

DOWNLOAD PDF DISCOVERING BIOLOGICAL PSYCHOLOGY PLUS STUDY GUIDE

Chapter 1 : Discovering Biological Psychology

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Instructors who teach in extremely selective institutions, where most students have very high SAT scores and strong verbal abilities, may not have felt a need for such a text. However, faculty at institutions, where some of our students are less well prepared, will likely share my need. Over the years I have examined many of the available biological and physiological psychology texts. I found many exciting texts that were unfortunately written beyond the abilities of many of my students. I use the Freberg text in my level physiological psychology class, the only such class offered at Slippery Rock University. I believe this text would also be appropriate for an introductory-level course, at a level, for instance, at an institution where there are two levels of biological psychology courses taught. Discovering Biological Psychology is comprehensive in that it covers everything that one would wish to cover, without adding a level of detail more appropriate to an upper-level course, and at what I feel is an appropriate depth for institutions that offer a single biological psychology course. Several things make the Freberg text stand out from the many other texts on this topic. The first, as mentioned, is the accessibility of the material. It takes a touch of genius “ and a lot of courage “ to move in the opposite direction. She respectfully disagrees and believes that an expert should be able to present the material to a novice without sacrificing rigor or accuracy. She has done exactly that; the results I received the first semester I used the textbook indicate that the students found it so. The mean grade in my class was higher than normal with only one failure, an unusual circumstance for this class of nearly all psychology majors. Further, although the text does make the material accessible to students, it is presented in a scholarly manner. Not only is the material accessible to the students, it is made salient. Rather than just tell students that action potentials propagate down the axon, she tells them why. Her goal is understanding, not rote memorization. One example is the inclusion of a section on thirst and sports drinks in the chapter on motivation. This gives students information to which they can relate. Many of these real life examples are included in the illustrations in the text. The illustrations, graphs, and artwork in the text are excellent. They are not only helpful in clarifying the material being presented, but in addition, they make the information meaningful. For instance, in the chapter on motivation, which includes hunger, thirst, and body temperature, there is a photo of Korey Stringer, the Minnesota Vikings football player whose life was taken by heat stroke, and an accompanying caption explaining what happened. The chapter on psychological disorders includes John Nash, the Nobel Prize winning mathematician who was the subject of the film A Beautiful Mind. The chapter on sexual development includes a wonderful set of photos illustrating 5-alpha reductase deficiency males before and after puberty. Such illustrations and examples make the material meaningful to students and emphasize understanding over memorization, a learning strategy that most instructors favor. Freberg comments that she was creative with the standard table of contents to reflect the current state of biological psychology. Examples of this are given below. The first chapter of the Freberg text introduces biological psychology and briefly covers various research methods and research ethics. It does not go into detail about the history of the field as do some other texts, but within each chapter the history of that particular topic is included where appropriate. Including historical information within the topic where it applies may make it more salient to the student. Chapter two covers the anatomy of the nervous system, and chapter three introduces the cells of the nervous system and includes the action potential and synapses. They seemed to grasp the concepts in the chapter on the cells of the nervous system more easily after having an overview of the anatomy. The explanation of the action potential is particularly understandable, something that I feel is extremely important for this foundational information. Chapter four covers pharmacology and does a very good job of explaining both drug actions at the synapse and the basic principles of drug effects. In chapter five Freberg fits together the topics of genetics, evolution, and the development of the human brain. The genetics of behavior and the development of the

