

History of Psychology- 2-4% (ch14)/ Questions: 1-8

1. Psychology originated from philosophy (Socrates, Plato, Aristotle) and physiology (brain and body)
2. **Behavior genetics**- perspective of psychology studied influences of nature (genetics) vs. nurture (environment)
3. **Behaviorism**- observable (overt) behavior- in order to be studied behavior must be based on observable and identifiable behavior- **John B. Watson** (founder of American behaviorism)
4. **Structuralism**- Wilhelm Wundt and Edward Titchener- first school of psychology that believed conscious experiences could be broken down into simplest components like feelings, thoughts/ **introspection**- technique used by structuralists to look inward at the parts of consciousness but proved to be unreliable as subjects reported different answers on different occasions.
5. **Empiricism**- knowledge has to come from experience or direct observation supported by John Locke who stated the mind is a blank slate (tabula rasa) that we write our experiences on- supports nurture side of the argument. **Critical thinking**- thinking that includes scientific reasoning or empirical evidence (provided by Wilhelm Wundt who introduced experimental design separating psychology from philosophy in 1879 in Leipzig Germany, and questioning- not assuming or speculating
6. Mary Whiton Calkins- first women to finish requirements for PhD. but was denied by Harvard
7. Margaret Floy Washburn- first women to be awarded PhD
8. Francis Sumner- first African American to be awarded PhD
9. William James- supporter for **Functionalism**- first American school of psychology that applied Darwin's thoughts in terms of how an organism adapts (*natural selection*) and functions in its environment. **Evolutionary perspective**- viewpoint that suggests all organisms will do whatever necessary to survive which include mating and defending their young or offspring.
10. **Historical order**: Structuralism then Functionalism then Psychoanalytical then Behaviorism

Term	“Buzz word(s)”	Term	“Buzz word(s)”
John Locke	Tabula rasa, blank slate	Rene Descartes	Interactive dualism
Nature	Genetics, natural	Nurture	Environment, work, learn
Wilhelm Wundt	Experimental, Germany	Structuralism	Parts, Titchener
Introspection	Inward, unreliable	William James	American, Functionalism
Functionalism	Adapts, functions	Natural selection	Darwin, survival, nature, instincts
G. Stanley Hall	First Ph.D., president APA	Mary Whiton Calkins	No Ph.D. woman
Margaret Floy Washburn	Ph. D. first woman	Sigmund Freud	Unconscious, early childhood
Psychodynamic	Perspective, Freud, unconscious	Psychoanalysis	Treatment, unconscious
Behaviorism	Overt, observable behavior	John B. Watson	American Behaviorist
Humanistic perspective	Free will, human potential	Carl Rogers	Humanistic, self-worth
Abraham Maslow	Self-actualization-potential	Cognitive perspective	Thinking, remembering
Biological perspective	Brain, nervous system	Behavioral-genetics	Nature vs. nurture
Evolutionary	Darwin, survive, mating, instincts	Community psychologists	Need, impoverished
Industrial-organizational psychologist	Workplace, job satisfaction	Psychiatrists	Medical degree, prescriptions

States of Consciousness- 2-4% (ch 7)/ Questions: 9-19

1. An **EEG** measures brain activity- **alpha waves**- alert but drowsy could fall asleep/ **beta waves**- is wide awake/ **delta waves**- deep sleep during NREM stage 3/ Reticular formation part of the brain in charge of arousal (*ARAS- ascending reticular activating system*- comprised of afferent nerves that run through reticular formation in charge of arousal)
2. **Circadian rhythms**- occur every 24 hours based on environmental cues- if no environmental cues have a tendency to drift toward a 25 hour schedule; monitored by the **suprachiasmatic nucleus**- sensor in the hypothalamus- which receives input from the

retina about lightness which based on this instructs the pineal gland to either release or decrease that amount of the hormone **melatonin** – increase when dark then become tired/ ; could be affected by jet lag

3. **Each sleep cycle** (stage 1 – 2 – 3 - 2- REM (does not go back into stage 1 which is just falling asleep) is 90 minutes- **last four hours of sleep mainly spent in REM and Stage 2 NREM sleep.**
4. **Restorative sleep theory-** Stage 3 NREM (deep sleep); body repairs itself (physical/muscle damage) delta waves are produced here- no brain activity; sleepwalking, sleep talking, bed wetting, and night terrors occur here (due to immaturity of nervous system and babies tend to spend the most of sleep in Stage 3/ REM sleep is when the brain repairs itself
5. **Rapid Eye Movement (REM) sleep** –occur in the pons and midbrain- vivid dreams occur; also known as *paradoxical sleep* - muscles are paralyzed, relaxed but other systems (the brain and autonomic nervous system) working, nightmares occur here / as night progresses more time is spent in REM
6. Freud's view of dreams – wrote book titled *Interpretation of Dreams* / **manifest content-** remembered part of a dream / **latent content-** underlying meaning of dream - what Freud was interested in as it describes unconscious conflicts (dream analysis)
7. Activation-synthesis model of dreaming (Hobson and McCarley) – dreams are nothing more than neural bursts (activation) and our brain puts these bursts together to form a story (synthesis)
8. Insomnia- most common sleep disorder- inability to fall asleep and stay asleep/ narcolepsy- sudden falling asleep when should not/ Night terrors- occur in Stage 3 NREM / Nightmares occur in REM sleep/ REM rebound- when not get enough sleep go right into REM sleep instead of normal sleep cycle
9. **Tolerance-** more you do the more you need/ withdrawal symptoms associated with physical addiction/ Alcohol- affects **GABA-** neurotransmitter that calms brain down/ stimulants affects **dopamine-** pleasure neurotransmitter associated in the hypothalamus of the limbic system- cocaine can cause induced psychosis- because of too much dopamine activity/ **Opiates are agonist or mimic endorphins-** body's natural painkillers.

