t	n	n	h	h	e	ɛ	uh	ʌ
f	f	s	s	w	w	ee	i	oo	u
v	v	z	z	y	j	i	ɪ	oi	ɔj
g	g	ch	tʃ	ng	ŋ	iy	aj	ow	aw
k	k	j	dʒ			o	ɑ		

  - Phonemes
    - The smallest speech units in language that can be distinguished perceptually
  - Morphemes and Semantics
    - Morphemes are the smallest units of meaning in a language
    - Semantics is the area of language concerned with understanding the meaning of words and word combinations
  - Syntax
    - System of rules that specify how words can be arranged into sentences

Language

- **Bilingualism:** Learning more than one language
- Factors that influence acquisition of second language:
  - Age
    - Easier when you're younger
  - Acculturation
    - The degree to which a person is socially and psychologically integrated into a new culture

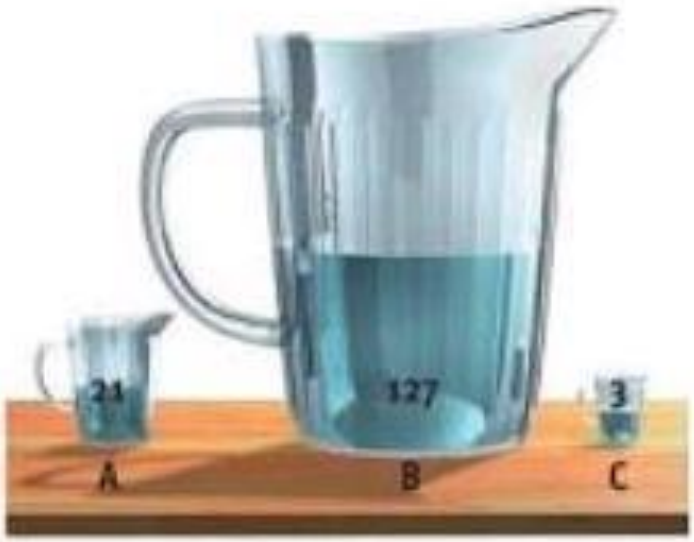
Language

- Can animals develop language?
  - Seems reasonable to conclude that the ability to use language may not be unique to humans
- Language in evolutionary context
  - Some argue may have helped to warn against predators and work together

Problem Solving

- Types of Problems
  - Problems of inducing structure
    - Require people to discover the relations among numbers, words, symbols, or ideas
    - "banana is to fruit, as butternut squash is to _____"
  - Problems of arrangement
    - Require people to arrange the parts of a problem in a way that satisfies some criterion
    - "Rearrange these letters to form a word: lhooyygcsp"
  - Problems of transformation
    - Require people to carry out a sequence of transformations in order to reach a specific goal

Example of a problem of transformation:



D. Water jar problem

Suppose that you have a 21-cup jar, a 127-cup jar, and a 3-cup jar. Drawing and discarding as much water as you like, you need to measure out exactly 100 cups of water. How can this be done?

A question asks you to move around the letters “cyhpslyoog” to form a word. This is an example of a problem of:

a) Inducing structure
b) Arrangement
c) Transformation
d) symbolism

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d) symbolism

Decision Making

- Many decisions involve choices about preferences, which can be made using a variety of strategies
  - Additive
    - Used when people rate the attributes of alternatives and select the option with the highest sum
  - Elimination by aspects
    - Involves gradually ruling out alternatives that fail to satisfy minimum criteria

Decision Making

- Heuristics in judging probabilities
  - Availability heuristic
    - Involves basing the estimated probability of an event on the ease with which relevant instances come to mind
    - For example: A person argues that cigarette smoking is not unhealthy because his grandfather smoked three packs of cigarettes a day and lived to be 100.
  - Representative heuristic
    - Involves basing the estimated probability of an event on how similar it is to the typical prototype of that event
    - For example: If I meet three people from a company and they are all aggressive, I will assume that the company has an aggressive culture and that most other people from that firm will also be aggressive

Decision Making

- The tendency to ignore base rates
  - In risky decision making, people often think that they can beat the odds
- The conjunction fallacy
  - Occurs when people estimate that the odds of two uncertain events happening together are greater than the odds of either event happening alone
- Evolutionary analyses of flaws in human decision making
  - Human decision making strategies are riddled with errors and biases that yield surprisingly irrational results

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DEAL OR NO DEAL

You are on the show “Deal or No Deal”, and left on the board are the amounts: $1, $50, $500, and $1,000,000. You believe you hold the million in your case, even though the odds are against you. This is an example of:

a) The tendency to ignore base rates

b) The conjunction fallacy

c) Availability heuristic

d) Representative heuristic

You are on the show “Deal or No Deal”, and left on the board are the amounts: $1, $50, $500, and $1,000,000. You believe you hold the million in your case, even though the odds are against you. This is an example of:

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b) The conjunction fallacy

c) Availability heuristic

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Chapter 9: Intelligence and Psychological Testing

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Key Concepts

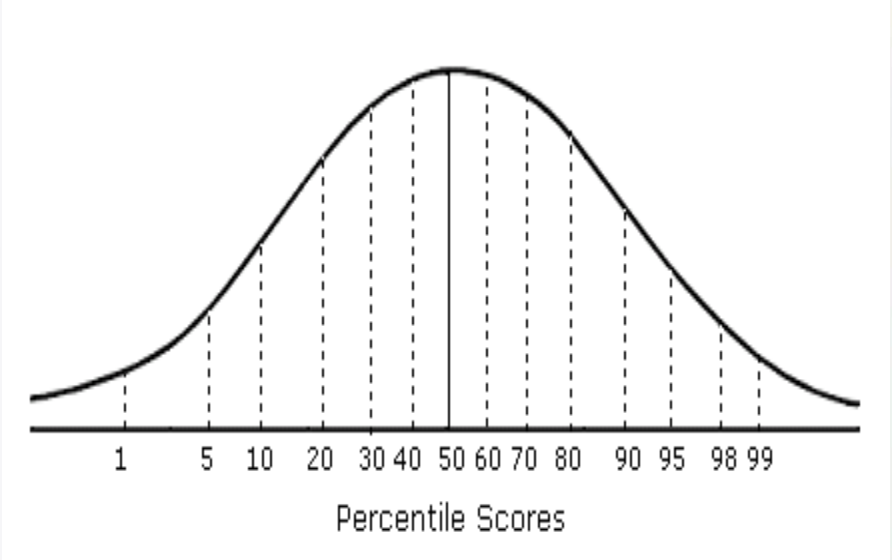
- A **psychological test** is a standardized measure of a sample of a person's behaviour