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human brain in such adaptive ways create a coherent presentation. This is an example of one of the ways Freberg has been creative with her table of contents to reflect the state of the discipline. The next two chapters are the usual vision, non visual sensation and perception. These are followed by an excellent chapter on movement. There is enough information given to be challenging in each of these chapters, and it is presented in a clear and understandable manner. Chapter nine addresses motivation, and includes temperature, thirst, and hunger. I was pleased with the fact that this text is much more up to date on the research on hunger than many I have read. Sexual behavior has a chapter to itself and it includes topics I have not seen in other biopsychology texts, including attraction and parental behavior. Chapter 11 covers sleep and waking and chapter 12 covers learning and memory. The topics of learning and memory may contain some of the most rapidly changing material in the field. I found that when I read this chapter it gave me a better understanding than I previously had of some of the latest research. Chapter 13 covers lateralization, language, and intelligence, three topics that I think fit together wonderfully well. Others have put language in a chapter by itself and many do not even cover intelligence. Chapter 14 covers emotion, aggression, reward and stress, another creative linking of topics that seems to work well. Chapter 15 covers neurological disorders, with sections on assessment of brain damage, recovery from brain damage, and another on various therapies for brain injury. Chapter 16 covers psychological disorders. However I suspect we will have to continue to make the distinction for some time between illnesses that have clearly organic origins and those that are less clearly physiological. That said, the chapter is as up to date as a text book can be on the most recent work on many of the most important illnesses, including schizophrenia, mood disorders, anxiety disorders, autism, ADHD, and antisocial personality disorder. Sixteen chapters seem about right for a one-semester course for psychology majors. I did skip over some of the material in order to make it through the first semester I used the book, but I expect that with proper planning one could cover all the chapters in a semester. The ClassPresent CD contains animations the same ones that are on the student web site. I especially appreciate these because they allow me to teach from the PowerPoint without having to make separate lecture notes. Some instructors may find the PowerPoint presentations too complete but slides that are not needed can be deleted. The test bank is also on this CD. In the interest of full disclosure, I contributed application questions to the test bank. I noted that when the final version of the test bank arrived, not only are the questions I wrote included, but others were added. A good, fair test bank is very important because nothing is more frustrating to a student than ambiguous or tricky questions on an exam. I think that for the most part the questions on the test bank are very clear. This CD also includes sample lecture outlines, ideas for classroom demonstrations and handouts, and ideas about outside resources one could use in the classroom. The pedagogical aspects of the book include vocabulary words in bold in the text with definitions in the margins. There are learning objectives at the beginning of each chapter and a chapter outline on one of the first two pages of each chapter. Interim summaries are included throughout each chapter where appropriate to help students organize the material. Each chapter also ends with thought questions, recommended reading, key terms, and recommended web sites. A study guide and comprehensive student web site are also available for students.

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Chapter 2 : Laura A. Freberg (Author of Discovering Psychology)

Freberg is the author of Discovering Biological Psychology Plus Study Guide (avg rating, 1 rating, 0 reviews, published), Discovering Biologica [PDF] Repair Manual Fordson blog.quintoapp.com

