

Intro Psychology, Exam 2 Study Guide

Dr. Phillips' Section

For optimal exam preparation: I suggest you use your lecture notes and the textbook to answer these questions. Ideally you would go through these throughout the course and not just directly before the exam. Then use the practice quizzes and flashcards available on Canvas.

Modules 26 (Thinking), 32-34 (Motivation):

1. What is a *concept* and what is a *prototype*? Define the terms and provide two examples of each.
2. What are the four problem solving strategies that we discussed in class? Describe each strategy and how each might be used differently to solve a problem. Consider how the strategies might be used to decide: 1) what kind of job/career you choose after graduating; 2) where you should go for your next vacation; 3) deciding what present to buy your friend for his/her birthday; 4) what color you should paint your room [these are just examples of problems to “solve”; you can think of your own!]
3. What did the “Cheap Necklace Problem” demonstrate the importance of?
4. Define and provide at least one example of each of the following obstacles to problem solving (and explain why they’re obstacles):
 - a. Confirmation bias
 - b. Availability heuristic
 - c. Functional fixedness, mental set (what’s the difference between these?)
 - d. Framing effects
 - e. Overconfidence bias
 - f. Belief perseverance
5. Which of the above obstacles are you likely facing if you wait until the night before the exam to study and think you’ll do fine on the exam?
6. Define motivation and describe the three characteristics of motivation that psychologists study (activation, persistence, and intensity). If you consider a behavior, such as studying or running, how would you describe differences between individuals based on their activation, persistence, and intensity of motivation to engage in the behavior?
7. Describe each theory of motivation. For each theory, what kinds of behavior(s) does the theory explain well (what behaviors were the theories developed to explain); what kinds of behaviors does each theory *not* explain?
8. Define and provide an example of a *drive* and an *incentive*. What is the difference between these two things?
9. Why are the needs in Maslow’s theory of motivation in a hierarchy? What determines which motivation(s) are higher vs lower on the hierarchy?
10. What is the difference between intrinsic and extrinsic motivation, and what theory of motivation do they belong to?
11. What effect does glucose have in determining our eating behavior?
12. How do Wansink’s studies (bottomless bowl; ice cream studies) demonstrate the importance of environmental factors in our eating behaviors and obesity?
13. What effect does restrictive dieting have on our basal metabolic rate? And how does this effect contribute to obesity?

14. What are the correlates (possible causal factors) of eating disorders? Why are eating disorders more common among women than men?

Modules 36- 38 (Emotion):

15. What are the three components of an emotion?
16. What distinguishes an emotion from a mood?
17. What does it mean for emotional expression to be *universal*? What evidence is there (that we discussed in class) that emotional expression is universal?
18. What is the main problem with the James-Lange theory of emotion?
19. How does the experiment by Schachter & Singer (1962) with the injections of epinephrine, demonstrate support for the Two Factor Theory of emotion?
20. What is misattribution of arousal, and which theory of emotion can explain why it occurs?
21. What is the “fear center” of the brain, that is activated by the thalamus in certain situations? What types of situations cause this “low road” of activation?
22. Describe how lie detector tests are supposed to work and why they are not error proof:
23. What is the feel-good, do-good phenomenon? What advice for boosting happiness comes from this phenomenon?
24. How do psychologists view happiness, versus how it has been viewed historically? (think about the video on happiness and our discussion afterwards)
25. Name two reasons why we are not very good at predicting how happy we will be in the future.

Modules 39, 40, Stress & Health:

