

Psychology 301

Index

[Lecture 00](#)

[Lecture 01](#)

[Lecture 02](#)

[Lecture 03](#)

[Lecture 04](#)

[Lecture 05](#)

[Lecture 06](#)

[Lecture 07](#)

[Lecture 08](#)

[Lecture 09](#)

[Lecture 10](#)

[Lecture 11](#)

[Lecture 12](#)

[Lecture 13](#)

[Lecture 14](#)

[Lecture 15](#)

[Lecture 16](#)

[Lecture 17](#)

[Lecture 18](#)

[Lecture 19](#)

[Lecture 20](#)

[Lecture 21](#)

[Lecture 22](#)

[Lecture 23](#)

[Lecture 24](#)

[Lecture 25](#)

[Lecture 26](#)

Lecture 00

Developmental psychologist deals with children's

Adolescent psychologist deals with adult

Clinical psychologist looks at everyday behavior or disturbed behavior

Personality psychologists look at the individual differences between each

Introduction to Thinking Like a Psychologist

- Observing behavior: **Monkey behavior**
- **Survey time**: Making predictions
- **Results**: What did you predict? The money going to be angry and reject cucumbers
- **Let's chat**: Generating hypotheses
- Testing predictions: **What will the monkey do?**
- Levels of analysis

The Basics

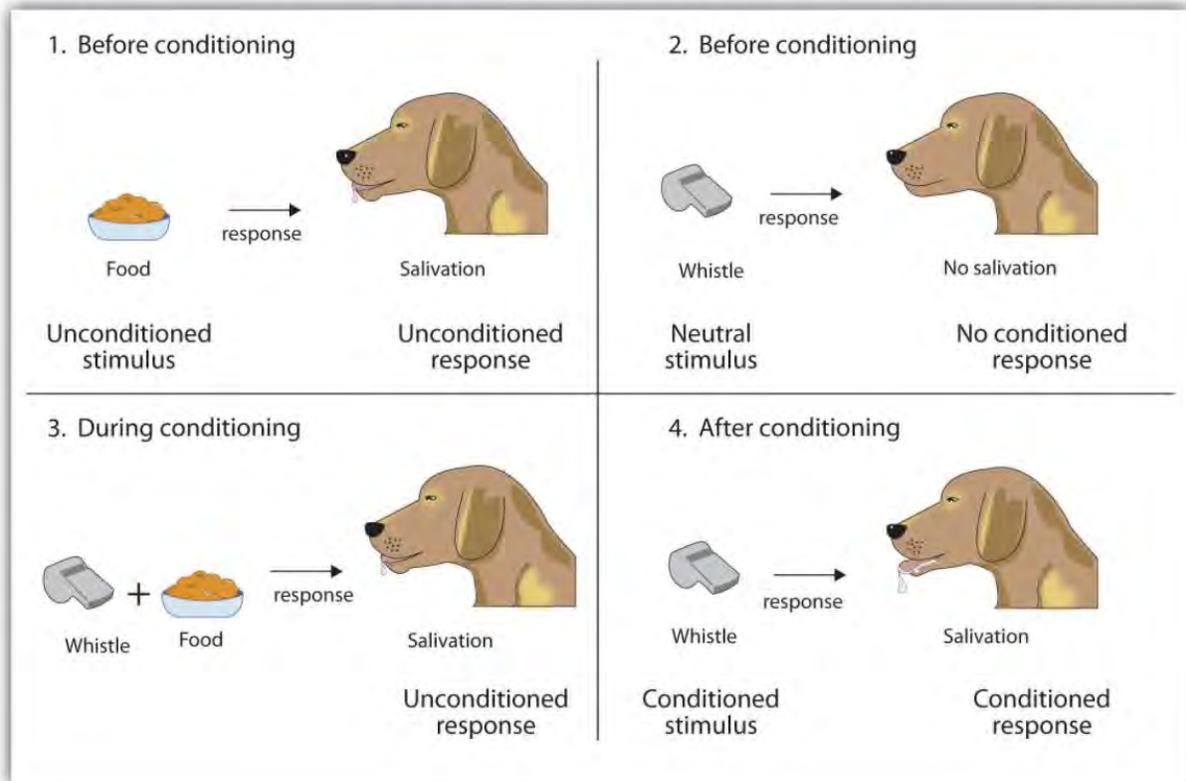
- Welcome to a Synchronous Massive Online Class (SMOC)
- **Tour of Canvas**
 - How to get help
 - Course materials
 - Readings
- Grading
 - Benchmarks & academic integrity
 - Reflect-a-seconds
 - Writing assignments
 - Point system!
 - Drop system
- **Who's In the Expert's Chair: A former PSY 301 student**
 - Focus on research
 - An example of what we can learn from Canvas data
 - **Research agreement**
 - Experimental requirement