10. **Hypnosis- state theory-** during hypnosis an altered state of consciousness is produced (unconscious) as described by Ernest Hilgard dissociation theory of hypnosis which involves tapping into the unconscious or *hidden observer/ role theory-* a person just acts as if they were hypnotized based on what others tell them they should feel or act

Term	“Buzz Word (s)”	Term	“Buzz Word (s)”
Consciousness	Aware	Preconscious/ Subconscious	Just below/ accessible
Unconscious	Unaware, Freud	Dualism	separate
Materialism	Same	States of Consciousness	Present state of mind
William James	Stream of consciousness	Circadian rhythms	24 hours, fluctuations
Suprachiasmatic nucleus	Sensor, internal clock	Pineal gland	Melatonin release
Melatonin	Hormone, Tired	EEG	Identify brain waves
Beta waves	Wide awake	Alpha waves	Drowsy
Theta waves	Beginning sleep	Delta waves	Deep sleep
NREM stage 1	First few minutes	Hypnagogic hallucination	falling
Myoclonic jerk	Muscle spasm	NREM stage 2	Sleep spindles, bursts
NREM stage 3	Deep sleep	REM sleep	Dreams, beat waves
Paradoxical sleep	Brain awake/ body asleep/ REM	Muscle atonia	Body sleeping
Sleep cycles	4-6	REM sleep/ NREM stage 2	Longer as night goes one
REM rebound	Right to REM sleep	Serotonin, GABA	NTs for sleep
Reticular formation	Attention, arousal	Ascending reticular activating system	Nerves in reticular formation
Pons, Midbrain	REM sleep	Restorative sleep theory	REM- brain/ NREM body
Adaptive theory of sleep	Survival best in day/ evolutionary theory	Insomnia	Most common, can't sleep
Sleep apnea	Stop breathing	Narcolepsy	Sudden sleeping
Night terrors	NREM, no memory	Nightmares	REM, memory
Sleep walking	NREM stage	REM sleep disorder	Act out dreams
Lucid dreaming	Control	Interpretation of Dreams	Freud's book royal road
Manifest content	Remembered portion	Latent content	Symbolic, unconscious
Activation- synthesis theory	Neurons firing in pons	Hypnosis	Altered state
Posthypnotic suggestion	After hypnosis	Posthypnotic amnesia	Can't remember hypnosis

Ernest Hilgard	Neodissociation theory hypnosis, separate streams	Hidden observer	2 nd stream, unaware, unconscious
Role/belief theory of hypnosis	Acting the part	Psychopharmacology	Study drugs
Agonist	Mimics NTs	Antagonist	Blocks NTs
Withdrawal symptoms	Body needs, headache	Tolerance	More do more need
Depressants	GABA, slows down, alcohol	Stimulants	Speeds up, norepinephrine dopamine
Opiates	Agonist endorphins	Hallucinogens	Serotonin, altered

Personality- 5-7% (ch 10)/ Questions: 20-34

1. Psychodynamic approach (Sigmund Freud) / Unconscious - not aware but controls personality / Preconscious or subconscious - easy to retrieve- memories; thinking about what you had for dinner last night / **Id** – present at birth located in the unconscious and demands immediate gratification because it operates on pleasure principle/ **Ego** – the decision maker; largely conscious and operates on reality principle; tries to find ways to satisfy the Id while being realistic. **Superego - morals** and ethics; formed through defense mechanism of identification with same sex parent that arises from resolving Oedipus complex in the psychosexual phallic stage
2. Defense mechanisms - ego uses to reduce anxiety caused by conflicts between the id and superego / **Repression** - found in all defense mechanism; automatic unconscious ejection/rejection of traumatic desires, thoughts / **Regression** - retreat back to infantile reaction / **Denial**- don't accept truth / **Reaction Formation**- say or do opposite of unacceptable urge / **Projection**- mentally putting weakness onto other people; I'm overweight, now I will say everybody else is overweight to make feel better / **Rationalization**- justify behavior through excuses / **Displacement** - taking out physical anger on less threatening person or object especially when having a bad day / **Sublimation** - substituting acceptable actions or thoughts for unacceptable unconscious thoughts or actions; playing football instead of displaying aggression/ **Compensation**- doing something nice to make up for doing something bad

3. Neo-Freudians- followers of Freud- **Alfred Adler** - Inferiority complex - motivation to become superior by overcoming childhood inferiority or being dependent on parents / **Karen Horney**- thought Freud was too male dominated; believed social relationships responsible for personality development / **Carl Jung**- collective unconscious- generational knowledge that is passed down through generations- information contains **archetypes** which are universal symbols- snakes are evil- passed down from past ancestors that help promote survival by providing bad feelings also believed personality comes from energy of being an **introvert**- keeping to oneself or **extrovert** being around other people and social situations.
4. **Humanistic perspective** - emphasized free will and self-growth and awareness that is thought to be innate / **Carl Rogers- self-concept** - beliefs about oneself that are influenced by conditional positive regard- the belief that you are only loved when you meet their expectations or rules which leads to distorting self-concept or lying/ or unconditional positive regard- no matter what you do or who you are people will love you which leads to a healthy self-concept or congruence// Rogers also believed in the **actualizing tendency**- the innate and internal motivation to be competitive and succeed
5. Trait theory – a description of behavior like a personal ad / Gordon Allport researched traits- believed people have one **cardinal trait**- the most influential trait that determines personality (not present in everyone) and also **source traits or central traits**- very few- building blocks of personality/ **surface traits or secondary traits**- what other people can see often based on the social setting / *cardinal trait= caring like MLK/ source traits= kind, trusting, dependable/ surface traits- impatient in stressful situations*
6. Hans Eysenck- certain traits are inherited like: *extraversion or introversion/ emotionality (neuroticism) or stability* and a person's level of *psychoticism*- are welfare or caring for other people
7. **Raymond Cattell** – used a **Factor Analysis** - mathematical formula that shows how certain traits or items are related to other traits which resulted in **16 source traits** in people / Paul Costa and Robert McCrae narrowed the 16 down to **the Big Five Traits**- Openness or curious, Conscientiousness or organized, Extraversion or outgoing, Agreeableness or forgiving, Neuroticism or anxious (OCEAN)

8. Social-cognitive perspective- Albert Bandura- **Reciprocal determinism**- personality results from 3 parts: cognitive (*self-efficacy beliefs*- our thoughts about how we will do at a task our confidence), behavior, and environmental factors which means each part can influence the other part / Julian Rotter- stated our *expectations* of events or outcomes determine our personality- **external locus of control** – other people and situations control you / **internal locus of control**- you control your life and situations/ **Walter Mischel**- believed in cognitive personal variables- and believed that expectations about a situation dictate personality and that because of this personality is not as consistent as people believe
9. Measuring personality- *Projective personality tests*- tests to assess the unconscious that are left for interpretation by tester; **Rorschach inkblot test**- comprised of 11 inkblots / **TAT thematic apperception test**- ambiguous scenes or pictures requiring a participant to tell a story- also used to measure a person’s need for achievement motivation- problems with projective tests is that they are vague and require interpretation by tester which maybe biased/ *Objective personality or self-report inventories test* are multiple-choice or have a specific question and answer- easy to grade but participants can’t explain their answers- the **MMPI** is the most widely used objective personality test that was originally designed to measure abnormal behavior
10. **Barnum effect**- people believe that everything they hear or read describes themselves like a horoscope. **Halo effect**- we believe if someone is good at something or attractive then they are good at everything- one good quality equals many good qualities/ **Horn effect**- one bad quality equals many bad qualities