Types of tests

- Mental ability test
  - Intelligence tests
    - Assess general intellectual potential
  - Aptitude tests
    - Assess specific types of mental abilities
  - Achievement tests
    - Gauge a person's mastery and knowledge of various subjects
- Personality test

Standardization and norms

- Percentile Score
  - Indicates the percentage of people who score at or below the score one has obtained



- Standardization group
  - -- The sample of people that the norms are based on
  - -- Ideally this is large and representative of the broader population

Reliability and Validity

- Reliability
  - Refers to the measurement of consistency of a test
- Validity
  - Refers to the ability of a test to measure what it was designed to measure

Evolution of Intelligence Testing

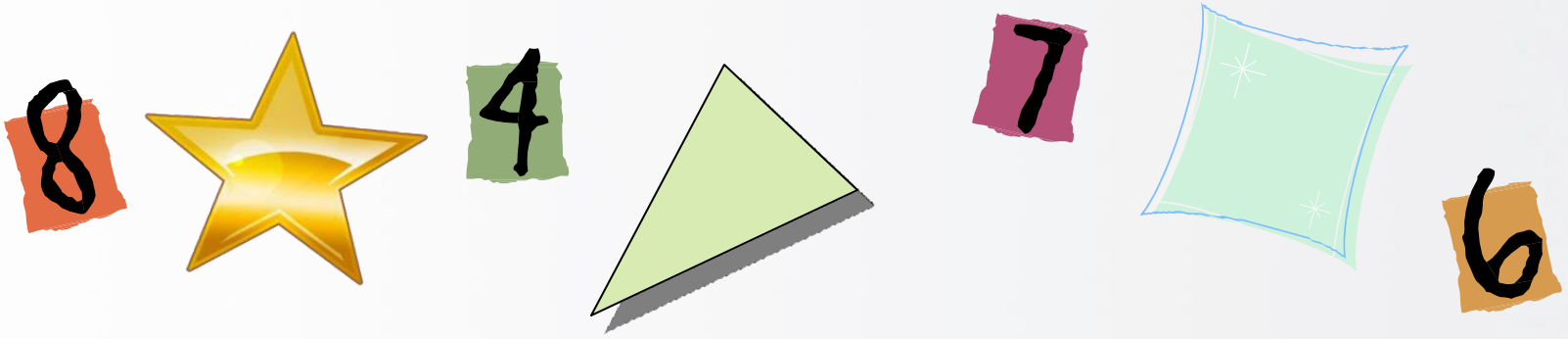
- Terman and the Stanford-Binet
  - Intelligence quotient (IQ)
    - Child's mental age divided by chronological age, multiplied by 100:
    - $$IQ = \frac{\text{Mental Age}}{\text{Chronological Age}} \times 100$$
  - Made it possible to compare children of different ages

Evolution of Intelligence Testing

- Wechsler's innovations
  - Wechsler set out to improve on the measurement of intelligence in adults
  - Came out with Wechsler Adult Intelligence Scale (WAIS)
  - Characterized by at least two major innovations:
    - Scale less dependent on subjects' verbal ability than the Stanford-Binet
    - Discarded Intelligence Quotient in favour of a new scoring scheme based on the **normal distribution**

Basic Questions about Intelligence Testing

- What kinds of questions are on intelligence tests?
  - Overall, the questions are fairly diverse in format
  - Generally speaking, examinees are required to manipulate words, numbers, and images through abstract reasoning



Basic Questions about Intelligence Testing

- Do intelligence tests measure potential or knowledge?
  - IQ tests measure a blend of potential and knowledge
  - Intelligence tests are intended to measure intellectual potential
  - Require subjects to apply relatively common knowledge

Basic Questions about Intelligence Testing

- Do intelligence tests have adequate reliability and validity?
  - Yes, most IQ tests report commendable reliability estimates
  - IQ tests are valid measures of the kind of intelligence that's necessary to do well in academic work, but if the purpose is to assess intelligence in a broader sense, the validity of IQ tests is questionable

Basic Questions about Intelligence Testing

- Are IQ tests widely used in other cultures?
  - In other western cultures with European roots, yes
  - In most non-western cultures, very little
  - The ingredients of intelligence are culture-specific

Extremes of Intelligence

- Mental retardation
  - Refers to sub average general mental ability accompanied by deficiencies in adaptive skills, originating before age 18
  - Levels of retardation
    - Mild, moderate, severe, profound

Extremes of Intelligence

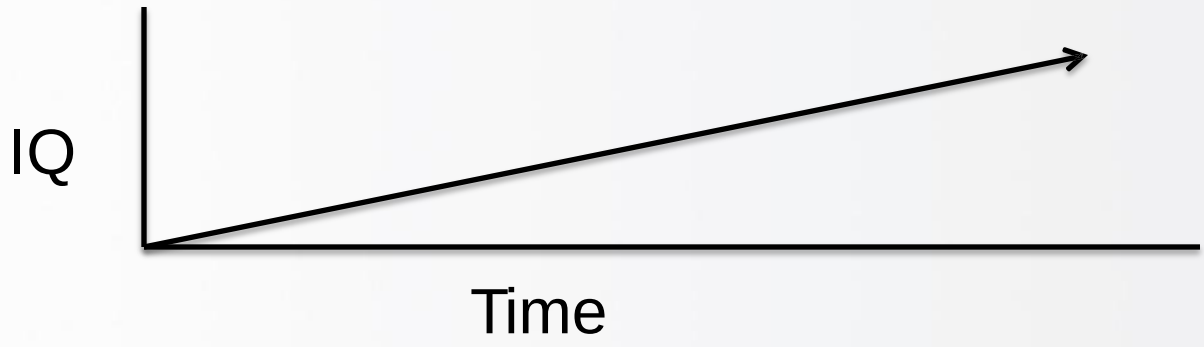
- Origins of retardation
  - Vast majority of mildly retarded children come from the lower socioeconomic classes
  - a host of factors may contribute to children's poor intellectual development
    - greater marital instability
    - parental neglect
    - inadequate nutrition and medical care
    - lower-quality schooling

