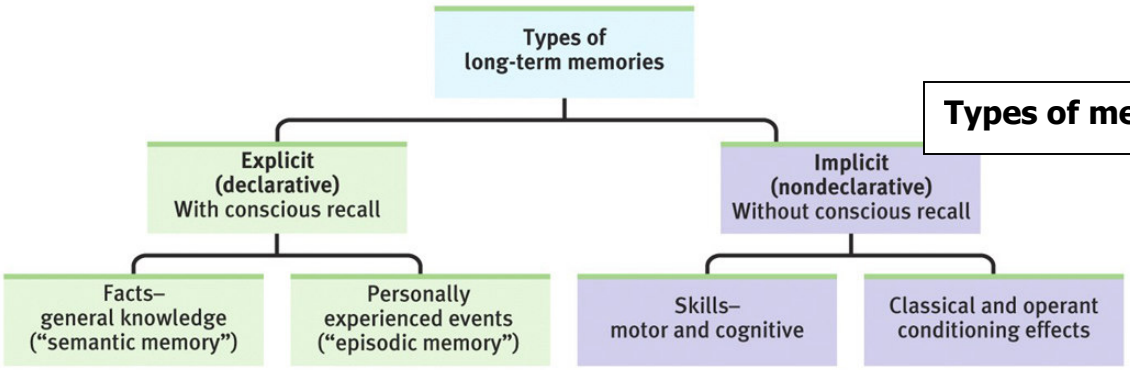
Five types of schizophrenia

TABLE 16.2

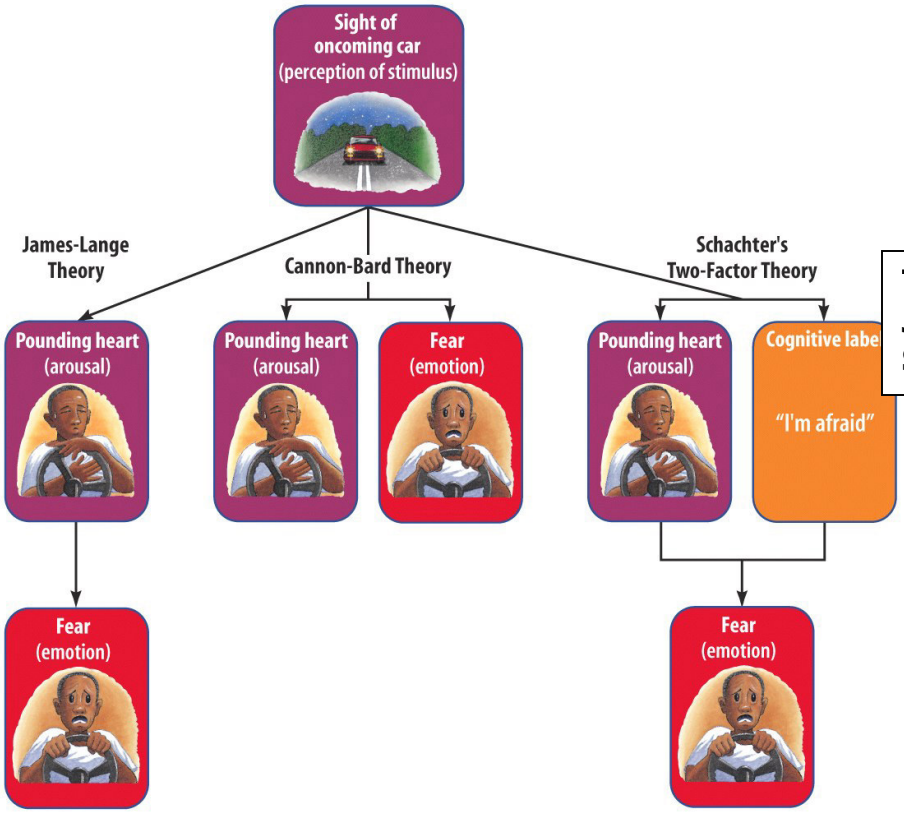
SUBTYPES OF SCHIZOPHRENIA

Paranoid:	Preoccupation with delusions or hallucinations, often with themes of persecution or grandiosity
Disorganized:	Disorganized speech or behavior, or flat or inappropriate emotion
Catatonic:	Immobility (or excessive, purposeless movement), extreme negativism, and/or parrotlike repeating of another's speech or movements
Undifferentiated:	Many and varied symptoms
Residual:	Withdrawal, after hallucinations and delusions have disappeared

