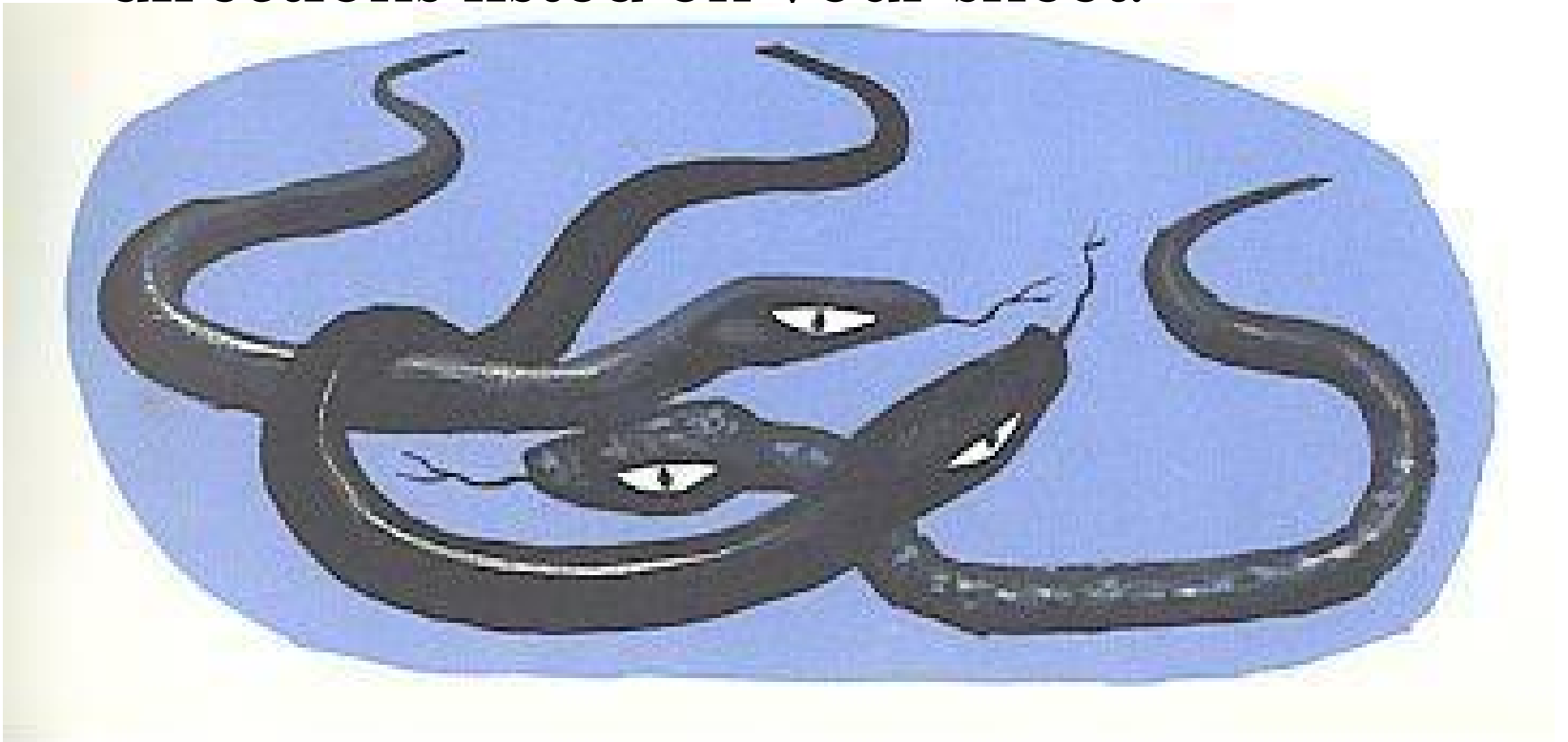


# Slippery Snake Activity

- Please listen carefully and follow the directions listed on your sheet.



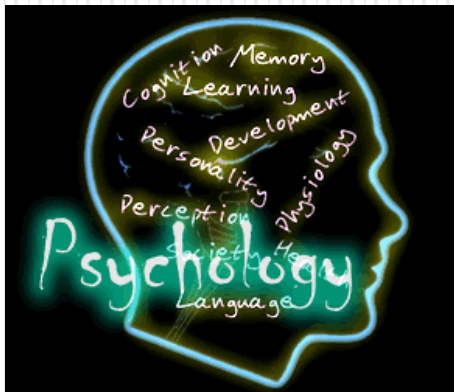
# Memory Tricks Not Intelligence

- Memory discussion

Power Of  
Visualization  
Video

# Psychology Chapter 1

## What Is Psychology?



# What Is Psychology?

- Take 5: Look through Chapter 1 and come up with two ideas/answers.
- Pair Share/Discuss





- [APA Introduction Video](#)

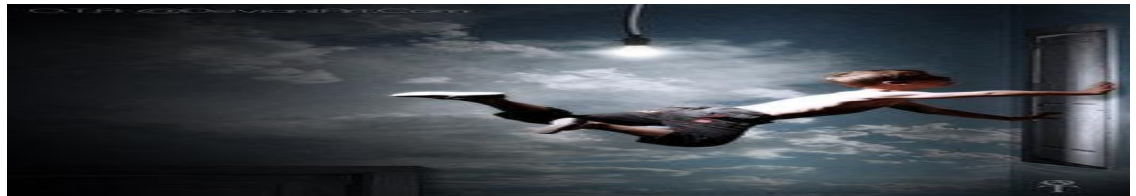
# Key Terms Worksheet

- Psychology Today Assignment/Explanation
- Define your word, share and collaborate for the rest.