Extremes of Intelligence

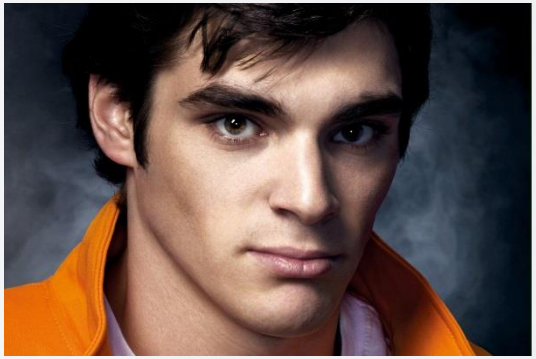
- Giftedness
  - Identifying Gifted Children
    - Efforts to identify gifted children focus almost exclusively on IQ scores and rarely consider qualities such as creativity, leadership, or special talent
  - Personal Qualities of the Gifted
    - Above average in height, weight, strength, physical health, emotional adjustment, mental health, and social maturity

Evidence for environmental influence

- Generational changes: the Flynn Effect
  - Performance on IQ tests has steadily increased over generations



The Flynn Effect arises from the observation that the general intelligence in industrialized societies



a) Has been rising across time
b) Has been declining across time
c) Has remained steady across time
d) Is primarily effected by heredity and not the environment

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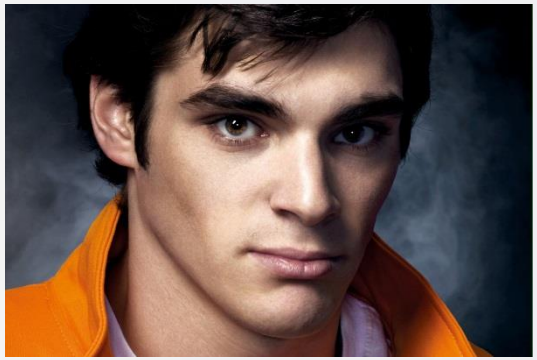

a) **Has been rising across time**
b) Has been declining across time
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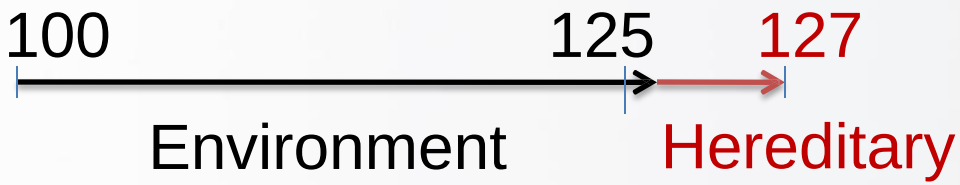
Interaction of Heredity and the Environment

- Heredity may set certain limits on intelligence and environmental factors determine where individuals fall within these limits
- Reaction range
  - Theorists use this to refer to the genetically determined limits on IQ (or other traits)
  - Estimated to be around 20-25 point on the IQ scale

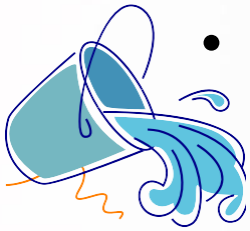


New Directions

- Increasing emphasis on specific abilities
  - Increased emphasis on the measurement of specific mental abilities as opposed to general mental ability
  - Spearman used factor analysis to examine the correlations among tests of many specific mental abilities
    - He concluded that all cognitive abilities share an important core factor, which labelled “g” for general ability
    - Intelligence tests have usually been designed to tap as much of “g” as possible

New Directions

- Increasing emphasis on specific abilities
  - Thurstone found that he could carve intelligence into seven distinct factors called primary mental abilities
  - Cattell and Horn suggest that “g” should be divided into fluid intelligence and crystallized intelligence



    - Fluid intelligence
      - Involves reasoning ability, memory capacity, and speed of information processing
    - Crystallized intelligence
      - Involves ability to apply acquired knowledge in problem solving

New Directions

- Investigating cognitive processes in intelligent behaviour
  - The cognitive perspective focuses on ***how*** people use their intelligence
    - Interest in process rather than amount
- Expanding the concept of intelligence
  - Gardner believed eight human intelligences, and traditional IQ tests mainly focus on 2 (verbal and mathematical)

New Directions

- Measuring emotional intelligence
  - Emotional intelligence consists of the ability to
    - perceive and express emotion,
    - assimilate emotion in thought,
    - understand and reason with emotion, and
    - regulate emotion
  - A variety of theorists have argued that the measurement of emotional intelligence can enhance the prediction of success at school, at work, and in interpersonal relationships

STUDENTS OFFERING SUPPORT

Chapter 10: Motivation and Emotion

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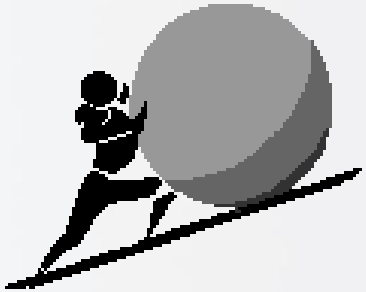
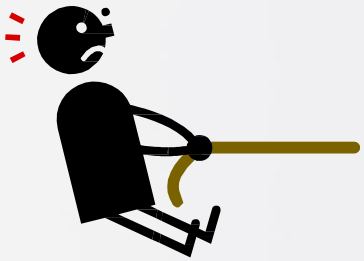
Motivational Theories

- Drive Theories
  - Organisms seek to maintain **homeostasis**, a state of physiological equilibrium or stability
  - A **drive** is an internal state of tension that motivates an organism to engage in activates that should reduce this tension
  - Emphasize how *internal* states of tension *push* people in certain directions
    - Emphasize biological factors



Motivational Theories

- Incentive Theories
  - Propose that external stimuli regulate motivational states
  - An **incentive** is an external goal that has the capacity to motivate behaviour
  - Emphasize how *external* stimuli *pull* people in certain directions
    - Emphasize environmental factors



