Unit 6: Stress & Anger Management
- Three different definitions of stress
- Lazarus’s three types of appraisals
- Five situational factors affecting stress, and which one is related to the safety signal hypothesis
- Personal factors affecting stress
  - Beliefs: the 3 Cs of hardiness, personal control, existential beliefs
  - Three stages of coping
  - Three types of coping strategies and when each type of strategy is most useful (i.e., controllability of the stressor)
  - Three characteristics of good coping skills
- Smith’s Mediation Model of Stress (be sure to know the four different types of appraisals)
- Stress Interventions
  - Relaxation Skills
    - Yerkes-Dodson law/inverted U hypothesis
    - Somatic Relaxation: basic elements of progressive relaxation (PR), breathing-based techniques, stimulus hierarchy, systematic desensitization
    - Cognitive Relaxation: three key elements of the relaxation response by Herbert Benson, autogenic training, visualization
  - Cognitive Interventions
    - Know any 5 of Beck’s cognitive distortions PLUS the depressogenic attribution pattern and the depressive cognitive triad
    - Key elements of Ellis’s ABC model of emotion and the role of irrational beliefs in producing negative emotions, “catastrophizing,” cognitive restructuring (add a “D” to Ellis’s ABC model)
    - Self-Instructional Training (SIT)
- Elements of the Integrated Coping Response
- Burnout
  - Definition of burnout, know at least 3 situational and 4 personal factors that are correlated with burnout
  - Know at least 4 different suggestions for overcoming burnout

Unit 7: Attention Control
- Four elements of effective attention
- The two different dimensions of attention, the four different types of attention combinations, and examples of each of the types
- The relationship between arousal and attention (increased arousal typically causes one of two different attention shifts)
- Know at least four different internal distracters and three different external distracters
- Know at least six different suggestions for improving attention
• Attention and pain: dissociative and associative strategies

Unit 8: Sleep
• Measuring sleep: EEG (brain waves), EOG (eye movement), & EMG (muscle tone)
• Various brain wave patterns (beta, alpha, theta, sleep spindle, K complex, delta) and the aspects of wakefulness or stage of sleep (stages 1-4 & REM sleep) each of these relates to
• Multiple Sleep Latency Test (MSLT): how this test works and what it tells us about a person; amount of sleep needed by average young college student (18-22) to be fully rested: 10 hours (average older adult appears to need around 8 hours per night)
• The opponent process theory of sleep: sleep debt (or homeostatic sleep drive) and circadian rhythms (or clock-dependent alerting); describe how the effects of these two competing processes relate to how tired or alert we are at various times of the day
• Recommendation covered in class to address large sleep debts
• Recommendation covered in class to effectively manage circadian rhythms
• Effect of sleep on performance
  • Sleep debt, the risk for disease (diabetes, high blood pressure, heart attacks), and immune system function
  • Learning & memory
    • Slow wave sleep: memory consolidation; results of the “sleep first” versus “wake first” studies examining motor learning presented in lecture
    • REM sleep: integration of new memories into the existing memory system & creativity
• Psychological Health: linkage between sleep disturbance and the following disorders: postpartum depression, seasonal affective disorder, bipolar disorder, schizophrenia
• Cognitive Performance: Sleep deprivation’s general effects on cognition
• Athletic skills: effect of sleep extension on athletic performance (speed and accuracy enhanced in various athletes)

Unit 9: Communication
• Listening
  • The different intentions of real listening (4) and pseudo-listening (3)
  • Blocks to real listening: focus on comparing, mind reading, rehearsing, filtering, judging, daydreaming, advising, and identifying
  • Four steps of effective listening

• Expressing
  • Four elements of whole messages
  • Briefly describe the eight hidden agendas
  • Three different aspects of non-verbal communication and research findings about the overall importance of non-verbal communication