Types of memories



Three theories of emotion: James-Lange, Cannon-Bard, Schachter's two-factor



Stages of sleep (EEG view)

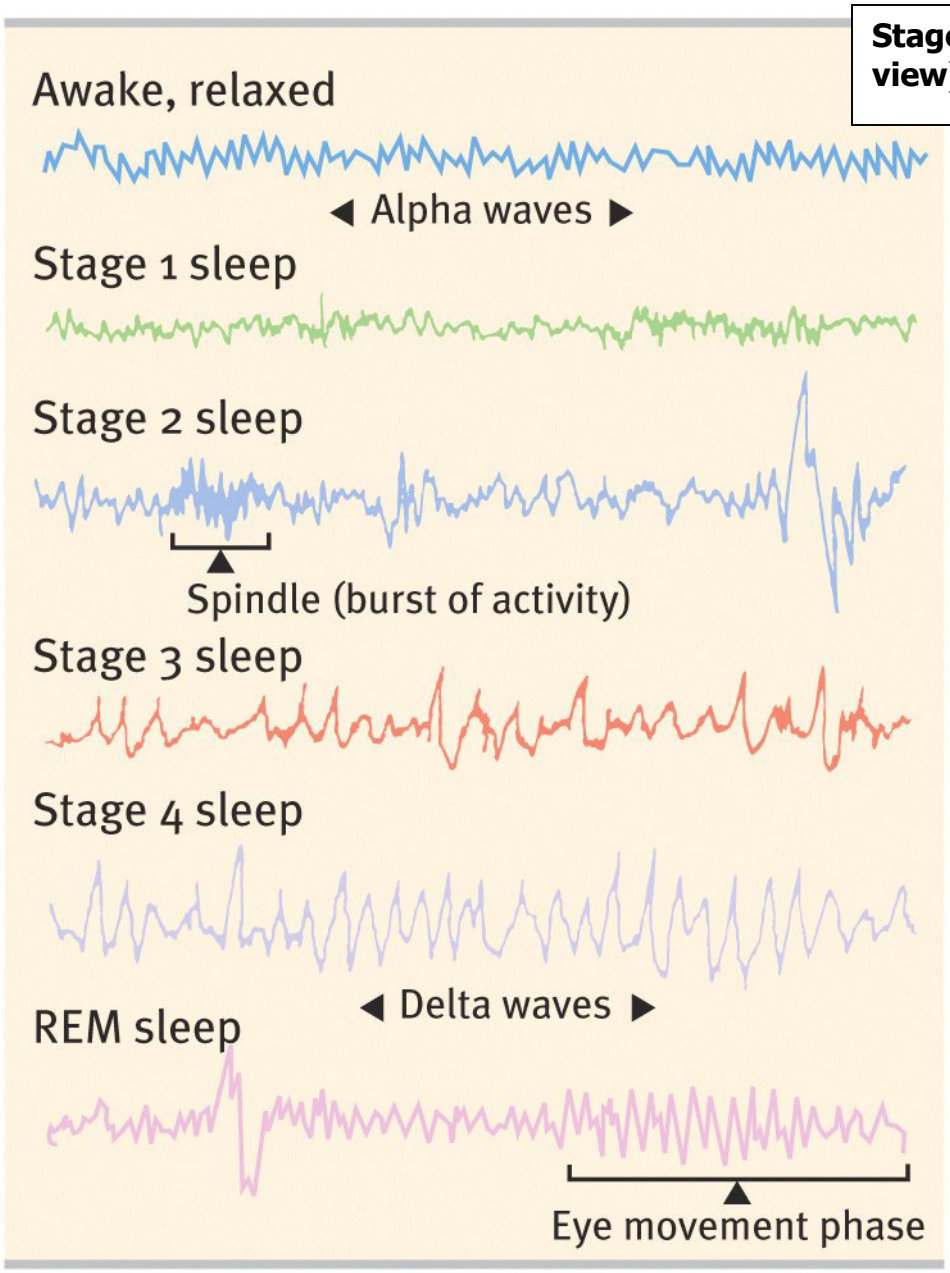


TABLE 12.2

BIOLOGICAL CORRELATES OF SEXUAL ORIENTATION

On average (the evidence is strongest for males), various biological and behavioral traits of gays and lesbians fall between those of straight men and straight women. Tentative findings—some in need of replication—include these:

Brain differences

- Hypothalamic cell cluster is larger in straight men than in women and gay men; same difference is found in male sheep displaying other-sex versus same-sex attraction.
- Corpus callosum is larger in gay men than in women or straight men.

Genetic influences

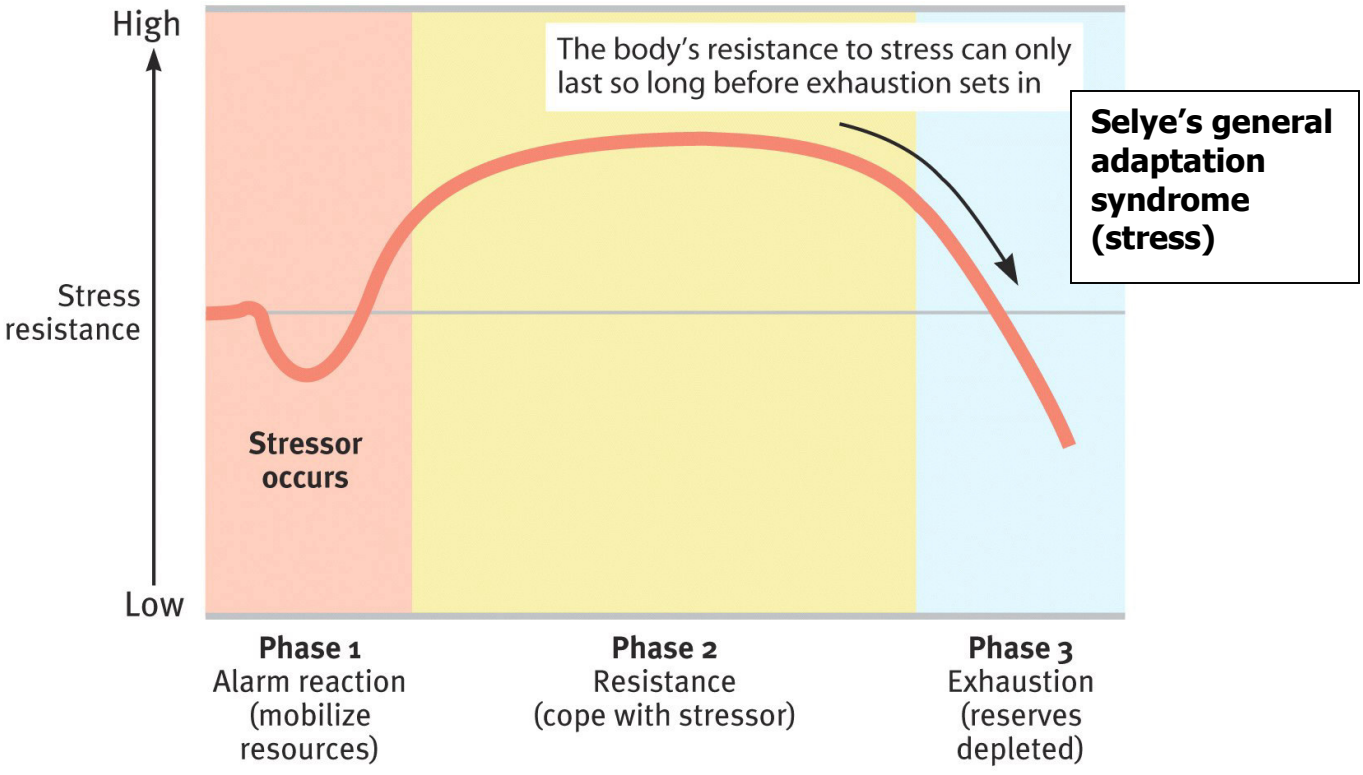
- Shared sexual orientation is higher among identical twins than among fraternals twins.
- Sexual attraction in male fruit flies can be genetically manipulated.