Environmental Factors in the Regulation of Hunger

- Food availability and related cues
  - Presence of tasty food often leads people to eat even though they are already quite full from recently consumed food
  - Hunger can be increased by exposure to pictures, written descriptions, and video depictions of attractive foods
  - Presence of others generally inhibits eating, but, under specific conditions, eating may increase

Environmental Factors in the Regulation of Hunger

- Learned preferences and habits
  - People from different cultures display very different patterns of food consumption
  - Taste preferences are partly a function of learned associations formed through classical conditioning
  - Taste aversions can be acquired through conditioning when foods are followed by nausea
  - Eating habits are also shaped by observational eating (children more likely to taste an unfamiliar food if parent tries it first)

Environmental Factors in the Regulation of Hunger

- Stress and Eating
  - Stress leads to increased eating in a substantial portion of people
  - Some people respond to emotional distress by eating tasty foods because they expect the enjoyable treats to make them feel better

Obesity

- BMI is an individual's weight divided by height squared
  - If over 30, considered obese
- Lowers life expectancy considerably
- Having obese parents increases the odds of obesity in children
- Once people are overweight, they are more likely than not to put on more weight

Causes of Obesity

- Genetic Predisposition
  - Some people can eat constantly without gaining weight, while others get chubby from eating far less
- Excessive Eating and Inadequate Exercise
- The concept of Set Point
  - **Set-point theory** proposes that the body monitors fat-cell levels to keep them (and weight) fairly stable
  - **Settling-point theory** proposes that weight tends to drift around the level at which the constellation of factors that determine food consumption and energy expenditure achieves an equilibrium

Causes of Obesity

- Dietary Restraint
  - Chronic dieters are restrained eaters
  - Dietary restraint is thought to lead to frequent overeating and thus contribute to obesity

Eating Disorders

- Anorexia nervosa
  - Disorder in which mostly young women literally starve themselves, sometimes to death
- Bulimia nervosa
  - Mostly young women alternate between binge eating and purging
- More prevalent in women than men

Sexual Motivation

- Determinants of sexual desire
  - Hormonal Regulation
    - Hormones secreted by the **gonads** (ovaries in females and testes in males) can influence sexual motivation
    - **Estrogens** are the principal class of gonadal hormones in females
    - **Androgens** are the principal class of gonadal hormones in males
    - Hormones exert little influence over sexual behaviour, however evidence suggest that they do contribute to the modulation of sexual behaviour in humans

Sexual Motivation

- Erotic Materials
  - Erotic reading material, photographs, and films can stimulate sexual desire in many people
  - Although erotic materials don't appear to incite overpowering sexual urges, they may alter attitudes in ways that eventually influence sexual behaviour
    - Pornography may create unrealistic expectations about sexual relations
  - Aggressive pornography (depicts violence against women) has raised serious concerns about its effects
    - Desensitize males to the horror of sexual violence

Sexual Motivation

- Evolutionary analyses of human sexual behaviour
  - Gender differences in patterns of sexual activity
    - Parental investment theory predicts that in comparison to women, men will show more interest in sexual activity, more desire for variety in sexual partners, and more willingness to engage in uncommitted sex
  - Gender differences in mate preferences
    - Evolutionary theory predicts that
      - Men should place more emphasis than women on partner characteristics such as youthfulness and attractiveness
      - Women find men who can provide material resources and protect his family and who was dependable and willing to invest his resources in his family

Sexual Motivation

- Sexual Orientation
  - Sexual orientation refers to a person's preference for emotional and sexual relationships with individuals of the same sex, the other sex, or either sex
  - It is more accurate to view heterosexuality and homosexuality as end points on a continuum
    - seven point scale

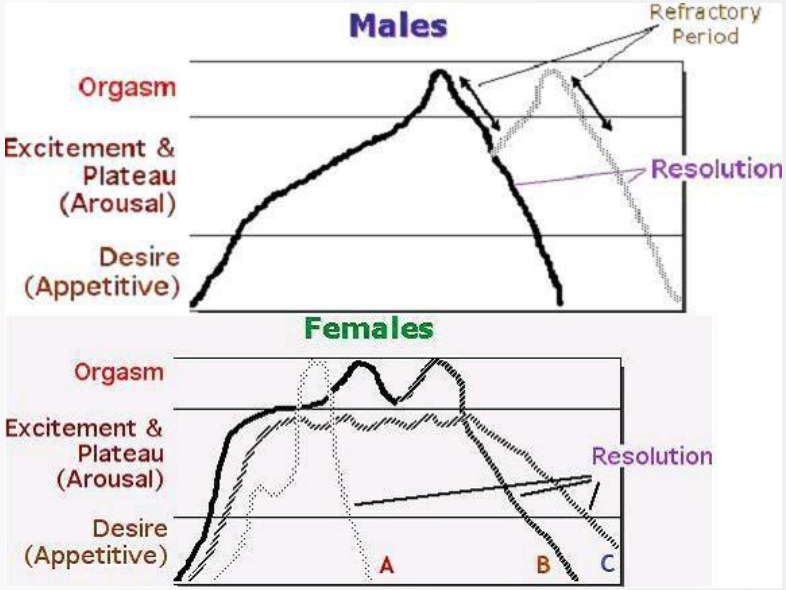
Heterosexual Homosexual

Sexual Motivation

- Sexual Orientation
  - Environmental theories
    - Garnered remarkably little support
  - Biological theories
    - Anterior hypothalamus about half as large in gay men, similar to women's

Sexual Motivation

- The human sexual response
  1. Excitement Phase
  2. Plateau Phase
  3. Orgasm Phase
  4. Resolution Phase



Affiliation Needs

- Need to associate with others and maintain social bonds
- One's need for companionship, friendship, and love
- Quality of people's personal relationships is a major determinant of their happiness
- Those that have high affiliation drive:
  - Devote more time to interpersonal activities
  - Worry more about acceptance

Achievement Needs

- Need to master difficult challenges, to outperform others, and to meet high standards of excellence
- Need for achievement is a fairly stable aspect of personality
- More future oriented than others and more likely to delay gratification in order to pursue long-term goals, prefer moderate degree of challenge

Emotion

- Emotion involves a:
  - **Cognitive** component: A subjective conscious experience
  - **Physiological** component: bodily arousal
  - **Behavioural** component: characteristic overt expressions