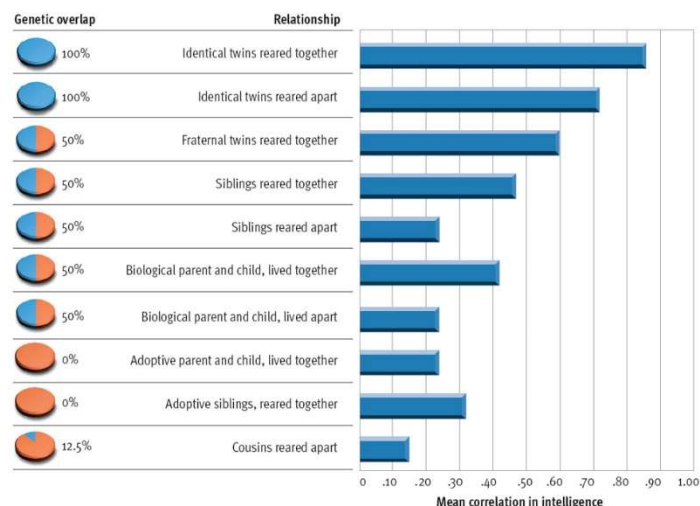
26. Name different types of stressors (and examples of each).
27. Why do two different individuals feel different levels of stress in response to the same stressor? Another way of asking this is: why do the “stressful life event scales” predict health only weakly to moderately?
28. Which theory of stress describes only the physiological response to stress? What does this theory say happens when we are stressed?
29. What are the three phases of the General Adaptation Syndrome? Which phase is associated with illness?
30. Which theory of emotion is very similar to Lazarus’ appraisal model of stress, and how is it similar?
31. Name two ways that chronic stress can lead to *chronic* illness:
32. Explain how chronic stress can lead to *acute* illness.
33. Whose research evidence demonstrated the link between stress and acute illness? Describe one of the two studies we discussed in class.
34. What behaviors make us more likely to get sick (or develop chronic illness) due to chronic stress?
35. What personality traits are associated with stress experience and health consequences? List the traits and whether they are associated with better or worse health (we discussed three traits in class).
36. How do we know when our efforts to cope with stress are successful? Name the four different ways we know coping efforts were successful:
37. What is emotion-focused and what is problem-focused coping? Which is better for health overall and why?
38. What are the types of social support, and which is best for health?

39. What is oxytocin and why does it matter for stress/health?
40. What are different stress-management strategies that you can use, regardless of your personality or other factors?
41. What are different reasons why exercise works to reduce stress (and/or the effects of stress on health)?

Modules 28-31 (Intelligence):

42. How do psychologists (how do we, in class) define intelligence?
43. What are Spearman's and Gardner's theories of intelligence, and which fits best with our definition of intelligence (and why)?
44. What is the difference between an achievement test and an aptitude test? Are intelligence tests meant to be the former or the latter?
45. Explain how creativity can be considered part of intelligence. Why can we not objectively measure creativity with intelligence tests?
46. Why does intelligence predict academic performance, job performance, and longevity?
47. How do you interpret a correlation between two variables? Give an example or two, if possible:
48. What does an IQ score of 100 mean?
49. What does the normal/bell curve tell us about the frequency of different IQ levels in the population?
50. The Intelligence Quotient (IQ) is a ratio of what two numbers?
51. Given this graph, what two bars (two groups) would we compare to see if *genetics/heredity* determined intelligence, and why?

What two bars would we compare to see if the *environment* determined intelligence, and why?



52. Explain the Flynn Effect and what it indicates is a determinant/cause of intelligence.
53. What is heritability?
54. What is stereotype threat and why does it matter (given what we discussed in class, regarding how intelligence tests are used)?

Modules 41, 42 (Social Thinking & Influence):

55. Define social influence and the three types of social influence discussed in class (conformity, obedience, compliance). How do these types of social influence differ from each other? Give examples of each.

56. Apply the above information: Let's say you've designed a fantastic new product and want to get people to buy it. How could you take advantage of or use each type of social influence to get people to purchase your project?
57. What is a norm? Give some examples of norms for behavior.
58. Define normative social influence and informational social influence. Explain how they differ from each other and give examples of each.
59. Which type of social influence best explains why participants conformed to the group and gave the clearly incorrect answer to questions in Solomon Asch's study described in class?
60. List two things that make conformity less likely to occur; list two things that make conformity more likely to occur.
61. When do people react against a norm?
62. Why was Stanley Milgram's obedience study unethical?
63. What factors decreased obedience in participants of Milgram's experiments?
64. Explain why participants obeyed the experimenter in Milgram's experiments using cognitive dissonance theory. How might the foot-in-the-door technique explain why participants obeyed at higher levels of shock?
65. What is the difference between low-ball technique and foot-in-the-door technique? What type of social influence do these techniques represent?
66. Explain cognitive dissonance theory in your own words.
67. Consider a situation in which a man who places a value on being environmentally responsible just purchased a new car that he later discovers does not get great gas mileage. What would cognitive dissonance theory suggest will occur?
68. Why did the experimental group that received a dollar for participating in the study show the greatest change in attitude, in the 1-and-20-dollar experiment described in class?
69. Define social loafing. What would you suggest to your friend, who is working on a group project and feels that she is doing all of the work by herself?
70. Explain how the presence of others can facilitate performance on a task (under what circumstances does the presence of others make performance *better* than usual?).