Prenatal hormonal influences

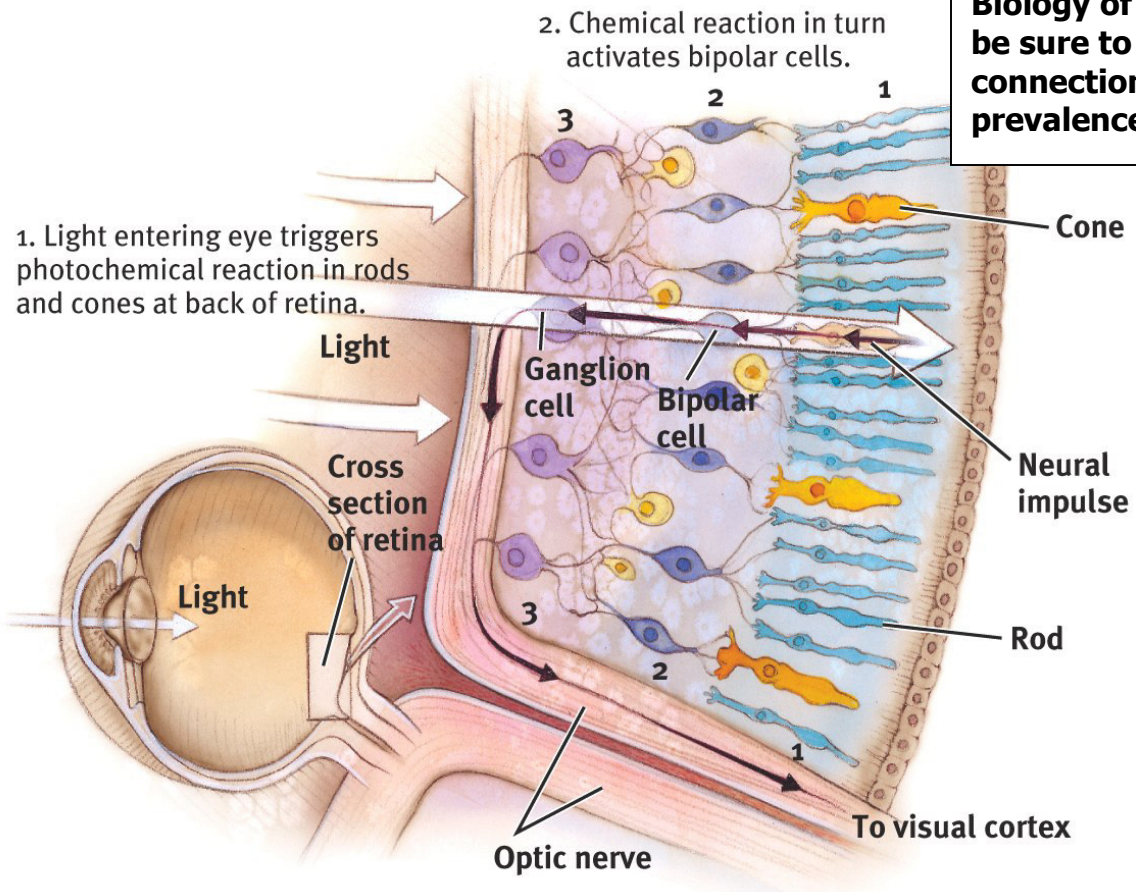
- Altered prenatal hormone exposure may lead to homosexuality in humans and other animals.
- Men with several older brothers are more likely to be gay.