# Section 1 EQ - Why Study Psychology?

- A new look at the world and the people who inhabit it. 
- Behavior Processes:
  - Walking, talking, digesting, sleeping, eating, brain activity,..... 
  - Other people can observe/measure
- Mental Processes:
  - Dreams, perceptions, thoughts, and memories
- Emotions/Feelings: Impact Behavior and Thoughts



# 5 Goals Of Psychology



- **Observe and Describe** behavior and mental processes to better understand them.
- Leads to an ability to **Explain, Predict, and Control** behavior.



# Psychology in Sport

King James  
Chokes?

Is  
NASCAR  
a Sport?

- Observe heart rate, and other body functions
- Interview and discuss feelings
- What is the relationship between anxiety and performance?
  - Good:
  - Bad:
- Positive Visualization: free throws, tackles, spike, hitting



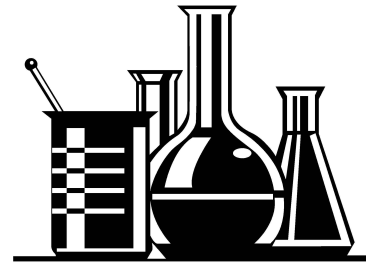
What is your  
Wonderlic score?





# Psychology as a Science

- Social and Natural Science



- Research: Surveys and Experimentation
- Theories: Apply and Re-evaluate

# Section 1 Review

- What is Psychology? What are the five goals of Psychology?
- How is Psychology a social science?
- How is Psychology a natural science?



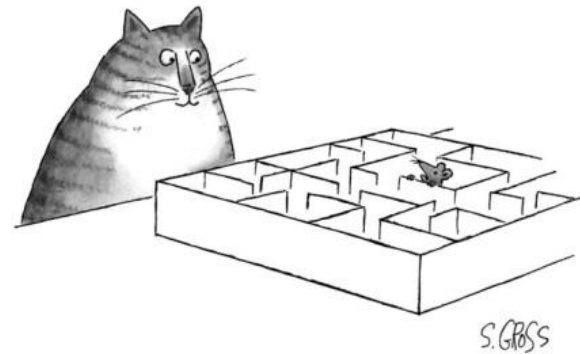
## Section 2 EQ – What Psychologist Do?

- Some research, theory, and test
- Some consult and apply knowledge to help others meet goals



# Psychologist Do What?!

- Graphic Organizer Project/Research
  - Clinical
  - Counseling
  - School
  - Educational
  - Developmental
  - Personality
  - Social
  - Experimental



*"Well, you don't look like an experimental psychologist to me."*



# Types of Psychologist (Collaboration)

## Type:

- What they do?

- Where they work?

- Avg. Salary?



Share

## Type:

- What they do?

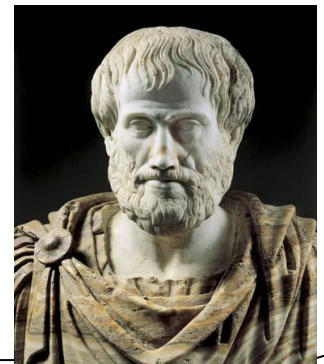
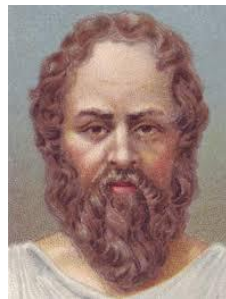
- Where they work?

- Avg. Salary?

[Supermarket Psychology Video](#)

## Section 3 EQ – History Of Psychology?

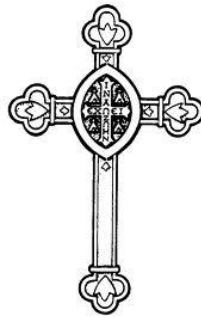
- Ancient Greece: *psyche* = “mind” \*\*\*\*\* *logos* = “study of”
- Socrates- “Know Thyself”, introspection
- Aristotle- “*Peri Psyches*” (about the mind) scientific perspective
- Hippocrates- abnormalities of the brain (Biological Factors)
  - Most Greeks believed that confusion and madness were caused by the gods.