I just received my first copy of the text in the mail after working on the text for five years! You might be wondering why anybody would want to write a new text in this area. After 30 years in the classroom, I had a lot of ideas about how to write a text that met the needs of both instructor and student. For any textbook to be successful, it must have a high degree of currency link: Our text was designed in a familiar format with input from around North America. Lastly, we felt that Discovering Biological Psychology needed to be FUN, this in turn would make learning and teaching easier for both student and instructor. We employ a clear, concise and an easily understood writing style. A quick review of our table of contents link: For instance, we offer a neurological disorders chapter and a genetics, evolution, and development chapter. Our sexuality chapter includes a section on the evolutionary psychology of attraction. Among the unique pedagogical features we included are margin definitions of key terms with pronunciation guides, flowcharts accompanying pathway illustrations, and summary tables that gather key concepts into one place link: Another table organizes mechanoreceptors according to encapsulation, rate of adaptation, receptive field size, and the quality of stimulus sensed. These tables, found within the text and in interim summary sections, will help students master the material more efficiently. Sometimes, this means we use MORE words, but student understanding should be enhanced. At the same time, incoming positive sodium ions will also push positive potassium ions ahead into adjacent axon segments due to their like electrical charges. The arrival of these positively charged ions depolarizes the next segment. If this segment reaches threshold, the events leading to an action potential will be reproduced. If you understand sex hormones, you can understand how proposed male oral contraceptives work and what the pitfalls may be. If you understand neural signaling, you can understand what happens when people are sometimes poisoned at sushi bars while eating fugu pufferfish. Medical Quality Illustrations are Key to Understanding Few areas in psychology are so dependent on the quality of illustrations as biological psychology. Samples from the Art Program the real deal, not scanned Our "medical quality illustrations" feature clear labels comprised of terms featured in the body of the text, key-to-slice locator brains, and sequential magnifications. A particularly nice example of the art program may be found on pages This image progresses from the outer ear to an actual electron micrograph of the inner and outer hair cells link: A major goal was to provide original illustrations that answered common student questions and assist in mastery of key concepts. Think of the art program as a visual FAQ. For example, Figure 3. A chart in the Psychopharmacology chapter shows the relationships of different classes of neurotransmitters serotonin is an indolamine, monoamine, and small molecule neurotransmitter, etc. We consistently used key-to-slice locator brains to help the student reorient themselves when they began new material link: This sample image also demonstrates our flowcharts, which help students navigate pathway figures. Our high quality photos add interest and clarity to the text. An emphasis on "currency" Being a first edition, as opposed to an 8th or so, we had the luxury to design a structure based on current approaches to the field. Margin definitions and pronunciation guides for key terms Definitions and pronunciation guides are just where our students need them. You can check out the placement of margin definitions in link: Interim summary tables and within-chapter tables gather together key information that students need to see in one place. You can see an example of one of our tables in link: Over the years, I have written a variety of test banks and ancillaries for myself and other authors. Good test banks provide a true learning experience and minimize student dissatisfaction. I confess to being particularly fussy about test banksâ€”most seem quite dreadfulâ€”so I wrote multiple choice items for the test bank myself. I piloted many of the questions in my own classes, and empirical item results are provided for your review. In addition, our animations are based on the illustrations in Discovering Biological Psychology and are produced by the same medical illustrators, providing great

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continuity. If you would like further info about the ancillaries, please let me know. Most of us are in this business because we love what we teach. Sharing our enthusiasm for biological psychology with our students makes the whole learning process pain-free. Have you ever seen a Brain Worm? Do you know what they are? Our world is an interesting place and full of interesting things. We worked hard to fit in the most interesting and most relevant material into "Discovering Biological Psychology"! Through the use of relevant, interesting, timely and exciting examples, we add interest to even the most difficult and challenging areas of our field. Here are some examples: How does male chemical contraception work? Why would elite athletes use anabolic steroids? How does poisoning result from fugu puffer fish , black widow spider venom, curare, and cobra toxin? How does Botox work? Why are football and baseball players dying of hyperthermia? Why are repeated mild head injuries now considered dangerous? What happens when young children must have a complete hemisphere removed in order to treat their seizure disorders? What does the HIV virus do to the brain? Do sports drinks really help? Ethics of stem cell research The autonomic nervous system and stress Tetanus and the lack of inhibition Designer drugs Can we stop the aging process? The effect of vision on flavor Yellow smoky voices and sounds like briny pickles How much stronger and faster can we get? Mood and food Why have sex? Can we prevent age-related memory loss? The relationship between music and language Coping with stress Using virtual reality VR for rehabilitation following brain injury The roles of nature and nurture in psychopathology Building on a line from Frank Lloyd Wright, we have tried to combine form, function, and fun in Discovering Biological Psychology to provide a very user-friendly experience. I would be happy to discuss the text and ancillaries with any interested faculty. Feel free to email me. By the way, our Biological Psychology Community is expanding--we have a message board where faculty and students can discuss issues related to biological psychology or psychology in general. I am particularly interested in using information competency and problem based learning to teach biological psychology, and I have posted some resources on these topics on the website. Thank you for your time and consideration, and please feel free to let me know if you have any further comments and suggestions.

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Chapter 6 : Search Results for â€œdiscovering psychology 3â€• â€œ blog.quintoapp.com

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