These brain differences and genetic and prenatal influences may contribute to observed gay-straight differences in

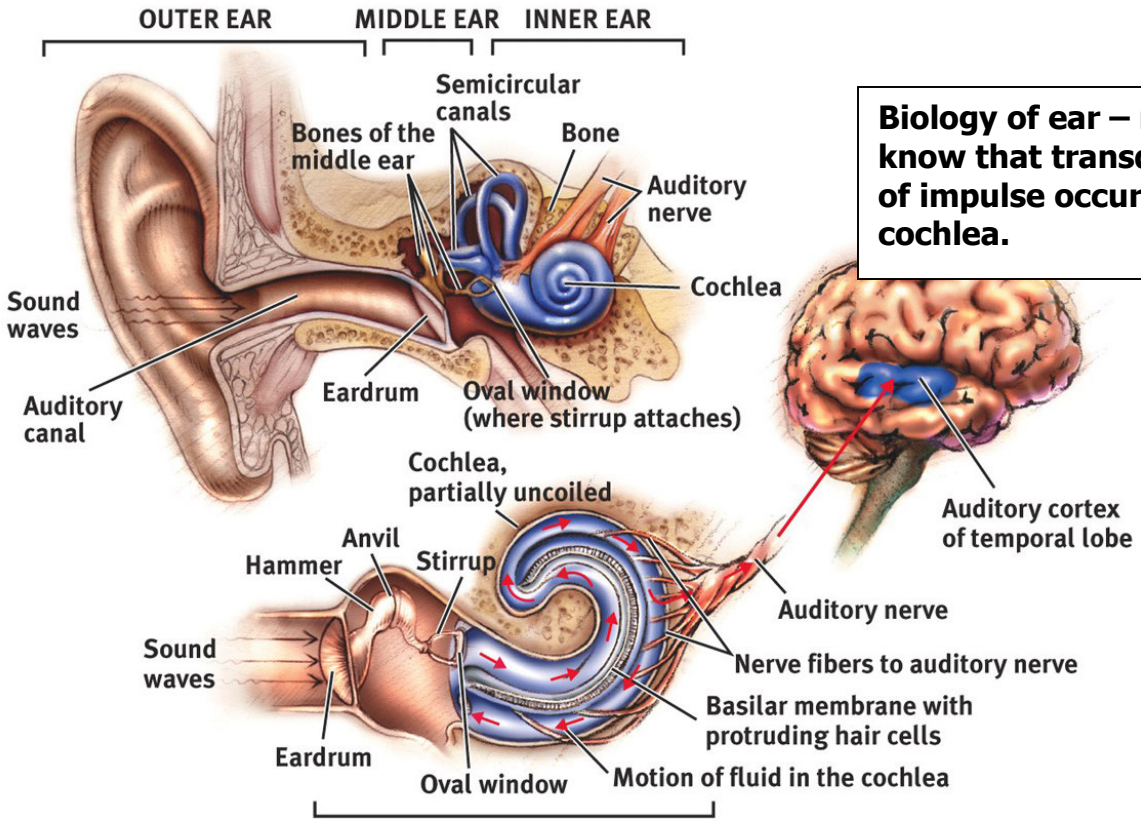
- spatial abilities.
- fingerprint ridge counts.
- auditory system.
- handedness.
- occupational preferences.
- relative finger lengths.
- gender nonconformity.
- age of male puberty.
- male body size.



Biology of retina – be sure to note the connections and prevalence of cones



3. Bipolar cells then activate the ganglion cells, the axons of which converge to form the optic nerve. This nerve transmits information to the visual cortex in the brain's occipital lobe.



Enlargement of middle ear and inner ear, showing cochlea partially uncoiled for clarity

Biology of ear – must know that transduction of impulse occurs in the cochlea.

TABLE 15.1

FREUD'S PSYCHOSEXUAL STAGES

Stage	Focus
Oral (0–18 months)	Pleasure centers on the mouth—sucking, biting, chewing
Anal (18–36 months)	Pleasure focuses on bowel and bladder elimination; coping with demands for control
Phallic (3–6 years)	Pleasure zone is the genitals; coping with incestuous sexual feelings
Latency (6 to puberty)	Dormant sexual feelings
Genital (puberty on)	Maturation of sexual interests