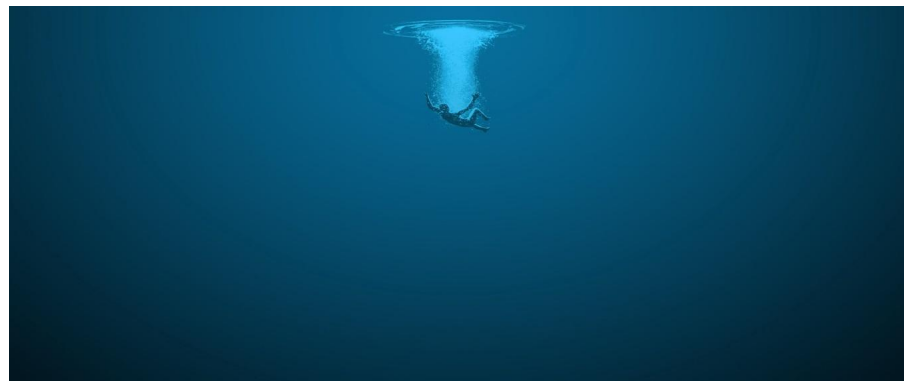


# Middle Ages Psych Viewpoints

- Psychological problems result of demons



- Various “test” and treatments devised. Any Ideas?



# Modern Psychology 1800's

[Buy this car!](#)  
[What are they](#)  
[selling?! FIAT](#)  
[Video](#)



- William Wundt – Structuralism – basic elements of consciousness = objective sensations and subjective feelings
- William James – Functionalism – continuous consciousness serves as a function for us to survive



- John B. Watson – Behaviorism – observable behavior is needed
- B.F. Skinner – Reinforcement – behavior is learned by reinforcement
- Gestalt psychology – belief that learning is active and purposeful not mechanical (1920)
- Sigmund Freud – Psychoanalysis – importance of unconscious motives and internal conflicts determine behavior (1900)

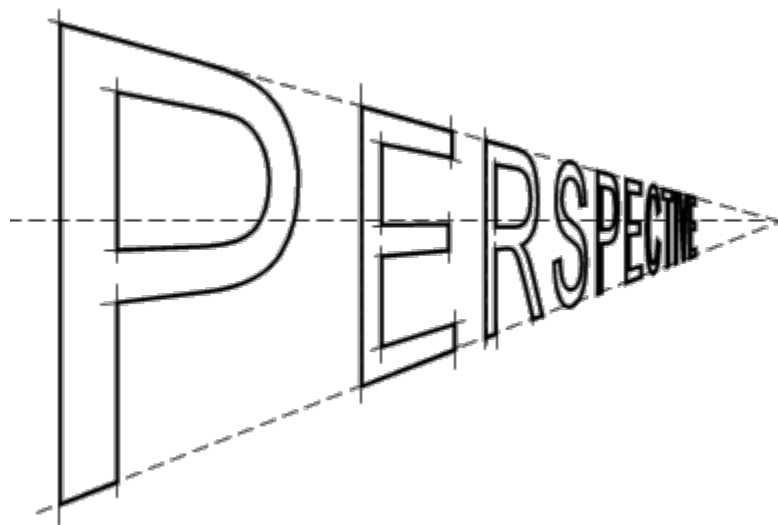


## Section 3- Summary

- Describe the main differences between functionalism and structuralism.
- Why do behaviorist object to schools of psychology that study consciousness?



# Section 4 EQ – Contemporary Perspectives



## Current Perspectives in Psychology Chart

| The Approach           | The Definition  | The Focus  | Application Example: <i>Alcoholism</i>   |
|------------------------|---|--|--|
| <b>PSYCHOANALYTIC</b>  | Behavior and personality is the product of unconscious sexual and aggressive forces.  | How does behavior springs from unconscious drives and conflicts?                             | Does excessive drinking indicate an unconscious problem or conflict? Does drinking reduce inhibitions allowing the unconscious to surface?           |
| <b>BEHAVIORAL</b>      | Behavior is the product of learning and associations.   | How do we learn observable responses (behaviors)?  | Is alcoholism learned? Can it be unlearned? Can new habits replace the alcoholic habits?   |
| <b>COGNITIVE</b>       | Behavior is a consequence of internal thoughts. Humans use mental processes to solve problems or develop personality characteristics. | How do we encode, process, store, and retrieve information?                                  | What thought pattern precedes heavy drinking? Can the thoughts be analyzed and changed to curtail the drinking behavior?                             |
| <b>HUMANISTIC</b>      | Behavior is a reflection of internal personal growth; we are not products of our environment, we all have free will.                  | How do we reach our full potential, or "self-actualize," and what prevents us from doing so? | For what inadequacy do people try to compensate by drinking? Does alcohol give people a false sense of relief from inadequacy or lack of self-worth? |
| <b>NEUROBIOLOGICAL</b> | Behavior is a result of the interplay of functions of the nervous system and biology.   | How do the body and brain enable behavior?   | Is alcoholism a disease? What role does genetics play in the development of alcoholism? How does alcohol affect the brain?                           |
| <b>SOCIOCULTURAL</b>   | Behavior is influenced by the rules and expectations of social groups and cultures.   | How do behavior and thinking vary across situations and cultures?                            | How does alcoholism differ between cultures? What unique pressures of a particular culture contribute to alcohol abuse?                              |

## Section 4 Review

- How do cognitive psychologists compare people's mental processes to the working of computers?
- How would a psychoanalyst explain aggression?
- Explain how the humanist and social learning perspectives support the view that people are free to make choices.