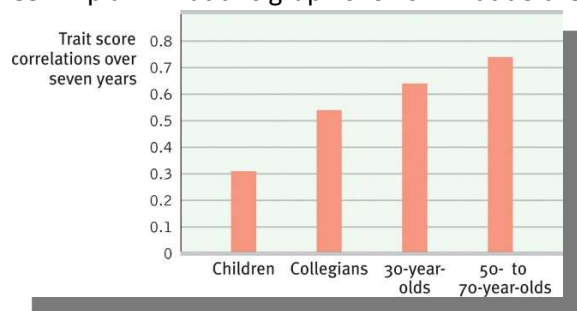
Module 43.1 (Prejudice & Stereotyping):

71. Imagine two individuals from rival groups are assigned to work together on a project in class. Explain the social psychological processes that occur when the individuals meet each other (categorization, stereotyping, prejudice, discrimination).
72. What is a stereotype? Versus stereotyping?
73. What is an in-group, what is an out-group?
74. Describe what the out-group homogeneity effect, and provide two reasons why it exists/occurs.
75. What is the cross-race effect (cross-race recognition deficit) and can it be reduced?
76. Define each of the following and describe how each can explain why stereotypes are hard to change:
 - a. Confirmation bias
 - b. Fundamental attribution error
 - c. Sub-typing and belief perseverance
 - d. Self-fulfilling prophecies
 - e. Group polarization

77. What do the experiments described in class suggest about how job interviews should be conducted and why (what is the evidence)?
78. How has media contributed to prejudice in our culture and how could it be used to reduce prejudice and discrimination?
79. What can enhance “contact” between two rivaling groups, and actually reduce prejudice and discrimination?
80. What are some things that you can do as an individual to reduce society prejudice and discrimination?

Modules 45-47 (Personality & Self):

81. Define personality.
82. What are the four theories of personality discussed in class? What are their respective pros and cons (that is, their respective strengths and weakness/limitations; what do they explain well, what do they not explain)?
83. What are some personality traits or dispositions? Why do these traits correlate only weakly to moderately with behavior?
84. Name the traits of OCEAN (or CANOE). Define each trait and give examples of behaviors that would represent someone who scored high versus low on that trait. What are your trait levels?
85. Explain what this graph shows. What do the numbers mean, in the Y axis?



86. Define Id, Ego, and Superego. In what stage of psychosexual development does the Ego form?
87. According to Freud, what determines an individual's personality?
88. What are projective tests and what are they supposed to measure?
89. Which other theory of personality was the Humanistic Theory developed in response to?
90. According to Carl Rogers, what are the three main things humans need to realize their highest potential (to experience positive growth)?

Modules 48-51 (Psychological Disorders):

91. Define *psychological disorder* and explain the three “Ds” that characterize a disorder (deviant, distressful, dysfunctional).
92. What are the pros and cons of diagnosing people with mental disorders?
93. What seems to cause major depressive disorder?
94. Explain different types of explanations that people can make for an event (stable vs temporary; global vs specific; internal vs external). Which types of explanations are associated with a greater chance of developing major depressive disorder?
95. What seems to cause bipolar disorder?
96. What are obsessions? What are compulsions? How do they differ from each other?

97. What are delusions? What are hallucinations? How do they differ from each other, and which seems to be more treatable (i.e. with medication)?
98. What are different potential causes of schizophrenia?