TABLE 4.1

PIAGET'S STAGES OF COGNITIVE DEVELOPMENT

Typical Age Range	Developmental Description of Stage	Phenomena
Birth to nearly 2 years	*Sensorimotor* Experiencing the world through senses and actions (looking, touching, mouthing, and grasping)	• Object permanence • Stranger anxiety
About 2 to 6 years	*Preoperational* Representing things with words and images but lacking logical reasoning	• Pretend play • Egocentrism • Language development
About 7 to 11 years	*Concrete operational* Thinking logically about concrete events; grasping concrete analogies and performing arithmetical operations	• Conservation • Mathematical transformations
About 12 through adulthood	*Formal operational* Abstract reasoning	• Abstract logic • Potential for mature moral reasoning

TABLE 4.2

ERIKSON'S STAGES OF PSYCHOSOCIAL DEVELOPMENT

Identity Stage (approximate age)	Issues	Description of Task
Infancy (to 1 year)	*Trust vs. mistrust*	If needs are dependably met, infants develop a sense of basic trust.
Toddlerhood (1 to 2 years)	*Autonomy vs. shame and doubt*	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
Preschooler (3 to 5 years)	*Initiative vs. guilt*	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
Elementary school (6 years to puberty)	*Competence vs. inferiority*	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
Adolescence (teen years into 20s)	*Identity vs. role confusion*	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
Young adulthood (20s to early 40s)	*Intimacy vs. isolation*	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
Middle adulthood (40s to 60s)	*Generativity vs. stagnation*	The middle-aged discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
Late adulthood (late 60s and up)	*Integrity vs. despair*	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.

TABLE 2.1

SOME NEUROTRANSMITTERS AND THEIR FUNCTIONS

Neurotransmitter	Function	Examples of Malfunctions
Acetylcholine (ACh)	Enables muscle action, learning, and memory	Undersupply, as ACh-producing neurons deteriorate, marks Alzheimer's disease
Dopamine	Influences movement, learning, attention, and emotion	Excess dopamine receptor activity linked to schizophrenia; starved of dopamine, the brain produces the tremors and decreased mobility of Parkinson's disease
Serotonin	Affects mood, hunger, sleep, and arousal	Undersupply linked to depression; Prozac and some other antidepressant drugs raise serotonin levels
Norepinephrine	Helps control alertness and arousal	Undersupply can depress mood
GABA (gamma-aminobutyric acid)	A major inhibitory neurotransmitter	Undersupply linked to seizures, tremors, and insomnia
Glutamate	A major excitatory neurotransmitter; involved in memory	Oversupply can overstimulate brain, producing migraines or seizures (which is why some people avoid MSG, monosodium glutamate, in food)