Term	“Buzz Word(S)”	Term	“Buzz Word(s)”
Unconscious	Unaware	Conscious	Aware
Sub(pre)conscious	Memories, just below	Id	Temptation, aggressive
Pleasure principle	Immediate gratification, Id	Ego	Decision-maker, adult
Reality principle	Mediator, ego	Superego	Morals, ethics
Defense mechanisms	Band aids, reduce anxiety	Repression	Gone, not aware
Rationalization	Excuses	Projection	Placing blame, faults
Displacement	Taking it out on	Sublimation	A distraction
Compensation	Make up for	Denial	Don’t think about
Regression	Go back, infantile	Fixation	Stuck, make up for later

Defense mechanism identification	Superego, same sex parental bonding	Neo Freudians	Carl Jung, Alfred Adler, Karen Horney
Collective unconscious/ Jung	Passed down unconscious info	Archetypes	Symbols in the unconscious
Superiority complex/ Adler	Not weak anymore	Karen Horney	Relationships, anxiety
Cardinal Trait (Allport)	Dominating single trait, rare	Central (source) traits	Few, building blocks of personality
Secondary (surface) traits	Depends on situation	Factor analysis	Trait math formula shows connections
16 Personality Factors (Cattell)	Factor analysis	Introversion (Eysenck)	Born with shy
Extroversion (Eysenck)	Born with outgoing	Emotionality (Eysenck)	Born with dramatic
Stability (Eysenck)	Born with solid	Big 5 Traits 1. Openness- curious 2. Conscientiousness- organized 3. Extraversion- outgoing 4. Agreeableness- forgiving 5. Neuroticism- anxious	
Julian Rotter	Expectations guide personality	Internal locus of control/ External locus of control	I control vs. I don't have control
Bandura- Reciprocal determinism	Thoughts affect behavior changes environment	Self-efficacy	Confidence to do well
Cognitive personal variables Mischel	Thoughts, emotions, expectancies	Humanistic-	Self-concept (Rogers) who I am
Unconditional positive regard	Love you no matter what	Congruence-	What I say and what I do match
Conditional positive regard	I love you if.....	Incongruence	What I say what I do don't match
Self-report objective tests	Good- comparison easy score, people lie	Projective tests	Freud, interpretation, unconscious
MMPI objective test	Most popular personality test, 500 T	NEO-PI objective test	Big 5 personality traits
TAT projective test	Ambiguous scenes, achievement	Rorschach projective test	11 inkblots, unconscious

Testing and Individual Differences-5-7% (ch 9)/ Questions: 35-46

1. Psychometrics- Sir Francis Galton- father of the measurement of knowledge
2. **Divergent thinking**- discovering or brainstorming as many ideas as possible- important for creativity/ **convergent thinking**- narrowing down ideas to an overall good choice or idea
3. Intelligence - **Charles Spearman - g factor or single gene** (general intelligence) responsible for everything which is determined by a single number like an IQ test/ LL Thurston- believed were 7 primary mental abilities each independent/ **Howard Gardner**- people have separate multiple intelligence which helps to explain *savant syndrome* when you have a special skill but are overall mentally challenge/ **Robert Sternberg**- three types of intelligence- *analytical*- problem solving like math and science in school, *practical*- using information for interacting in the environment, *creative*- applying information to different situations like what is learned in elective courses
4. Emotional Intelligence- Daniel Goleman- *interpersonal intelligence*- ability to understand emotions of others/ *intrapersonal intelligence*- ability to understand one's emotions.
5. Measuring intelligence: **Alfred Binet**- designed first intelligence test based on how children solved problems rather than what they know first used in French schools / David Wechsler- **WAIS test- mostly widely used IQ test** based on verbal and performance scores which score is then based on how you perform COMPARED to other people in your age bracket **Wilhelm Stern**- developed the IQ quotient- MA (mental age) divided by **CA chronological age multiplied by 100 equals IQ** / Lewis Terman adapted Binet's test to be used in America called the Stanford-Binet Test (good for children but no MA bracket for adults)
6. Test construction - **standardization**- defining scores by comparing it to a previous group who took the test / **Validity**- what does the test measure broken down into content validity- questions that cover specific material or correct material/ construct validity- how well the test was written- questions understandable/ **criterion (predicative) validity**- questions answer a specific question or theory- questions that are designed to see if students are reading the book/ **Reliability**- same results every time the test is given and taken / test-retest is a way to measure reliability is by giving test over and over and

looking for similar results- ACT test is reliable as students tend to get same scores/ split-half- comparing odd and even questions also measures reliability

7. Normal curve, also known as a bell-shaped curve; majority falling around average
8. **Aptitude tests** make predictions on how well you will do, such as the ACT / **Achievement test**- measure mastery or what you are supposed to know, like the AP Psych test
9. Measures of Central Tendency / **mode** - most frequently used number / **median**- middle number or score / **mean**- average
10. Skewed distribution - atypical scores that fall away from the average or mean
11. Measures of Variation – **Range** - difference from lowest to highest score / **Standard deviation**- how much scores vary from mean
12. **Statistical significance**- resulting data is not determined by chance but raw data
13. **Inferential statistics**- allow the researcher to apply his or her results to the general population
14. **Flynn effect**- intelligence scores have risen over the last few decades
15. **Savant syndrome**- person who has cognitive impairments but excels in one or more abilities of genius level/ Down syndrome- trisomy 21- extra 21st chromosome/ Fragile X syndrome- mutated gene on the X chromosome/ Autism- impairment in social communication and interaction/ 70 IQ indicated mentally challenged/ over 135 IQ genius studied by Lewis Terman- “terman’s termites.

Term	“Buzz Word(s)”	Term	“Buzz Word(s)”
Intelligence	Cognitive abilities	Sir Francis Galton	Father of tests
Charles Spearman	G factor one single	L.L. Thurston	7 primary mental abilities
J.P Guilford	180 types of intelligence	Daniel Coleman	Emotional intelligence
Robert Sternberg	3 type of intelligence thinking CAP	Howard Gardner	Multiple and separate
Alfred Binet	First test	Wilhem Stern	IQ- MA/CA times 100
Lewis Terman	Stanford-Binet test	David Wechsler (WAIS, WISC)	Age comparison test
Verbal test	Definitions, math, memory	Performance test	Manipulation, assembling
Aptitude test	Potential	Achievement test	What you know

Reliability	Same results	Test-retest	Give it twice
Validity	Test does what it is supposed to do	Content validity	Questions match what was studied
Criterion validity	Makes predictions	Construct validity	Well written
Standardized	Same conditions, comparison	Divergent thinking	Brainstorming
Convergent thinking	One best idea	Gifted child	135 Lewis Terman
Mentally challenged	Below 70	Down syndrome	Extra 21 st chromosome
Fetal alcohol syndrome	Alcohol	Fragile X syndrome	Mutated X chromosome
William's Syndrome	PKU toxins	Drudge theory	Hard work and nature
Flynn effect	Scores going up	Autism	Communication impairment
Savant syndrome	Special ability	Cultural and SES bias	testing