Emotion

- The cognitive component: subjective feelings
  - To some degree, emotional control is possible, though emotions tend to involve automatic reactions that are difficult to regulate
  - People characterize their emotions as pleasant or unpleasant, or both

Emotion

- The physiological component: diffuse and multifaceted
  - The biological bases of emotions are diffuse, involving many areas in the brain and many neurotransmitter systems, as well as the autonomic nervous system and the endocrine system

Emotion

- The behavioural component: nonverbal expressiveness
  - Emotions are expressed in body language, or nonverbal behaviour
  - People are reasonably skilled at deciphering emotions from others' facial expressions
  - Facial feedback hypothesis
    - Facial muscles send signals to the brain and these signals help the brain recognize the emotion that one is experiencing

Emotion

- Culture and the elements of emotion
  - Reasonably convincing evidence that people in widely disparate cultures express their emotions and interpret those expressions in much the same way
  - **Display rules** are norms that regulate the appropriate expression of emotions. They prescribe when, how, and to whom people can show various emotions

Theories of Emotion

- James-Lange theory
  - The conscious experience of emotion results from one's perception of autonomic arousal
  - Different patterns of autonomic activation lead to the experience of different emotions
- Cannon-Bard theory
  - Emotion occurs when the thalamus sends signals simultaneously to the cortex and to the automatic nervous system

Emotion

- Schachter's two-factor theory
  - The experience of emotion depends on 2 factors:
    - Autonomic arousal
    - Cognitive interpretation of that arousal
- Evolutionary theories
  - Consider emotions to be largely innate reactions to certain stimuli
  - People exhibit 8-10 primary emotions

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Chapter 11: Human Development Across the Life Span

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Development: the sequence of age-related changes that occur as a person progresses from conception to death

Prenatal Development

- Stages
  - Germinal
    - A zygote becomes a mass of cells that implants in the uterine wall and the placenta begins to form
  - Embryonic
    - Most vital organs and bodily systems begin making it a period of great vulnerability
  - Fetal
    - Organs continue to grow and gradually begin to function, as the fetus reaches the age of viability

Development in Childhood

- Approaches to research on development
  - In a Longitudinal study, one group of subjects is observed repeatedly over time
    - Can be more sensitive to developmental influences and changes
  - In a cross-sectional study, groups of subjects of varied ages are observed at a single point in time
    - Quicker, easier, less expensive

Development in Childhood

- Motor Development
  - Motor development follows cephalocaudal (head-to-foot) and proximodistal (centre-outward) trends
  - Early progress in motor skills has traditionally been attributed to maturation, but recent research suggests that infants' exploration is also important
  - Cross-cultural research on motor development shows that maturation and environment are both influential

The Proximodistal trend in the motor development of children can be described simply as a

a) Head-to-foot direction
b) Centre-outward direction
c) Foot-to-head direction
d) Outward-inward direction

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Dangers to Development

Age of viability→ the age at which a baby can survive in the event of a premature birth

Teratogens→ any external agents, such as drugs or viruses, that can harm an embryo or a fetus

Fetal Alcohol Syndrome→ is a collection of congenital (inborn) problems associated with excessive alcohol use during pregnancy

- **Toxins**
- **Emotions**
- **Nutrition**
- **Drugs**

Development in Childhood

- Temperament
  - Refers to characteristic mood, activity level, and emotional reactivity
  - Remains fairly stable as children grow up
  - 3 basic styles of temperament
    - Easy children
      - Happy, not readily upset
    - Slow-to-warm-up
      - Less cheery, slow in adapting to change
    - Difficult
      - Resistant to change, relatively irritable

Development in Childhood

- Attachment
  - Refers to the close, emotional bonds of affection that develop between infants and their caregivers
  - Fall into 3 categories
    1. Secure
       - Play and explore comfortably with their mother present, become visibly upset when she leaves, and are quickly calmed by her return
    2. Anxious-ambivalent
       - Appear anxious even when their mother is near and protest excessively when she leaves, but they are not particularly comforted when she returns
    3. Avoidant
       - Seek little contact with mother and not distressed when she leaves

What category of attachment involves a child playing and exploring comfortably with their mother present, becoming visibly upset when she leaves, and are quickly calmed by her return

a) Secure
b) Anxious-Ambivalent
c) Avoidant
d) Insecure

What category of attachment involves a child playing and exploring comfortably with their mother present, becoming visibly upset when she leaves, and are quickly calmed by her return

a) **Secure**
b) Anxious-Ambivalent
c) Avoidant
d) Insecure

Development in Childhood

- Personality Development
  - Erik Erikson's theory proposes that individuals evolve through 8 stages over the life span
  - Childhood stages:
    1. Trust vs. mistrust
    2. Autonomy vs. shame
    3. Initiative vs. guilt
    4. Industry vs. inferiority

Development in Childhood

1. Trust vs. mistrust
   - If an infant's basic biological needs are adequately met by their caregivers, the child should develop an optimistic, trusting attitude toward the world
2. Autonomy vs. shame
   - If all goes well with taking some personal responsibility for feeding, dressing, and bathing, they will acquire a sense of self-sufficiency
3. Initiative vs. guilt
   - Over controlling parents may begin to instil feelings of guilt, and self esteem may suffer
4. Industry vs. inferiority
   - Children who are able to function effectively outside the social home environment should learn to value achievement, resulting in a sense of competence

During the second year of life, toddlers begin to take some personal responsibility for feeding, dressing, and bathing themselves in an attempt to establish what Erikson calls a sense of

a) Superiority
b) Industry
c) Generativity
d) Autonomy

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a) Superiority

b) Industry

c) Generativity

d) Autonomy

Development in Childhood

- Cognitive Development
  - Jean Piaget proposed that children evolve through 4 stages of development
    1. Sensorimotor
    2. Preoperational
    3. Concrete operational
    4. Formal operational
  - According to Piaget, children progress in their thinking through the complementary processes of *assimilation* and *accommodation*