TABLE 7.2

A GUIDE TO SELECTED PSYCHOACTIVE DRUGS

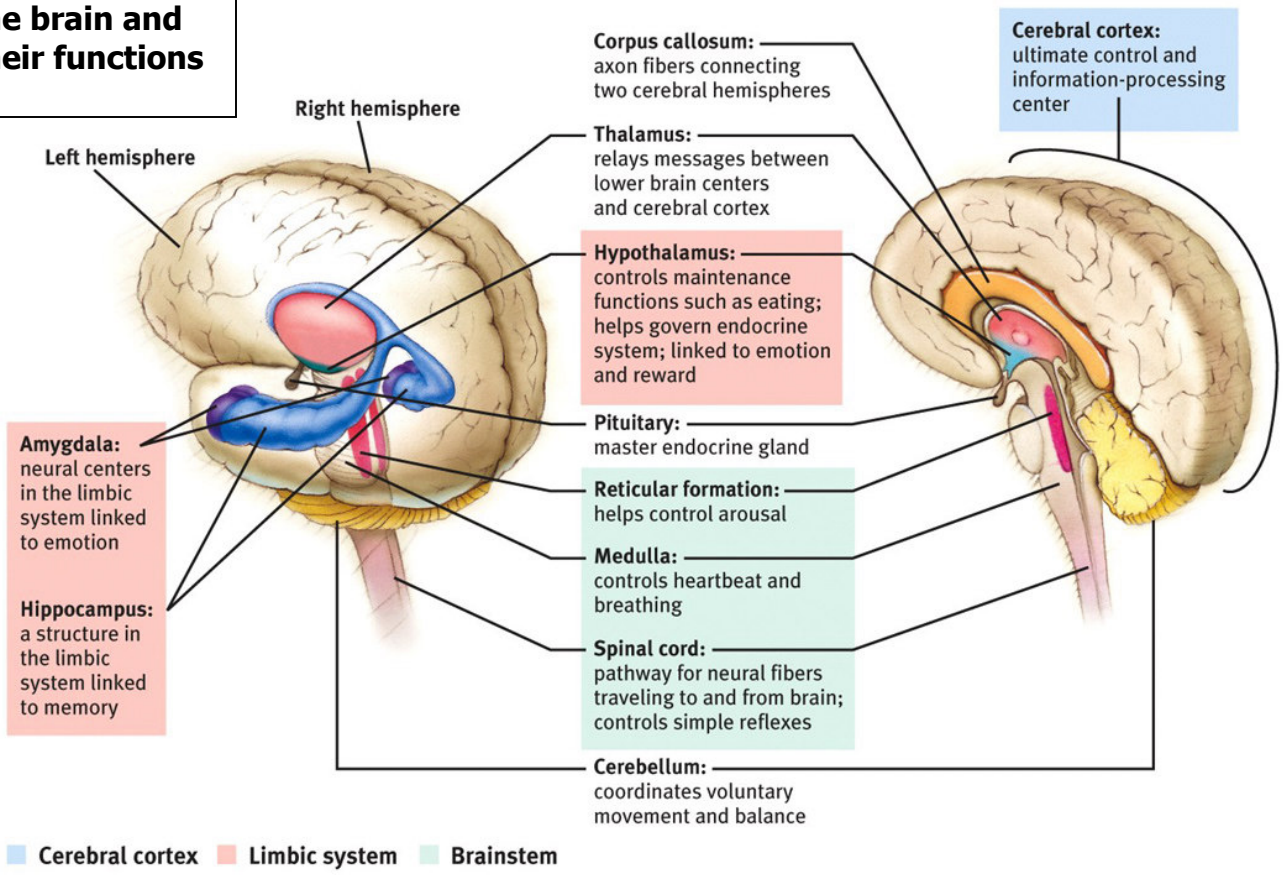
Drug	Type	Pleasurable Effects	Adverse Effects
Alcohol	Depressant	Initial high followed by relaxation and disinhibition	Depression, memory loss, organ damage, impaired reactions
Heroin	Depressant	Rush of euphoria, relief from pain	Depressed physiology, agonizing withdrawal
Caffeine	Stimulant	Increased alertness and wakefulness	Anxiety, restlessness, and insomnia in high doses; uncomfortable withdrawal
Methamphetamine ("speed," "ice")	Stimulant	Euphoria, alertness, energy	Irritability, insomnia, hypertension, seizures
Cocaine	Stimulant	Rush of euphoria, confidence, energy	Cardiovascular stress, suspiciousness, depressive crash
Nicotine	Stimulant	Arousal and relaxation, sense of well-being	Heart disease, cancer (from tars)
Ecstasy (MDMA)	Stimulant; mild hallucinogen	Emotional elevation, disinhibition	Dehydration and overheating, depressed mood and cognitive functioning
Marijuana	Mild hallucinogen	Enhanced sensation, relief of pain, distortion of time, relaxation	Disrupted memory, lung damage from smoke