Motivation, Emotion, and Stress 6-8% (ch 5)/ Questions: 47-74

1. **Homeostasis** – the maintaining of a balanced internal state in the body (like body temp) / **Drive-reduction theory** - needs like water and food not being met produce *internal drives* like thirst and water which motivate a person to reduce the drives and satisfy the needs- needs are monitored through homeostasis
2. Abraham Maslow - **Humanistic Psychology**- perspective of psychology that emphasizes a person's *innate* growth and free will through the motivation to reach **self-actualization**- reaching fullest potential or being all you can be, (Maslow thought Abraham Lincoln and Eleanor Roosevelt achieved self-actualization but never met) through addressing and satisfying levels in the hierarchy of needs – **physiological (hunger) first to be satisfied, then safety, then love, then cognitive, finally self-actualization (very few people ever reach this level)** Clayton Alderfer- did not believe that each level had to be addressed before moving on as seen with Ghandi- not addressing physiological level to reach self-actualization
3. **Optimum arousal theory** (Arousal theory) - people are motivated to maintain an optimum or best level of arousal; explains boredom, boring day you search for something

more exciting at night to make up for boring day/ **Yerkes Dodson law** of arousal - performance best when situation offers moderate level of arousal - too boring don't try, too hard and you give up

4. **Incentive theory** - intrinsic motivation- doing tasks for personal reasons or satisfaction / extrinsic motivation - doing tasks for extra incentives like money, extra credit- **overjustification effect**- is the result of giving extrinsic motivation for a behavior that was once intrinsically performed that now is only done if something extra is given like getting paid to play a sport
5. **Industrial-organizational psychology**- apply psychological aspects to improve workplace and employee satisfaction and productivity done through organizational psychology (division of I/O) and matching employees with the proper job as administered by personnel psychology (division of I/O) **Theory Y**- workers need to be challenged and are best motivated through intrinsic motivation/ **Theory X**- workers are lazy and need extrinsic motivation / **Hawthorne effect- theory x example- recognition**
6. **Competence motivation**- need to be the best one can be/ **Achievement motivation** the need to outperform other people as measured through the **TAT** test measured by *David McClelland*.
7. Hunger - controlled by Hypothalamus / **lateral hypothalamus** starts hunger through the release of the hormone orexin / **ventromedial hypothalamus** stops hunger / Glucose- sugar that circulates through body- used for energy, when glucose is low we feel hungry / Insulin converts glucose to energy- when goes up glucose does down and you get hungry
8. **BMR- basal metabolic rate**- rate at which body conserves or burn off calories- obese people that have a **BMI** (body mass index of greater than 30 is obese and have a higher BMR.) CCK short term signals for satiation or fullness/ Leptin- based on amount of fat in blood stream long-term signals for satiation or fullness- *leptin resistance*- obese people that have brains that don't respond to amount of leptin in blood/ **Set point theory**- body weight is maintained through homeostasis- a person's ideal weight that affects the way the BRM works
9. Theories of Emotion that involve the right hemisphere- **William James and Carl Lange**- James-Lange theory- stimulus (seeing a snake) leads to physiological arousal and from this arousal a person then experiences emotion (like heart beating then experience

emotion of fear); can't support spinal cord injuries or that a heart can race for a number of emotions which explains why **polygraphs** that just measure changes in the body and not a good device to determine lying for example being nervous same body response as lying / **Walter Cannon/ Philip Bard**- Cannon Bard theory- physiological response and interpretation of stimuli by the brain occur at the same time through the thalamus relaying signals to the autonomic nervous system and cerebral cortex resulting in emotion- a snake causes the body to show change as brain interprets this as a fearful stimulus at the SAME TIME/ **Two-factor theory- Schachter and Singer**- consider more cognitive components and suggest physiological arousal and a cognitive label that explains why there is arousal taking place "My heart is racing because I am about to take a test" resulting in emotion- often people mislabel arousal in body, such as loving someone in a scary situation / **Richard Lazarus - cognitive mediational theory**; appraisal or the interpretation of a stimuli results in emotion... the interpretation of leaves starting to blow leads to fear (*difference between Two-factor and cognitive mediational theory is two-factor interprets changes in body and mediational theory interprets the situation*) **Robert Zajonc**- emotions happen without brain interpretation; jump then think about after why jumped which means information goes directly to **amygdala**- emotional control center that recognizes face expressions and the proper emotion associated with each/ instead Zajonc states information does not first go to the cerebral cortex or frontal lobes that interpret information **Facial feedback- smile be happy**

10. Stress: Walter Cannon- Fight-or-Flight response- hypothalamus triggers sympathetic nervous system which causes *adrenal medulla to release catecholamines* which include hormones adrenaline and noradrenaline to be released in the body or through the endocrine system **and** neurotransmitters epinephrine and norepinephrine to be circulated in brain preparing for a fight or a flight reaction
11. Reacting to Stress: **General Adaptation syndrome (Hans Seyle)** - **Alarm reaction** (fight or flight reaction), **Resistance stage** (release of stress-related hormones- *corticosteroids* which reduce inflammation in body and provide energy to battle stress but reduces lymphocytes or our white blood cells of the immune system making us more prone to get sick), **Exhaustion stage** (body reserves become low and get sick)

12. Types of Stress: **Conflicts** - approach-approach- choosing between 2 equally like choices/ avoidance-avoidance- choosing between choices don't like / **Approach-avoidance**- one item that has good and bad points- most stressful / Multiple approach-avoidance- 2 items that have good and bad points/ **Life changes**- according to the social readjustment scale- losing a parent for child or a spouse for an adult is considered most stressful
13. **Constructive Coping**- *emotion focused coping*- handling emotions associated with a problem/ *problem-focused coping*- addressing and fixing problem associated with problem/ **Individualistic cultures**, such as America who stresses ourselves, use problem-focusing coping/ and **Collectivistic cultures**, that stress the good of the group, use emotion-focused coping
14. **Explanatory style**- optimistic- give specific reason for outcome- pessimistic- give usual negative general, vague explanation for outcome, and often attack themselves personally for outcome
15. **Type A personality**- very competitive and impatient prone to coronary heart disease number 1 killer among humans/ **Type B**- more relaxed
16. **Catharsis theory**- according to Freud- people must find socially acceptable outlets for frustration and release pent up aggression or will self-destruct or doing something really stupid
17. **Acculturative stress**- stress trying to assimilate to a new culture
18. **Biofeedback**- being able to consciously control your autonomic nervous system and calm yourself down

Term	"Buzz Word(s)"	Term	"Buzz Word(s)"
Instinct theory	Automatic	Instinct	Innate, fixed
Homeostasis	Maintaining	Need	Biological
Drive	Tension	Arousal	Curiosity
Optimum arousal theory	Boredom	Yerkes-Dodson law	Equal, fair competition
Altruism	Generous	Incentive theory	Something extra
Humanistic theory	Innate, potential	Hierarchy of needs	Stair steps
Self-actualization	The best	CCK hormone	Short-term satiation
Leptin hormone	Fat, long-term	Glucose	Sugar, energy