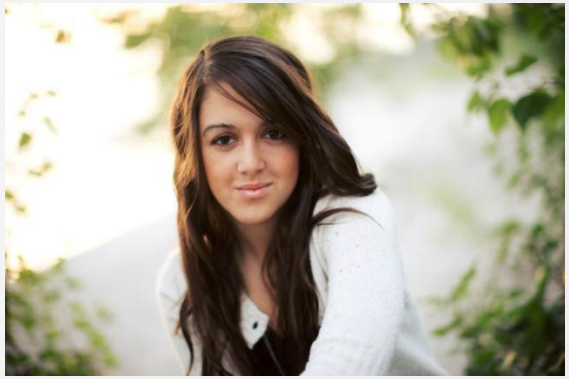
Development in Childhood

1. Sensorimotor Period
   - Birth to age 2
   - Development of object permanence
2. Preoperational Period
   - Ages 2-7
   - Development of symbolic thought, marked by centration, animism, irreversibility, and egocentrism

Development in Childhood

3. Concrete Operational Period
   - Ages 7-11
   - Children can perform operations only on of tangible objects and actual events
   - Hierarchal classification

3. Formal Operational period
   - Ages 11+
   - Thought becomes more systematic, abstract, and logical



Development in Childhood

- Moral Development
  - Lawrence Kohlberg's theory proposes that individuals progress through 3 levels of moral reasoning
    1. Preconventional Reasoning focuses on acts' consequences
    2. Conventional Reasoning on the need to maintain social order
    3. Postconventional reasoning on working out a personal code of ethics
  - Age-related progress in moral reasoning has been found in research, but there is a lot of overlap among stages

Development in Adolescence

- Puberty and the growth spurt
  - **Pubescence** is the 2-year span preceding puberty during which secondary sex characteristics begin to develop
  - **Puberty** is the stage during which primary sex characteristics develop fully
  - Girls who reach puberty early and boys who mature relatively late have a greater risk for psychological and social difficulties

Development in Adulthood

- Personality Development
  - During adulthood, personality generally remains fairly stable, but some people do experience significant changes
  - For the most part, research has not supported the notion that most people go through a midlife crisis
  - According to Erikson, people evolve through 3 stages of development
    1. Intimacy vs. isolation
    2. Generativity vs. self-absorption
    3. Integrity vs. despair

Development in Adulthood

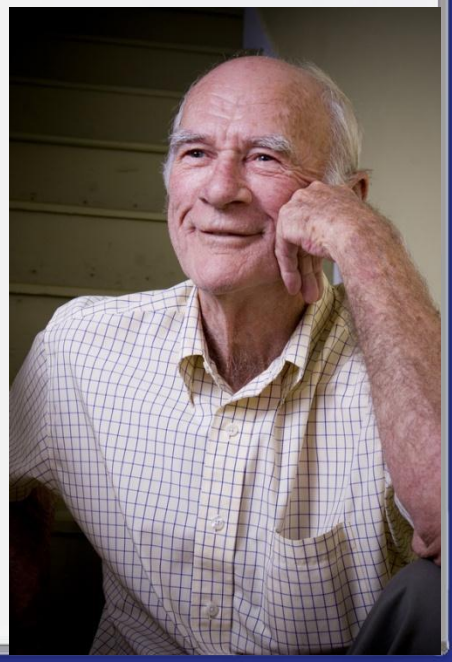
1. Intimacy vs. isolation
   - Key concern is whether one can develop the capacity to share intimacy with others
2. Generativity vs. self-absorption
   - The key challenge is to acquire a genuine concern for the welfare of future generations
3. Integrity vs. despair
   - The challenge is to avoid the tendency to dwell on the mistakes of the past and on one's imminent death

Development in Adulthood

- Family transitions
  - Adjusting to marriage is more likely to be difficult when spouses have different expectations about marital roles
  - Marital satisfaction tends to decline in the early years of marriage and to gradually climb later in the family life cycle
  - Parent-adolescent relations are not as contentious as widely assumed, but conflicts do increase and parents tend to feel stressed
  - For many parents the transition to an empty nest seems to be less difficult than it used to be

Development in Adulthood

- Cognitive changes
  - General intelligence is fairly stable throughout most of adulthood, with a small decline in average scores seen after age 60
  - The memory losses associated with aging are moderate and may be mostly due to declining working memory
  - Speed in cognitive processing tends to begin a gradual decline during middle adulthood



Which of the following facts about development in adulthood is false?

a) For many parents the transition to an empty nest seems to be more difficult than it used to be

b) The memory losses associated with aging are moderate and may be mostly due to declining working memory

c) Women's reactions to menopause vary and it is not as stressful as widely believed

d) For the most part, research has not supported the notion that most people go through a midlife crisis

STUDENTS OFFERING SUPPORT

Chapter 13: Stress, Coping, and Health

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Stress

- Stress is a common, everyday event, and even routine hassles can have harmful effects
- People's appraisals of events determine what they find stressful

Definition: "any circumstances that threaten or are perceived to threaten one's well-being and that thereby tax one's coping abilities"

Types of Stress

- Frustration
  - Occurs when the pursuit of some goal is obstructed
- Conflict
  - Approach-approach
    - A choice must be made between 2 attractive goals
  - Avoidance-avoidance
    - A choice must be made between 2 unattractive goals
  - Approach-avoidance
    - A choice must be made about whether to pursue a goal that has positive and negative aspects

You got offered tickets to see Blink 182 (your favourite artist) in concert, though the show happens to be on the exact same day as the Argonauts game ! This is an example of which kind of conflict? (assuming you also really like football)

a) Approach-approach
b) Avoidance-avoidance
c) Approach-avoidance
d) Avoidance-approach

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a) **Approach-approach**
b) Avoidance-avoidance
c) Approach-avoidance
d) Avoidance-approach

Types of Stress

- Change
  - Life changes
    - Alterations in living circumstances
  - Social readjustment rating scale (SRRS)
    - Designed to measure change-related stress
    - Actually measures many types of stressful experiences
    - many studies have shown that high scores on this are associated with increased vulnerability to physical illness and psychological problems
- Pressure
  - People may be put under pressure to perform well or to conform to other's expectations

Stress and Emotions

- Many emotions may be evoked by stress
- Anger-rage, anxiety-fear, sadness-grief are most common
- Emotional arousal may interfere with coping efforts
- The inverted U hypothesis
  - As tasks become more complex, the optimal level of arousal decreases

Low complexity→ high arousal is optimal
Medium complexity→ medium arousal is optimal
High complexity→ low arousal is optimal