- In its initial formulation, sexual strategies theory focused on the differences between men and women in mating preferences and strategies
- **Error management theory (EMT)** describes the evolution of biases in the way we think about everything. A theory of selection **under conditions of uncertainty** in which recurrent cost asymmetries of judgment or inference favor the evolution of adaptive cognitive biases that function to minimize the more costly errors.
 - one option had low cost but great reward (walking around the leaves and not getting bitten) and the other had a low reward but high cost (walking through the leaves and getting bitten). These kinds of choices are called “**cost asymmetries.**”

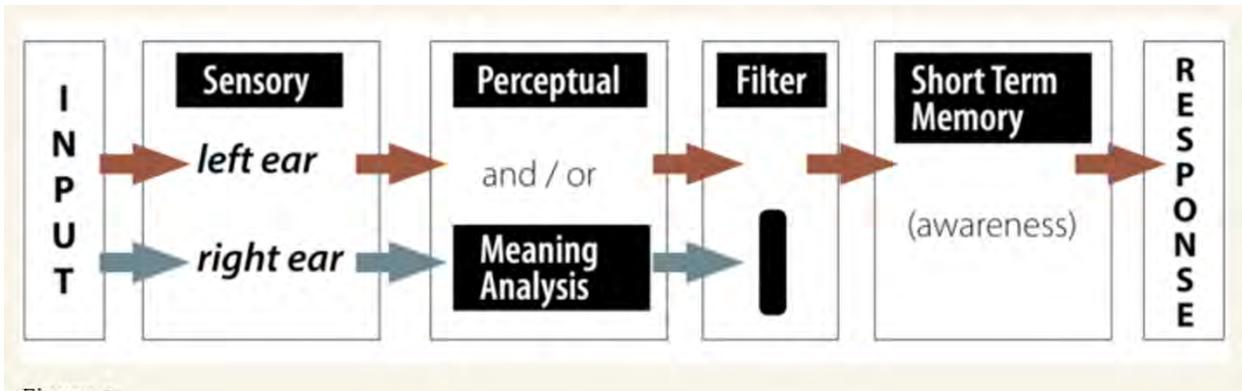
The Nature-Nurture Question

- **Behavioral genetics:** The empirical science of how genes and environments combine to generate behavior. The science of how genes and environments work together to influence behavior.
- **Quantitative genetics:** Scientific and mathematical methods for inferring genetic and environmental processes based on the degree of genetic and environmental similarity among organisms.
 - **Adoption study:** A behavior genetic research method that involves comparison of adopted children to their adoptive and biological parents.
 - **Twin studies:** A behavior genetic research method that involves comparison of the similarity of identical (monozygotic; MZ) and fraternal (dizygotic; DZ) twins.
 - **Heritability coefficient:** An easily misinterpreted statistical construct that purports to measure the role of genetics in the explanation of differences among individuals. Varying from 0 to 1, that is meant to provide a single measure of genetics’ influence of a trait. In a general way, a heritability coefficient measures how strongly differences among individuals are related to differences among their genes.
 - But fraternal twins are just as similar for “two-armedness” as identical twins, resulting in a heritability coefficient of zero for the trait of having two arms.
 - Genes caused trait nature= 1
 - Nature/environment cause trait = 0
 - Another issue with the heritability coefficient is that it divides traits’ determinants into two portions—genes and environment—which are then calculated together for the total variability.
 - It turns out to be the case that, for many traits, genetic differences affect behavior under some environmental circumstances but not others—a phenomenon called **gene-environment interaction**

Overview of Classical Conditioning



- **Video:** A practical office example
 - **Office example.** candy was unconditioned stimulus, computer sound was neutral stimulus before and it become conditioned stimulus after. Salivation is unconditioned response. No hand/no salivation are no conditioned response. Hand drawn is conditioned response. Salivation/hand drawn condition response
- **Let's Chat!** Identify the components of classical conditioning
- **Coffee Quiz:** Test yourself on the components of classical conditioning
- **What's Stirring in the Lab?**
 - Preparedness to learning: Preparedness: we are more likely to be more fearful or comfortable with things that our ancestors were afraid of than the real more dangerous thing that are novel. We are prepared and more likely learn things that our ancestors were expose to. It is related emotion response.
- **Video:** Conditioned emotional responses
 - Study power of condition. Strong emotion can be learned and then it can be generalized to other similar situation without original situation. This is classical conditioning at work. However when reaction happened and new behavior was manifested it behavior was rewarded and that was instrumental conditioning
- **What's (Still) Simmering in the Lab? Relax, relax, relax**
 -



- Figure 2
- The idea of **subliminal perception**—that stimuli presented below the threshold for awareness can influence thoughts, feelings, or actions. The ability to process information for meaning when the individual is not consciously aware of that information.
 - Inattention blindness: The failure to notice a fully visible object when attention is devoted to something else.

