Psych 1 Exam 4 Take Home Exam

Final Study Guide

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Instructions: Type your answers for each of the 7 short essay prompts on a separate sheet of paper (single space, 12pt font, 1 inch margins, ½-1 page each) incorporating specific relevant ideas and examples from your textbook and lecture notes/videos (especially chapter 11-16 and *hint the subject index/glossary is very useful!). The words you use must be your own in term of how you describe and interpret the relevant research; after that, clear specific examples from your life and observations might be useful.

Put the answer aside/move on to another question. Later, return to the question. What is good? What is missing/could be improved? Make any necessary changes to improve the clarity of your writing.

All of the mentioned concepts, terms, & evidence from chapters 11-16, including lecture slides and videos will prepare you for the final exam questions, but I also hope you enjoy this process! Each response will probably take 1-2 hours and the questions are worth 8 points each.

1. Infant Development, Continuity & Culture After viewing the 2010 documentary Film babies (see handout) and reading Chapter 11 regarding the issues of continuity/discontinuity and universalism vs. ecological approaches to development, answer the following questions:

What the filmmakers capture on film provides perspective on the upbringing of each of these unique babies. While each story is culturally distinct (see handout and know the countries and names of the babies) are there any universal themes that run through each child’s story?

   a. In what way did this movie most impact you? What is the central theme you walked away with after viewing this film?

   b. All of these babies got up and walked at relatively the same age but we can observe moderate variations in the age at which most infants walk according to culture (see text study p. 526). Would you expect differences in Piaget’s concepts of assimilation/accommodation, 4 stages of cognitive development, or age of attainment of conservation? What about theory of mind, secure attachment, or adult/sibling awareness of Vygotsky’s zone of proximal development?

   c. After watching this film have your thoughts on how to raise children changed at all? How and why?
2. Affiliation, Love, Intimacy & Passion

Considering both the Attachment theory (as pertain to adults) & handout and Sternberg’s theory of love (and handout) the Sternberg Love Triangle Handout on Answer the following questions:

a. How are these models helpful for understanding the relationships in your life?

b. Are any of Sternberg’s “types of relationships” more or less fulfilling than others? Do they change over time? How? Explain your reasoning with specific hypothetical or real life examples using Sternberg’s terminology.

c. Do you think we all strive towards consummate love? Why or why not? Do you think Consummate love becomes easier or harder over time. Why? Use evidence from the text (pages 563-565; 660-661; and p.831) class, and your thoughts.

3. Loyalty, Cooperation, Prejudice, Groupthink and Racism

a. To which groups are you most loyal? What fostered your sense of loyalty to these groups? How do you display your loyalty?

b. The text describes a study finding that a defendant’s appearance as more stereotypically African-American was highly predictive of the men’s sentences when the victims were White. Describe the concept of implicit measures of prejudice. What role might implicit prejudice have played in this study? What other information would be helpful to gain a more detailed understanding of the study’s results?

c. Describe some conditions under which groupthink is more likely to take place. Have you ever experienced groupthink? Analyze a personal example of groupthink, or one taken from the news, in terms of what conditions may have led to the decision (Stanford prison study, modern military, factors involved in Milgram’s Obedience studies)

d. Considering the Concepts of In-group out-group and reduced hostility among different ethnic, social and racial groups what are ways to reduce these factors and promote positive interracial/intercultural relationships (e.g. Jigsaw classroom)

4. Emotions, Stress, & Coping

a. When studying emotion, we learned that the way that you think about a situation affects the emotions that you feel about that situation. Regarding psychological disorders, cognitive explanations of stress and depression emphasize three negative habits of thinking. What are these 3 habits (lecture slides and p. 700; restructuring p758)

b. There are some tragedies and problems that appear out of the blue, and may not be able to be solved. But even if a problem cannot be solved, we studied several coping methods that have helped people thrive as the result of negative emotions, crisis or severe problems. Name and describe 2 methods/orientations towards control and 3 methods of coping. *Hint- meditation could be one.
5. The Tool (and dangers) of a Label

We encounter dilemmas when we try to define "psychological disorders." The text considers three viewpoints in attempting to formulate this definition.

a. What is the definition of "psychological disorder" that the text authors decide upon?

b. George Albee, a past president of the American Psychological Association, remarked, "Appendicitis, a brain tumor, and chicken pox are the same everywhere, regardless of culture or class; mental conditions, it seems, are not." Why is it often difficult to get psychologists to agree on specific diagnoses?

c. Because of DSM's powerful influence, it is important to be aware of its limitations. Describe at least two limitations of the DSM.

d. In 1967, after the DSM had been in use for 15 years, Abraham Kaplan wrote that, "If you give a small boy a hammer, it will turn out that everything he runs into needs pounding." How does Kaplan’s quote relate to the DSM and the dangers of labeling/over-diagnosis?

6. Anger, Coping, Personality Disorders & Personal Responsibility

All of us experience anger. Expressing anger (without damaging others emotionally or physically) can be healthy and even beneficial for relationships! However, chronic feelings of anger, both inhibited anger and uncontrolled expressions of anger can be emotionally devastating and physically unhealthy too (e.g., related to many diagnosed axis I and axis II personality disorders and some chronic problems with pain etc)

a. What does research suggest are effective and ineffective ways to handle anger and aggression (both coping individually and in raising children/improving the world? (hint: expressing anger (catharsis), family and media modeling).

b. Throughout history, societies have recognized and feared the few members in their midst who lack all human connection to anyone else. What diagnostic category in DSM-IV is used to refer to these types of individuals? Describe some of the contributions to this disorder. Can it be healed?

c. The legal system is based on the assumption of personal responsibility, but a dilemma exists when considering the possibility of psychological problems and disorders. Explore and analyze this dilemma in detail and consider textbook information about this dilemma. What is your position?
7. Development, Personality, Constructing our Life Stories & Personal growth

In learning some different theories of personality and development we learned about Freudian, humanist (positive, social cognitive, etc) alongside developmental views of early childhood (attachment) and adult development (Erik Erickson’s Identity, Intimacy, and generativity stages)

In the views of the humanists in particular, many psychoanalytic approaches focus too much on hostility, instincts, and repressed concepts. Instead, say the humanists (and positive) psychologists, psychologists should focus their research and therapy on the positive aspects of human nature. For example, how are people striving for personal growth, love, courage, altruism, empathy, creativity and the motivation to excel in ways that are true, good and right for that person (self-actualization and resilience)?

a. What basic assumptions and goals underlie the humanist and positive psychology approaches and what methods are used to study and reach these goals?

b. What can you say about these personality/developmental research findings and theories in terms of your psychological understanding of yourself and in constructing your continuously developing life story (the story you are constructing everyday)? (focus on the “self” in memory p.600 vs. focusing on others p834).

c. Does understanding of your life story and quality of relationships change when considering how you cope with stress, how you take care of yourself and your approaches to hope, optimism and happiness in your life? That is: Explain the research evidence regarding these topics and your responses to this research in terms of your own life (discuss 3 different types of happiness p.834)

d. If you decide to participate in a period of psychotherapy (many of us can benefit and it can complement any spiritual or personal stress reduction practice you may have) what are some concerns involved in choosing safe and effective psychotherapy for what you hope to accomplish? What can a person expect to accomplish in therapy? What should a person not expect? (based on evidence from class and text including these different forms of therapy: individual, brief, family, psychanalysis, humanistic, behavioral, cognitive and medication).