Physiological Responses

Fight or Flight:

- Autonomic nervous system mobilizes for attacking or fleeing
- Stress causes activation of the ANS→ chronic activation can lead to health problems/damage

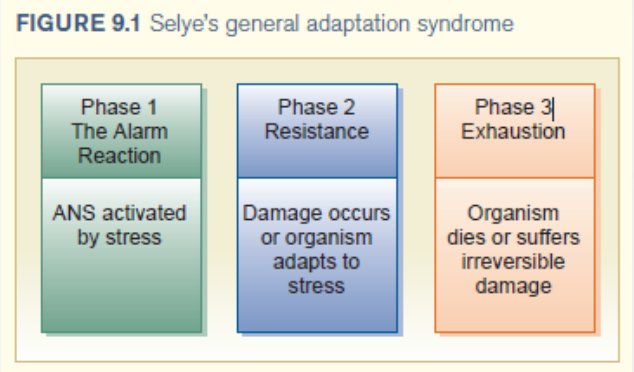
General Adaptation Syndrome (GAS): (Selye)

- Alarm, Resistance, Exhaustion (ARE)

-recognizes threat (fight or flight)

-stabilizes at a "fighting" level (higher ANS activity)

-can't overcome stress=depletion of bodily resources



Behavioural Responses

Coping: active efforts to master, reduce, or tolerate the demands created by stress. *Can be both adaptive and maladaptive

Learned Helplessness: passive behaviour produced by exposure to unavoidable aversive events → e.g. if you believe something is out of your control, why would you make an effort?

Aggression: behaviour that is intended to hurt someone, physically or verbally

Freud used the term Catharsis in place of aggression, stating that "lashing out" is a release of emotional tension, and is adaptive

Indulging: engaging in excessive consumption

Constructive Coping

Relatively healthy efforts that people make for dealing with stress

1) Confronting problems directly-rational evaluation and evaluation of options
2) Realistic appraisals of your stress
3) Learning to recognize potentially disruptive emotional reactions

Stress Effects

- Stress can lead to impaired task performance
- Chronic stress can contribute to burnout, which involves physical and emotional exhaustion, cynicism, and lowered self-efficacy
- High stress is associated with a diverse array of psychological disorders and everyday problems
- Post traumatic stress disorder
  - Involves enduring disturbance attributed to a major traumatic event

Stress Effects

- Contributes to many types of physical illness
- For example, Type A behaviour has been identified as a contributing factor in coronary heart disease (competitive, impatient; always in a hurry and hostile)
- May reflect the negative impact of stress on the immune function

Stress Effects

- There are individual differences in how much stress people can tolerate without negative effects
- Strong social support appears to buffer the impact of stress
- Optimism and conscientiousness are 2 personality traits that seem to reduce the negative effects of stress

Stress and Behaviour

- Unhealthy coping habits
  - Giving up and blaming oneself
  - Strike out at others with acts of aggression
  - Indulging oneself
- Healthy ("constructive") coping habits
  - Several lines of research suggest that small positive illusions may be adaptive for mental health

Health-Impairing Behaviour

- Smoking
  - Smokers have much higher mortality rates than nonsmokers
    - Smoking elevates the risk for a wide range of diseases, such as lung cancer and heart disease
- Lack of Exercise
  - Regular exercise is associated with increased longevity
  - Physical fitness can reduce vulnerability to deadly cardiovascular diseases, obesity-related problems, and some types of cancer

Health-Impairing Behaviour

- Poor nutritional habits
  - High salt intake may contribute to hypertension
  - High-fat and low-fibre diets have been implicated as possible contributors to some types of cancer
- Behaviour and AIDS
  - AIDS is transmitted through person-to-person contact involving the exchange of bodily fluids, primarily semen and blood
  - Sexual transmission has mostly taken place through heterosexual relations
  - Many foolishly downplay their risk for HIV

Reactions to Illness

- Decision to seek treatment
  - Whether people view physical sensations as symptoms of illness depends on subjective interpretation
  - The biggest problem in regard to treatment seeking is the common tendency to delay the pursuit of needed treatment
  - People procrastinate because they worry about looking silly or bothering their physician, or because they are reluctant to disrupt their plans

Reactions to Illness

- Communicating with health providers
  - About 50% of patients depart medical visits not understanding what they have been told
  - Due to:
    - Short visits
    - Overuse of medical jargon
    - Patient's reluctance to challenge physician's authority
  - Key to improving communication is not to be a passive consumer

Reactions to Illness

- Adherence to medical advice
  - Non-adherence to advice from health providers is very common
    - Often due to the patient's failure to understand instructions
  - If a prescribed regimen is unpleasant or difficult to follow, compliance tends to decline
  - Noncompliance increases when patients have negative attitudes toward their health problems

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Chapter 16: Social Behaviour

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Person Perception

- Judgments of others can be distorted by their physical appearance, as we tend to ascribe desirable personality characteristics and competence to those who are good looking

Person Perception

- Social schemas and stereotypes can influence our perceptions of others
- Illusionary correlation effect: stereotypes tend to be broad overgeneralizations that can lead us to see what we expect to see and overestimate how often we have seen it
- Evolutionary psychologists argue that many biases in person perception such as the tendency to quickly categorize people into ***ingroups*** and ***outgroups***, exist because they were adaptive in humans' ancestral past

Person Perception

- The spotlight effect: people tend to overestimate the degree to which others pay attention to them
- The illusion of asymmetric insight: people tend to think that their knowledge of their peers is greater than their peers' knowledge of them

Attribution

- Attributions are inferences that people draw about the causes of events and behaviours
- Internal attributions ascribe the causes of behaviour to personal traits, abilities, and feelings
- External attributions ascribe the causes of behaviour to situational demands and environmental factors
- Attributions for success and failure can be analyzed along the ***stable-unstable and internal-external*** dimensions

Attribution Biases

- The fundamental attribution error refers to observers' bias in favour of internal attributions in explaining others' behaviour
- The actor-observer bias refers to the fact that actors favour external attributions in explaining their own behaviour, whereas observers favour internal attributions

Attribution Biases

- Defensive attribution is the tendency to blame victims for their misfortune, so that one feels less likely to be victimized in a similar manner
- The self-serving bias is the tendency to explain one's successes with internal attributions and one's failures with external attributions