Failures of Awareness: The Case of Inattention Blindness

- The failure to notice unexpected objects or events when attention is focused elsewhere is now known as **inattention blindness**. The failure to notice a fully visible, but unexpected, object or event when attention is devoted to something else.
 - People are much more likely to notice unexpected objects that share features with the attended items in a display ([Most et al., 2001](#)). For example, if you count passes by the players wearing black, you are more likely to notice the gorilla than if you count passes by the players wearing white because the color of the gorilla more closely matches that of the black-shirted players
 - The more effort a cognitive task requires the more likely it becomes that you'll miss noticing something significant
- **Dichotic listening:** A task in which different audio streams are presented to each ear. Typically, people are asked to monitor one stream while ignoring the other.
- **Selective listening:** A method for studying selective attention in which people focus attention on one auditory stream of information while deliberately ignoring other auditory information.
- **Inattention deafness:** The auditory analog of inattention blindness. People fail to notice an unexpected sound or voice when attention is devoted to other aspects of a scene.
- The more like the ignored elements of a scene, the less likely people are to notice.
- And, the more distracted we are, the less likely we are to be aware of our surroundings. Under conditions of distraction, we effectively develop tunnel vision.
- One reason is that our ability to focus attention intently might have been more evolutionarily useful than the ability to notice unexpected events. After all, for an event to be unexpected, it must occur relatively infrequently. Moreover, most events don't require our immediate attention, so if inattention blindness delays our ability to notice the events, the consequences could well be minimal.

Think You're Multitasking? Think Again

- ✦ **Reliability:** The consistency of test scores across repeated assessments. For example, test-retest reliability examines the extent to which scores change over time.
- ✦ A well-acquainted informant presumably has had the opportunity to observe large samples of behavior in the person he or she is rating.
- ✦ These judgments presumably are not subject to the types of defensiveness that potentially can distort self-ratings
- ✦ Informants typically have strong incentives for being accurate in their judgments. Put it, “Evaluations of the people in our social environment are central to our decisions about who to befriend and avoid, trust and distrust, hire and fire, and so on.”
- ✦ Informant personality ratings have demonstrated a level of **validity** in relation to important life outcomes that is comparable to that discussed earlier for self-ratings.

➤ **Limitation**

- ✦ One general issue is the level of relevant information that is available to the rater ([Funder, 2012](#)). For instance, even under the best of circumstances, informants lack full access to the thoughts, feelings, and motives of the person they are rating
- ✦ **Reference group effect:** The tendency of people to base their self-concept on comparisons with others. Informants also are prone to these types of effects. For instance, the **sibling contrast effect** refers to the tendency of parents to exaggerate the true extent of differences between their children.
 - ❖ **Sibling contrast effect:** The tendency of parents to use their perceptions of all of their children as a frame of reference for rating the characteristics of each of them. For example, suppose that a mother has three children; two of these children are very sociable and outgoing, whereas the third is relatively average in sociability. Because of operation of this effect, the mother will rate this third child as less sociable and outgoing than he/she actually is. More generally, this effect causes parents to exaggerate the true extent of differences between their children. This effect represents a specific manifestation of the more general reference group effect when applied to ratings made by parents.
- ✦ **Self-enhancement bias:** The tendency for people to see and/or present themselves in an overly favorable way. Informants also can show enhancement biases. The general form of this bias has been called the letter-of-recommendation effect, which is the tendency of informants who like the person they are rating (e.g., friends, relatives, romantic partners) to describe them in an overly favorable way. In the case of newlyweds, this tendency has been termed the honeymoon effect.