Insulin	Breaks down glucose	Ventromedial hypothalamus	Stops hunger
Lateral hypothalamus	Starts hunger	BMR	Burns conserves calories
Set point theory	Ideal weight	BMI	Obese 30
Leptin resistance	No effect on brain	Competence motivation	Be good at something
Achievement motivation	Beat others	Thematic apperception test	Achievement, ambiguous scene
Self-efficacy	Confidence	Collective self-efficacy	Support system
Industrial-organizational	Work, better worker	Theory Y	I want to be the best employee
Theory X	Xtra things	Right hemisphere	Emotion expression
Amygdala	Recognizing emotions	Cerebral cortex	Expression of emotion
James/Lange theory	Change in body	Cannon-Bard theory	Simultaneously brain and body
Two-factor theory	Body + cognitive label	Cognitive mediational theory	Appraise situation
Display rules	Cultural norms of emotion	Health psychologists	Study stress- effects
Approach-approach	Two appealing choices	Avoidance-avoidance	Two negative choices
Fight-or-flight	Catecholamines	Norepinephrine	NT arouses brain
General adaption syndrome (Seyle)	Alarm- arouse Resistive- fight Exhaustive- sick	Corticosteroids	Battle stress
T lymphocytes	Attach viruses	B lymphocytes	Fight bacteria
Martin Seligman	Positive psychology	Optimistic	Give a reason
Pessimistic	Blame themselves	Type A	anger
Type B	Relaxed	Problem focused	Americans, Individualistic
Emotion focused	Manage emotions	Catharsis	Blow off some steam

Sensation and Perception- 6-8% (ch 6)/ Questions: 75-90

1. Sensation - using senses to detect or sense information/ perception- the brain organizing or interpretation of information/ **Bottom-up processing**- examining the individual components in order to make interpretation- similar to the school of structuralism and introspection (looking at each piece of a puzzle to figure out what the object is) **top-**

- down processing**- brain using memories or previous experiences to give opinion and focusing more on the whole- like the picture of a box to interpret
- Absolute threshold**- minimal stimulation needed to detect a stimulus 50% of the time/
difference threshold (just noticeable difference JND) - ability to detect a difference between two stimuli based on minimum amount of difference between the two explained through **Weber's law** - in order to be able to recognize the difference between two stimuli they must differ by constant proportion relative to size of original stimuli- one gets louder the other stimuli must get proportionately louder (**Fechner's law**- if there is a continuous, gradual change then it will be harder to notice changes, but if got loud suddenly then a noticeable change is detected)/ **signal detection theory** – mathematical formula used for detection that depends on sensitivity or strength of stimulus (absolute threshold) and **selection attention**- focusing on stimulus and *response criterion* which is the willingness to respond to stimulus- motivation of a person to detect a stimulus
 - Parts of the Eye - **Cornea** – protects eye and bends light/ **Iris**- colored portion of eye that regulates size of pupil- part of the eye that allows light to enter / **Lens**- focuses on image through accommodation – refers to the process of focusing / **Retina**-where transduction occurs- the conversion of physical energy into neural code also contains the *sensory receptors*- specialized cells that respond to certain fluctuations in environment also called *photoreceptors* for vision- **rods** activated in dim light and peripheral vision (slower than cones) and **cones** activated in bright light, color vision, fine details and stored in **fovea** - center of retina where visual acuity or sight is best) / **Bipolar cells**- gather information from rods and cones and pass information to **Ganglion cells**– contains axons that form optic nerve which sends information to the thalamus and then occipital lobe/ **Optic chiasm**- place in the brain where the optic nerves cross (left part of retina goes to right side of the brain and vice versa/ **Blind spot**- caused where the optic nerve leaves back of the retina at the **optic disk**- where no rods and cones are present
 - Color vision – *hue* refers to color determined by wavelength/ *amplitude*- height of wave- determines brightness and loudness of a sound- **Trichromatic theory**: three different kinds of cones - red sensitive- long wavelengths, green- medium wavelengths, blue- short wavelengths- the combination produces different colors and explains color blindness- if no red cone don't see red / **Opponent-process theory**- vision result of being processed

in opponent pairs; red on, green off; blue on, yellow off; black on, white off. This explains *afterimages*- look at green dot look away and then see red dot.

5. Hearing (audition) - *outer ear* (ear drum and auditory canal) - funnels sounds / ear drum at end of ear canal protects ear from debris / **Middle ear**- mechanical portion of the ear that contains three tiny bones - hammer, anvil, stirrup which vibrate in response to sound waves and amplify sound waves; if damaged is associated with conduction hearing loss treatable through hearing aids / **Inner ear**- where *transduction* takes place- contains **cochlea** which is lined by the **basilar membrane** (surface of the cochlea) which is embedded with **hair cells (cilia)** the sensory receptors for hearing- vibrations cause basilar membrane to move causing hair cells to move allowing us to hear/ damage to inner ear leads to **sensorineural hearing loss**- permanent or a possible cochlea implant/
Frequency theory (also called volley principle) speed at which the frequency travels through the basilar membrane will indicate what we hear/ **Place theory**- where the vibration hits on the basilar membrane will indicate what we hear.
6. **Vestibular sense**- sense of balance and head position- monitored in the **semicircular canals** and **vestibular sacs of the inner ear**
7. Taste (gustation) - sweet, salty, bitter, sour, umami- sensory receptors- located on tongue in clusters called papillae- decrease with smoking and drinking / **Olfactory sense** (smell) olfactory nerve transmits sensory information from nose to **olfactory bulb** which allows the brain to add flavor to smell (not thalamus as all other senses do) which allows very quick (faster than any other sense)/ **anosmia**- inability to smell/ **synesthesia**- “odd interaction of the senses- tasting colors/ **sensory adaptation**- diminished sensitivity to an unchanging stimulus- quickest for smell/ **Habituation** when one is continuously exposed to stimuli, like living by an airport and no longer is aware of the noise / **Sensory interaction**- taste and smell interact to produce perception of what we taste and smell and the **McGurk effect**- hearing and vision interact to produce speech
8. Touch – pressure- detected through **Pacinian corpuscles**- spring-like when compressed detect touch , warmth, cold (*no receptors for hot which is the combination of warm and cold receptors*), and pain; most receptors located in face and hands, least on back