Cultural Influences

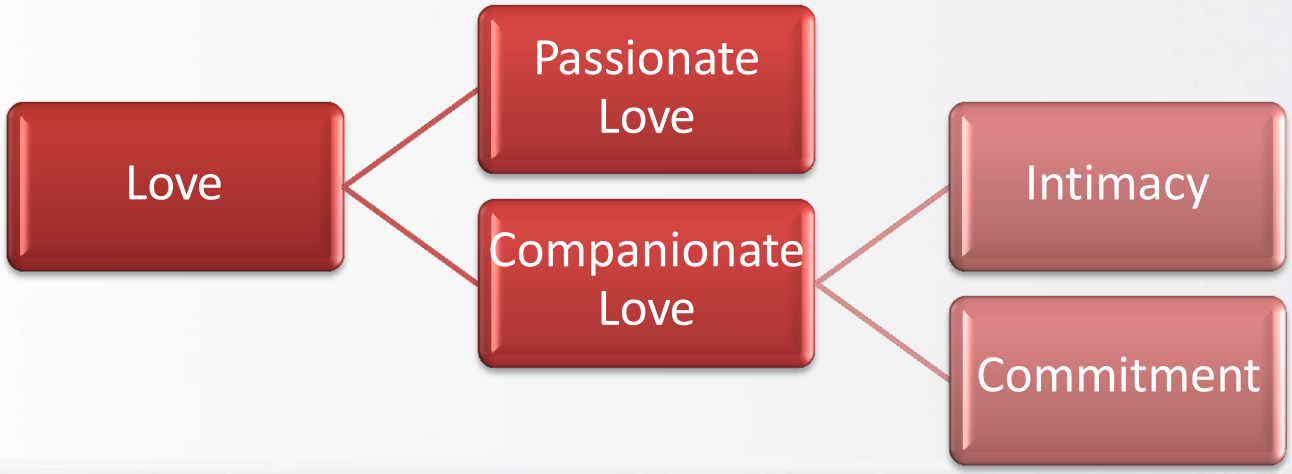
- Cultures vary in their emphasis on individualism (putting personal goals ahead of group goals) as opposed to collectivism (putting group goals ahead of personal goals), which influence attributional tendencies
- People from collectivist cultures appear to be less prone to the fundamental attribution error and to the self-serving bias than people from individualist cultures

Interpersonal Attraction

- A key determinant of romantic attraction for both sexes is physical attractiveness
- The matching hypothesis asserts that females and males of roughly equal physical attractiveness are likely to select each other as partners
- Married and dating couples tend to be similar on many traits
  - Similarity causes attraction
  - Attraction can foster similarity

Interpersonal Attraction

- Societies vary in their emphasis on romantic love as a prerequisite for marriage
- According to evolutionary psychologists, some aspects of good looks influence attraction because they have been indicators of reproductive fitness



Attitudes

- Components
  - Cognitive
    - Made up of the beliefs that people hold about the object of an attitude
  - Affective
    - Consists of emotional feelings stimulated by an object of thought
  - Behavioural
    - Consists of predispositions to act in certain ways toward an attitudinal object

Attitude Dimensions

- Attitude strength
  - Refers to how firmly attitudes are held
- Attitude accessibility
  - Refers to how often and how quickly an attitude comes to mind
- Attitude ambivalence
  - Refers to how conflicted one feels about an attitude

Attitude and Behavior

- Research demonstrates that attitudes are poor to mediocre predictors of people's behaviour
- The inconsistent relations between attitudes and behaviour have been attributed to variations in attitude strength and to variations in situational constraints

Changing Attitudes

- Source factors
  - Persuasion tends to be more successful when a source has credibility, which may depend on expertise or trustworthiness
  - Likeability also ends to increase success in persuasion
- Message factors
  - Two-sided arguments tend to be more effective than one-sided presentations
  - Fear appeals tend to work If they are actually successful in arousing fear

Changing Attitudes

- Receiver factors
  - Persuasion is more difficult when the receiver is forewarned about the persuasive effort
  - Resistance is greater when a message is incompatible with the receiver's existing attitudes and when strong attitudes are targeted

Theories of attitude change

- Learning theory
  - The affective component of an attitude can be shaped by classical conditioning
  - Attitudes can be strengthened by reinforcement or acquired through observational learning
- Elaboration likelihood model
  - The central route to persuasion depends on the logic of one's message and produces more durable attitude change
  - The peripheral route depends on nonmessage factors, such as emotions

Theories of attitude change

- Dissonance and self-perception theory
  - Inconsistency between attitudes motivates change
  - Dissonance theory can explain attitude change after counterattitudinal behaviour or when people need to justify their great effort to attain something
  - Attitudes don't determine behaviour as much as people infer their attitudes from their behaviour

Conformity

- People have a surprisingly strong tendency to conform
- Conformity becomes more likely as group size increases up to a size of 7
- The presence of another dissenter in a group greatly reduces the conformity observed
- Even higher levels of conformity are observed in collectivist societies

Obedience

- In Stanley Milgram's landmark study, adult men drawn from the community showed a remarkable tendency to follow orders to shock an innocent stranger, with 65% delivering maximum shock
- This study has been replicated in many modern nations and even higher rates of obedience have been seen in many places

Group Behaviour

- The bystander effect
  - Refers to the fact that people are less likely to provide help when they are in groups than when they are alone because of diffusion of responsibility
- Productivity often declines in groups because of loss of coordination and social loafing, which refers to the reduced effort seen when people work in groups

Group Behaviour

- Group polarization occurs when discussion leads a group to shift toward a more extreme decision in the direction it was already leaning
- In groupthink, a cohesive group suspends critical thinking in a misguided effort to promote agreement
- Research shows that individual members in groups often fail to share information that is unique to them

How to Ace the Midterm

- ~~Go to an SOS session~~
- Do the SOS take home package
- Study from the concept charts that came with your textbook
- Do the chapter quizzes at the back of the textbook
- Complete the study guide that came with your textbook
- Do any practice quizzes your prof may have posted

Thank you and good luck!!

Thank you SO MUCH for supporting Laurier SOS and the communities we will be working with in the spring/summer!! Your donation goes a long way!

QUESTIONS??

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