- **Psychoanalysis model**
 - Freud: our ego and desire come to reality, this is unconscious thought, through symbolism
- **Activation-synthesis model:** it random thought in our mind, but when we wake up, bc we are such a good story teller, we put it in story format. Randomness turned to the story
- **Memory consolidation model:** improving our memory,

States of Consciousness

- **Consciousness:** the awareness or deliberate perception of a stimulus. [Consciousness](#) is a term meant to indicate awareness. It includes awareness of the self, of bodily sensations, of thoughts and of the environment.
 - **Hypnosis:** the state of consciousness whereby a person is highly responsive to the suggestions of another; this state usually involves a dissociation with one's environment and an intense focus on a single stimulus, which is usually accompanied by a sense of relaxation
 - Is a mental state characterized by reduced peripheral awareness and increased focus on a singular stimulus, which results in an enhanced susceptibility to suggestion
 - It is from Mesmer's name that we get the English word, "mesmerize" meaning "to entrance or transfix a person's attention." Mesmer attributed the effect of hypnosis to "animal magnetism," a supposed universal force (similar to gravity) that operates through all human bodies
 - **Dissociation:** the heightened focus on one stimulus or thought such that many other things around you are ignored; a disconnect between one's awareness of their environment and the one object the person is focusing on. For example, if you've ever been daydreaming in class, you were likely so caught up in the fantasy that you didn't hear a word the teacher said.
 - Similar to low awareness states, where one often acts on the first thought that comes to mind, so, too, in hypnosis does the individual simply follow the first thought that comes to mind, i.e., the hypnotist's suggestion.
 - To be hypnotized, you must first want to be hypnotized (i.e., you can't be hypnotized against your will, and once you are hypnotized, you won't do anything you wouldn't also do while in a more natural state of consciousness
 - **Hypnotherapy:** The use of hypnotic techniques such as relaxation and suggestion to help engineer desirable change such as lower pain or quitting smoking.
 - **Trance:** a state of consciousness characterized by the experience of "out-of-body possession," or an acute dissociation between one's self and the current, physical environment surrounding them.
 - ✚ hypnotic states, trance states also involve a dissociation of the self; however, people in a trance state are said to have less voluntary control over their behaviors and actions.

behavior, activities, and attributes into gender categories or schemas. (children categorize the things in gender)

- **Schemas:** The gender categories into which, according to gender schema theory, children actively organize others' behavior, activities, and attributes.
- People of all ages are more likely to remember schema-consistent behaviors and attributes than schema-inconsistent behaviors and attributes. So, people are more likely to remember men, and forget women, who are firefighters.
- ❖ **Social learning theory:** This theory of how children form their own gender roles argues that gender roles are learned through reinforcement, punishment, and modeling. (parent do gender)
- **Gender stereotypes:** The **beliefs and expectations** people hold about the typical characteristics, preferences, and behaviors of men and women. differences in how we **think** men and women are
 - ✚ Gender roles can lead to harmful gender stereotypes about how girls and boys should act, look and feel.
 - ✚ During age 3-6, children also develop strong and **rigid gender stereotypes**. Stereotypes can refer to play (e.g., boys play with trucks, and girls play with dolls), traits (e.g., boys are strong, and girls like to cry), and occupations (e.g., men are doctors and women are nurses). These stereotypes stay rigid until children reach about age 8 or 9. Then they develop cognitive abilities that allow them to be more flexible in their thinking about others.
 - ✚ **Developmental intergroup theory:** A theory that postulates that adults' focus on gender leads children to pay attention to gender as a key source of information about themselves and others, to seek out possible gender differences, and to form **rigid stereotypes** based on gender.
 - ✚
 - ✚

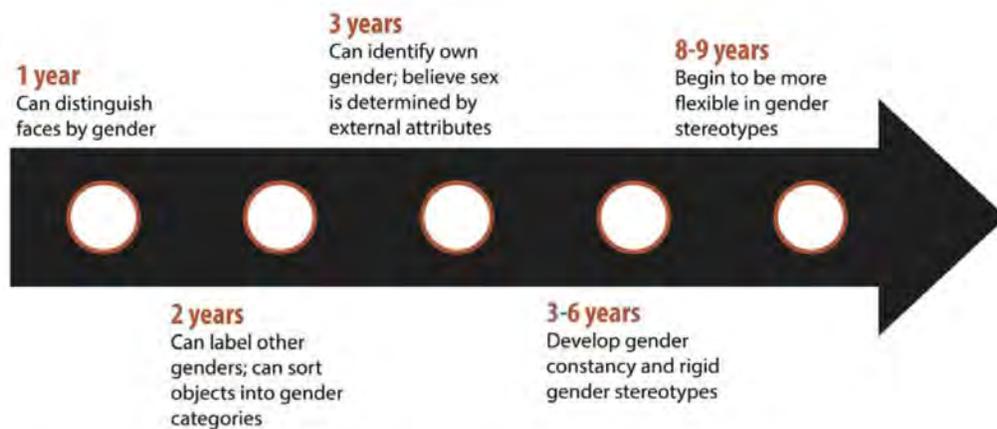


Figure 2: Children develop the ability to classify gender very early in life.