9. **Gate control theory of pain** - small fibers open gate, large fibers close gate- gate open feel pain- endorphins block pain as well as distraction focusing on something other than pain/ *neurotransmitter substance P* opens the gate
10. **Kinesthetic sense**- body position and movement of body parts- allows us to know where our body parts are without looking detected through **proprioceptors**- receptors in our joints that give information about location of individual body parts
11. **Gestalt psychology**- study how we perceive or interpret what we sense through emphasizing the organized whole - the whole is greater or different than the sum of its parts – and by separating the figure (object) from ground- background and also how we group items- *proximity*- group based on closeness of items, *similarity*, and **closure**- **our brain filling in the gaps**= *quicker we group an item the quicker we can perceive or interpret the item/ Linear perspective*- *when lines come together or converge in the distance*
12. **Depth perception** - *visual cliff* (Gibson and Walk) tests depth perception (it is the result of nature or nurture) babies don't cross; depth perception inborn (nature)/ monocular depth cues- *relative size*- closer an object larger it is/ *interposition*- object closer that overlaps other object/ *texture gradient*- see more details when object is close/ *relative height*- higher up the smaller the object is like the moon binocular depth cues- **retinal disparity**- 2 eyes in different places produce slightly different images and **convergence**- the straining of the eye muscles when objects come too close
13. **Constancy**- knowing an object remains the same despite changes in appearance- **size**- door opening and closing, **color**- sun could affect, and **shape**- turning in different positions
14. **Autokinetic effect**- when you stare at a single point of light in a darkened room- the light will appear to move/ **phi phenomenon**- the rate or speed at which lights get turned on could show direction or movement
15. **Cocktail party effect**- the ability to focus or pay attention while also focusing on other things going on- talking to someone at a party while watching what others are doing/ **Inattentional blindness**- inability to detect objects due to distraction
16. **Human factor psychologist**- find better ways for humans and machinery to interact making the products easier to understand and use

Term	“Buzz word(s)”	Term	“Buzz word(s)”
Sensation	Detection	Perception	Interpretation
Absolute threshold	Minimum	Difference threshold	Variation, minimum
Weber’s law	Proportion; variation	Fechner’s law	Gradual
Signal detection	Mathematical; detection	Sensory adaptation	Constant; not notice
Cornea	Protect	Pupil	Opening
Iris	Colored portion; control	Lens	Focus
Accommodation	Process focusing	Retina	Transduction, receptors
Rods	Night, peripheral vision	Cones	Bright, color, fine details
Fovea	Home of cones	Bipolar cells	Connect
Ganglion cells	Optic nerve	Blind spot	Leaves retina
Optic disk	Where leaves retina	Optic chiasm	Crossover
Trichromatic theory color vision	3 types, red, green, blue	Opponent-process of color vision	3 pairs/ on-off
Outer ear	Collects	Middle ear	Amplifies HAS
Inner ear	Transduction	Cochlea	Fluid tube
Basilar membrane	Lining	Cilia	Hair cells; audition
Conduction hearing loss	Mechanical, middle ear	Sensorineural hearing loss	Inner ear damage
Frequency theory of audition	Travels through basilar membrane	Place theory of audition	Where strikes basilar membrane
Kinesthetic sense	Body movement	Vestibular sense	Head position, balance
Taste (gustation)	Sweet, salty, sour, bitter	Papillae	Uneven, mouth
Olfactory bulb	Smell, registers	Anosmia	No smell
Synesthesia	Odd, mixed up	Sensory interaction	Smell, taste
Touch	Lips many back none	Temperature	No hot
Gate control theory of pain	Spinal cord, open=pain	Gestalt psychology	Whole greater than parts
Top-down processing	Prior knowledge	Perceptual set	Previous knowledge
Bottom-up processing	Parts; trial and error	Psychophysics	Study perception/ sensation
Figure-ground	Separate	Proximity	Closeness
Closure	Fill in gaps	Similarity	Group them
Relative size	Closer, bigger	Relative height	Higher, distant

Interposition	Cover, closer	Texture gradient	Less farther away
Linear perspective	Lines, come together	Motion parallax	Farther slower; up close faster
Binocular disparity (retinal)	2 eyes; different places; depth perception	Convergence	Turn inward
Perceptual constancy	Shape, size, color doesn't change	Autokinetic effect	Moves in dark; no stationary point
Phi phenomenon	Lights; sequence, turn on and off	Muller-Lyer illusion	Line and arrows
Visual cliff demonstration	Depth; innate	Selective attention	Focus; not distracted
Inattentional blindness	In front of your face	Cocktail party effect	Eyes back of head
Human factor psychology	Humans, machines	Habituation	Behavior adapts no response

Abnormal Psychology 7-9% (ch 11) Questions: 93-110

1. *Philip Pinel* demonstrated through syphilis that some disorders could have physical origins/ negative criticism of labeling people with disorders can sometimes lead to *self-fulfilling prophecy*- living up to expectations or label/ Deviant behavior being different from most people within a culture/ **Etiology**- refers to finding possible causes that contribute to psychological disorders
2. Anxiety disorders - feelings of nervousness and apprehension / **Generalized anxiety disorder** - anxiety about generally everything / **Panic disorder** – unexplainable panic attacks / **Phobia** - irrational fear- most common **agoraphobia**- fear of open places never leaving home / Causes of anxiety disorders: high activity in Frontal lobe and Amygdala shows a lack of GABA- neurotransmitter for slowing down brain activity and high activity of neurotransmitter norepinephrine- in charge of arousal
3. **Obsessive-compulsive and related disorder** – obsessions are thoughts, compulsions are actions to relieve or distract thoughts / hoarding, body dysmorphic disorder, excoriation
4. **Post-traumatic-stress and related disorder**- reoccurring memory that interrupts daily functioning / acute stress disorder, reactive disorder, adjustment disorder
5. Mood disorders - **Major-depressive disorder** - major depression for at least 2 weeks- very severe often requires intervention / **Persistent depressive disorder**- milder form of depression, can usually perform daily routines but can last years / **Bipolar disorder** -

extremes of altering between mania and depression / *Bipolar 1* – manic phase you could be a harm to yourself or others, requires hospitalization / *Bipolar 2*- depression with hypomania (milder form of mania) / **Cyclothymic disorder**- similar to dysthymic for depression, less extreme bipolar / Causes of mood disorders: for depression less activity in Frontal lobe and neurotransmitters serotonin (too little for depression) norepinephrine (too little for depression) and opposite for manic as well as low levels of dopamine- pleasure