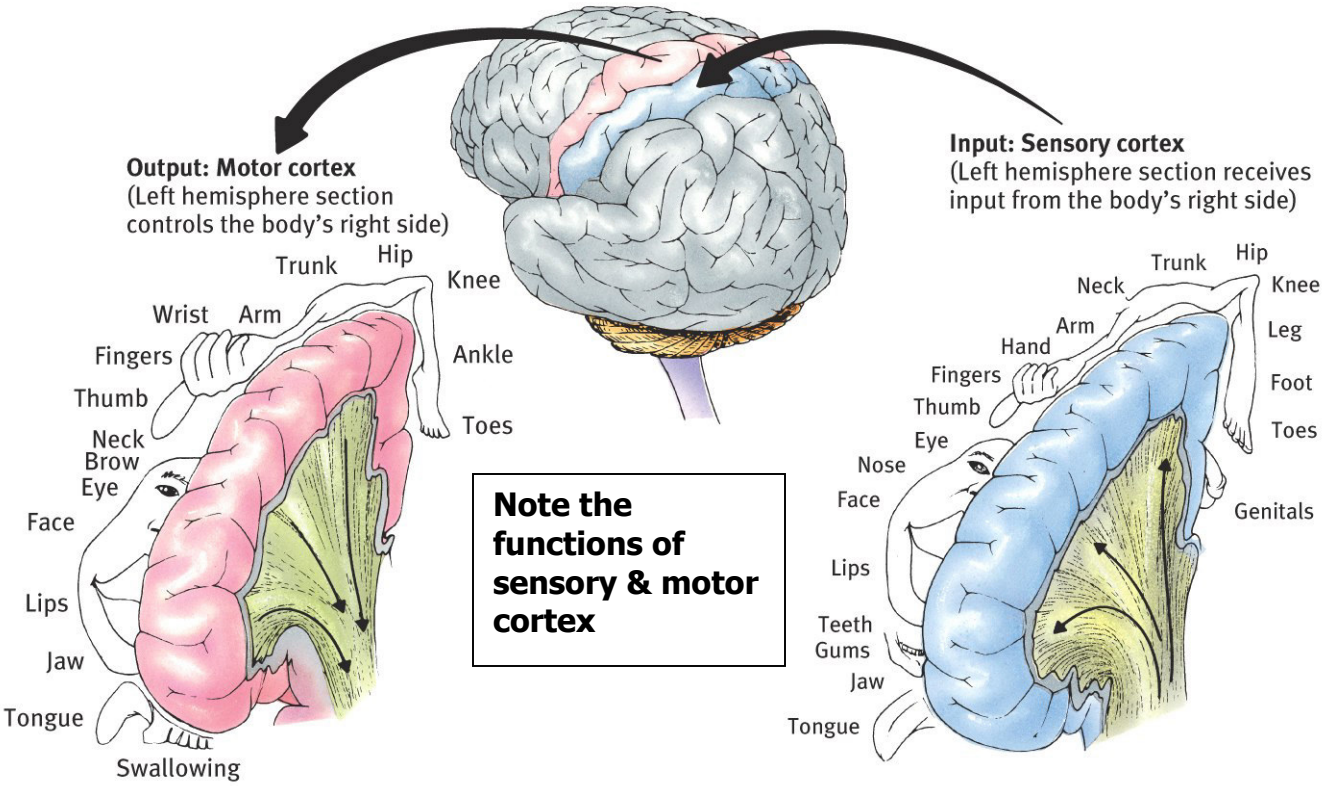
TABLE 12.1

THE APPETITE HORMONES

Insulin:	Hormone secreted by pancreas; controls blood glucose.
Leptin:	Protein secreted by fat cells; when abundant, causes brain to increase metabolism and decrease hunger.
Orexin:	Hunger-triggering hormone secreted by hypothalamus.
Ghrelin:	Hormone secreted by empty stomach; sends "I'm hungry" signals to the brain.
PYY:	Digestive tract hormone; sends "I'm *not* hungry" signals to the brain.

Structures of the brain and their functions





Note the functions of sensory & motor cortex

TABLE 15.2

THE "BIG FIVE" PERSONALITY FACTORS

Trait Dimension	Endpoints of the Dimension
Emotional stability	Calm———anxious Secure———insecure Self-satisfied———self-pitying
Extraversion	Sociable———retiring Fun-loving———sober Affectionate———reserved
Openness	Imaginative———practical Preference for variety———preference for routine Independent———conforming
Agreeableness	Soft-hearted———ruthless Trusting———suspicious Helpful———uncooperative
Conscientiousness	Organized———disorganized Careful———careless Disciplined———impulsive

Source: Adapted from McCrae & Costa (1986, p. 1002).

Note two theories of personality – both are TRAIT theories (determined through factor analysis). Top is Big Five, bottom is Eysenck's delineation of traits (only two axes)