vs sexual orientation

- In CBT, patients are taught skills to help identify and change problematic thought processes, beliefs, and behaviors that tend to worsen symptoms of anxiety, and practice applying these skills to real-life situations through exposure exercises.
- Patients learn how the automatic “appraisals” or thoughts they have about a situation affect both how they feel and how they behave.

The Two Big Beliefs Linked to Anxiety

- The worst-case scenario is sure to happen." You probably know someone who can find the silver lining in any bad event
 - This is the dubious talent of anxiety—the ability to take a situation that’s anywhere from ambiguous to slightly threatening, and forecast a really big catastrophe. Sometimes this is useful—you see your kids hauling a toboggan up the playground slide, and you assume they’re not just planning on enjoying the view from the top.
 - When a worst-case scenario pops into your head and starts freaking you out, ask yourself two questions: first
 - **“How bad would that really be?”** What if I’m in the wrong job?” Let’s ask again: how bad would that be? You might come up with, “Well, even if I am, I can always look for another one.”
 - **“What are the odds?”** What are the odds she didn’t text you back because she’s mad? Is it possible she just got busy, is in a meeting, or accidentally left her phone in the car?
 - Anxious statements are almost always phrased as questions: What if? What then? What now? And questions are slippery—they’re hard to argue with, and the answer is almost always bad.
 - change your question to a statement and go from there. For example, “What if the plane crashes?” is hard to answer—that really would be a disaster. But change it to, “The plane is going to crash,” and now you can tackle it by asking, “What are the odds?”
- **Belief #2: I can’t handle it.** The second reason we get anxious is we think we can’t deal. It makes sense: if we don’t feel prepared, we get anxious. Anxiety makes us doubt our own abilities. And our fear feels like fact
 - Your magic question here is “What could I do?” Think of all the resources you could gather—your friends, your family, your inner strength, your health insurance, your chutzpah—to deal with your worry if it came true. How would you cope? What could you do?

A bigger, stronger bystander is less likely to be injured and more likely to be successful.

✚ The second explanation is simple **socialization**

❖ Men and women have traditionally been raised to play different social roles that prepare them to respond differently to the needs of others, and people tend to help in ways that are most consistent with their gender roles.

- **Female gender** roles encourage women to be compassionate, caring, and nurturing; women are more likely to give comfort to a friend with personal problems.
- **male gender** roles encourage men to take physical risks, to be heroic and chivalrous, and to be protective of those less powerful. As a consequence of social training and the gender roles that people have assumed, men may be more likely to jump onto subway tracks to save a fallen passenger.

○ **A trait for being helpful: agreeableness (personality traits)**

- **Agreeableness:** A core personality trait that includes such dispositional characteristics as being sympathetic, generous, forgiving, and helpful, and behavioral tendencies toward harmonious social relations and likeability.

○ **Searching for prosocial personality**

- **Prosocial personality orientation:** A measure of individual differences that identifies two sets of personality characteristics (other-oriented empathy, helpfulness) that are highly correlated with prosocial behavior.

✚ **Other-oriented empathy:** A component of the prosocial personality orientation; describes individuals who have a strong sense of social responsibility, empathize with and feel emotionally tied to those in need, understand the problems the victim is experiencing, and have a heightened sense of moral obligations to be helpful. This factor has been shown to be highly correlated with the trait of agreeableness discussed previously.

✚ **Helpfulness:** A component of the prosocial personality orientation; describes individuals who have been helpful in the past and, because they believe they can be effective with the help they give, are more likely to be helpful in the future. is more behaviorally oriented

● **Why help? What motivation is there for helping?**

○ **Evolutionary roots for prosocial behavior (evolutionary forces may serve to predispose humans to help others)**

- Evolutionary theory suggests that being a good helper was a benefit for survival and reproductive success. And we don't just help our family members, reciprocal altruism has also been a benefit to our survival.
- According to evolutionary psychology, we are helpful in ways that increase the chances that our DNA will be passed along to future generations
- **Kin selection:** According to evolutionary psychology, the favoritism shown for helping our blood relatives, with the goals of increasing the likelihood that some portion of our DNA will be passed on to future generations.