6. **Dissociative disorders** - self has become dissociated or separated from previous memories and identity / **Dissociative amnesia** - loss of a certain memory or part of life due to a traumatic event / **Dissociative identity disorder** - two or more distinct personalities not aware of one another/ Causes could include repression of latent material or traumatic episodes
7. **Somatic Symptom and related disorders**- symptoms not due to physical reasons / / **Conversion disorder**- anxiety or stress is converted in a loss of physical functioning or sensory system- blindness due to traumatic event
8. Schizophrenia- psychotic- can't distinguish between reality and fiction - **positive symptoms**: addition of delusions (false beliefs), hallucinations (false sensory awareness- auditory being most common) and disorganized thinking / **Negative symptoms** - loss of cognitive abilities: (*word salad* language does not make sense often use *neologisms*- made up words) and emotions- *flat affect*- no emotion/ Causes of schizophrenia: large fluid-filled spaces (ventricles); smaller Thalamus; frontal lobe- slower thinking; more receptor sites and over production of **Dopamine** / Prenatal viruses during pregnancy
9. Personality disorders - inflexible and lasting behavior / Anxiety related: *Avoidant personality disorder*- sensitive about being rejected/ *Dependent personality disorder*- very clingy/ Odd related: *Paranoid personality disorder*- distrust others/ *Schizoid personality disorder*- hermits- no social relationships/ *Schizotypal*- other people avoid because very odd- **Borderline personality disorder**- instability of emotions and behavior/ *Antisocial personality*- lack of conscious may develop from conduct disorders in childhood/ *Narcissistic*- preoccupation with importance of oneself not considering others
10. **DSM-V**- manual that provides classifications and techniques for treating disorders- made by many professionals so everybody will be on the same page and allows for

understanding and proper treatment of a disorder / can stigmatize person when given a label of a particular disorder Explaining disorders: **Diathesis-stress model** suggests that disorders are the result of genetics (diathesis) and how much stress a person encounters

Term	Buzz Word(s)	Term	Buzz Word(s)
Psychopathology	Study	Deviant behavior	Harmful
Diathesis-stress model	Nature and nurture	Diagnostic Statistical Manual V	Common way to classify and treat
Anxiety disorder	Uncontrollable apprehension	Phobias	Irrational fear
Generalized anxiety disorder	General anxiety	Panic disorder	Uncontrollable panic attacks
Agoraphobia	Don't leave home	OCD	Uncontrollable thoughts/ actions
Hoarding	OCD-Can't throw out	Post-traumatic stress disorder	Realistic flashbacks
Acute stress disorder	PTSD- few days	Conversion disorder	Unexplainable physical problems
Dissociative identity disorder	Multiple personalities	Major depressive disorder	Severe depression
Persistent depressive disorder	Long-term livable depression	Bipolar disorder	Depression- mania-excitement
Cyclothymic disorder	Less severe bipolar	Seasonal affective disorder	Depression tied to light in winter
Learned helplessness	Learn to give up	Schizophrenia	Psychotic disorder/ break from reality
Neologisms	Made up words	Word salad	Made up thoughts
Delusions	False beliefs	Delusions of grandeur	Think your god
Delusions of persecution	Out to get you	Delusions of influence	Being controlled
Hallucinations	False sensory input/ auditory	Catatonia	Waxy flexibility/ can't move
Flat affect	No emotions	Positive symptoms	Delusions, hallucinations, thought
Negative symptoms	Emotions, pleasure	Dopamine-schizophrenia	Too much
Personality disorder	Lifelong condition	Paranoid pd	Out to get me
Schizoid pd	Hermit no contact	Schizotypal pd	No relationships; odd behavior
Histrionic pd	Dramatic, shallow	Narcissistic pd	I only matter
Borderline pd	Unstable	Antisocial pd	No empathy

Dependent pd	Needy	Obsessive pd	Ritualistic
Avoidant pd	Stay away	Conduct disorder	Boys aggressive
Separation anxiety disorder	Can't be alone	Autistic spectrum disorder	Impaired social relationships
Asperger's disorder	Highly IQ/ social problems	Communication disorder	Speech language impairment

Methods of Therapy 5-7% (ch 12)/ Questions: 111-125

1. Psychotherapy- sessions between a therapist and client with the hopes of providing insight into problems/ *Eclectic approach*- approach that uses techniques from various therapies to treat disorder/ **Dorthea Dix** worked to improve American Psychiatric care
2. **Psychoanalysis**- Freud - problems in the unconscious and noticing patients had problems without any physical causes / **Resistance**- unconscious blocking of anxiety material- not talking about/ **Transference**- unconsciously transferring emotion unto therapist which was intended for others who are actually to blame/ *Interpretation*- meaning derived from resistance and transference/ **Free association**- patient says whatever comes to mind / Psychodynamic therapy or interpersonal therapy- shorter sessions- focus on current issues and less expensive than traditional psychoanalysis which is long and expensive
3. **Humanistic therapy**- increasing self-acceptance and self awareness of patients/ **Client-centered therapy**- Carl Rogers believed that if a therapist displayed the following characteristics the patient or client can direct and discover solutions and problems to their life- Empathy uses **active listening or reflection**- repeating back what patient states- showing you are paying attention, unconditional positive regard- showing patient that you understand and don't judge what they have done, genuineness- therapist is honest with patient and is open about own life- *these therapist qualities make it possible for patient to direct session and discover solutions to own problems which leads to increased self-confidence as he or she discovered their own problems and solutions*
4. Behavioral therapy- uses classical conditioning- **Systematic desensitization** (Joe Wolpe)- based on classical conditioning- type of **counterconditioning that Mary Cover Jones first used** through pairing frightening stimuli with relaxed thought instead of fearful thought as anxiety causing stimulus is presented- involves patients develop an anxiety hierarchy which has most fearful to least fearful aspects/ patients learn progressive relaxation techniques and are asked to develop a control scene which will be the NEW

and BETTER conditioned or learned response replacing original NEGATIVE or FEARFUL condition or learned response/ **Aversive conditioning**- counterconditioning that produces unwanted response (nausea) with unwanted behavior (drinking)/ opposite of systematic desensitization/ **Exposure therapy- flooding**- continuously exposing someone to a feared object or situation

5. Behavior modification –uses **Operant conditioning- token economies**- positive reinforcement- giving tokens after desired behavior increases behavior being repeated and also *Extinction*- nonreinforcement- not giving expected response after a given behavior- like throwing a temper tantrum and expecting attention
6. Cognitive-Behavioral therapy- **Albert Ellis- Rational-emotive behavioral therapy**- uses ABC model- a= activating event (not getting a job), b= belief (I am never going to get job because I am not smart (could it B because of my B-elifs) which actually causes c= consequence= depression- goal of therapy is to address and correct bad beliefs
7. **Cognitive therapy**- new thinking- **Cognitive therapy-Aaron Beck**- address unrealistic and distorted thinking (cognitive biases) by actively testing false beliefs in real life situations
8. Psychiatrist have medical degrees and can prescribe medications; Biomedical therapy
Drug therapy- Thorazine- a type of neuroleptic used to treat schizophrenia- blocks activity of Dopamine reducing the positive symptoms- can produce side effects like **Tardive dyskinesia**- similar to Parkinson's resulting from too little dopamine/ Valium used for anxiety boosts effects of GABA/ Prozac, Zoloft and Paxil which are called **SSRIs**- selective serotonin reuptake inhibitors used for depression with slowing down the process of the reuptake of Serotonin allowing it to cross the synapse and get to the next neuron
9. **Positive psychology**- developed by Martin Seligman- which emphasizes positive human characteristics and teaches people to focus on positive aspects and life experiences in order to reduce **learned helplessness**- which is the tendency for people to give up when continuously not successful
10. Group therapy- cost effective, group support and understanding

11. **Community psychology**- prevention of disorders through providing information to people in poverty or disadvantaged areas due to **deinstitutionalization**- the shutting down of mental hospitals
12. **Meta-Analysis**- gathering lots of information and resources to arrive at a conclusion

Term	Buzz Word(s)	Term	Buzz Word(s)
Psychotherapy	Interaction	Eclectic approach	Variety of techniques
Insight therapy	Dialogue, problems	Psychoanalysis	Treatment, Freud
Free association	Talk freely	Interpretation	Insight
Resistance	Unconscious refusal	Transference	Taking out on
Latent content	Symbolic, unconscious	Psychodynamic therapy	Short-term to psychoanalysis
Interpersonal therapy	Current problems	Humanistic therapy	Born good, self-concept
Client-centered therapy	Rogers, client directs	Unconditional positive regard	Value the person
Active listening	Repeat what is said	Congruence	Consistent
Gestalt therapy	Reality matches situation	Positive psychology	Promoting human strengths, Seligman
Behavior therapy	Classical conditioning	Behavior modification	Operant conditioning
Cognitive-behavior therapy	Thoughts direct behavior	Mary Cover Jones	Peter, counterconditioning
Systematic desensitization	Wolpe- relax instead of anxiety, chart	Exposure techniques	Flooding- go right to the most fearful
Aversive conditioning	Sickness instead of pleasure	Token economics	Positive reinforcement
Extinction	Don't give what want	Rational Emotive therapy	Ellis, beliefs not event = depression
Cognitive therapy	Beck- go test negative thoughts	Group therapy	Save money, get support
Meta-analysis	Gather lots of data	Prefrontal lobotomy	Sever frontal lobe
ECT	Depression, schizophrenia, excite	Neuroleptics	Thorazine, positive symptoms schizophrenia
SSRI's	Slow down reuptake of serotonin, Prozac	Benzodiazepines, valium	Increase GABA treat anxiety
Lithium, Depakote	Bipolar, anticonvulsant	Deinstitutionalization	Shut down
Community psychology	Prevent give help to people in need	Biomedical approach	Overprescribe drugs

Developmental Psychology- 7-9% (ch 3)/ Questions: 126-147

1. Prenatal (before being born) development – *germinal stage*- cell divides rapidly/
embryonic stage- organs develop and is greatest risk of **teratogens**- any agent that impairs development such as alcohol (leading cause of mental retardation; Fetal Alcohol Syndrome), drugs, caffeine/*fetal stage*- longest period of prenatal development
2. Nature side of Development: **Maturation**- growth of an organism that is not influenced by environmental factors- puberty naturally occurs/**reflexes**- involuntary, unlearned motor skills such as rooting flex- baby turning head when touched on the cheek for feeding/**Temperament**- (Thomas and Chess) a natural tendency to express emotions and needs in a particular way- easy, difficult, slow-to-warm up
3. Cognitive Development (Jean Piaget) Piaget's **accommodation**- new information that changes an existing **schema**- mental organization of information/**assimilation**- blending new info into existing schemas- that expands schema but does not change
4. Piaget's Stage theory- people go through specific stages at specific times- **Sensory-motor stage** includes **object permanence** (understanding that an object exists even though it cannot be seen)/ **Preoperational stage**- symbolic thinking (a box is a symbol for a fort) but no logical thinking **includes egocentrism** - inability to take another point of view/
Animism- belief inanimate objects share human feelings- teddy bear/ artificialism- belief events in nature are manmade- God bowling/**Concrete Stage**- think logical only about concrete concepts (what is right in front of them- physical contact); includes **conservation** - recognizing that even though an item can change forms properties (amount) stays same /
Formal operational stage- abstract reasoning which is forming hypothesis or if/ then scenarios- if I go out I could then get in trouble- start of good morals includes Personal fable- belief he or she is invincible nothing bad could happen and Imaginary audience- the belief that everyone is watching and concerned what he or she does
5. Lev Vygotsky- Zone or proximal development- measurement of what children can do alone versus when others, like parents, are present/Scaffolding- giving more help when task is difficult and then as child masters task giving less help or as needed
6. **Critical period**- certain behaviors must happen at certain times- attachment must happen at birth/ language must happen by age 11-12 **Konrad Lorenz - imprinting**- following around what sees first after birth

7. Social Development- **Attachment- Harry Harlow**- examined what contributes to attachment which is a bond between caregiver and infant found: monkeys; contact comfort; cloth monkey and warmth form secure attachments- not food // **Mary Ainsworth**- measured attachment found: *secure attachment*- kid misses mom and becomes upset when mom leaves (*known as the Strange Situation Experiment*) and then show excitement when mom comes back/ *avoidant attachment*- insecure attachment shown by kid avoiding mom when she comes back/ *ambivalent attachment*- kid clings and then pushes away when mom comes back / **Erik Erikson- Trust vs. Mistrust**- believed that trust must happen to form attachment and also for later developmental tasks like identity in adolescence to happen
8. Parenting-Diana Baumrind- **authoritative**- also called democratic -as parents support and reason with children- best type- kids become independent and mature or *instrumentally competent*/ **authoritarian**- strict- kids don't become independent and mature and often get in trouble/ **permissive**- parents don't do anything- kids do whatever and questions whether parents care and prone to try to get attention- drugs, pregnancy
9. Adolescence- period between childhood and adulthood- puberty process include development of **primary sex characteristics**- sexual organs responsible for reproduction and **secondary sex characteristics**- nonreproductive characteristics like facial hair- widening hips/ Erik Erikson Psychosocial development: **Identity vs. role confusion**- adolescents search for identity and during **Intimacy vs. isolation** young adults search for love/ **Gender Role**- the way you act/ **Gender identity**- the way you think/feel
10. Morality- reasoning for choices- Lawrence Kohlberg- *Heinz Dilemma*- moral right vs. legal wrong- Preconventional Morality-based on avoiding punishments obtaining rewards/ Conventional morality- based on reputation or what others are doing or expect behavior of one should be- **Postconventional morality**- high ethics- personal reasons for choices/ **Carol Gilligan** opposed Kohlberg's theory of morality because it did not address women rather she thought women's morality is based on upholding and maintaining relationships
11. Adult and Aging- **Social clock**- a preferred timing of social events like a person's ideal age to get married/ **crystallized intelligence** accumulated knowledge- increases with age/ **Fluid intelligence**- ability to reason or come up with an answer quickly- decreases

with age **Alzheimer's disease**- irreversible brain disorder loss of memory, reasoning, and language- connected with decrease of the neurotransmitter **AcH (acetylcholine)** which is linked to memory and muscle memory/ Senile dementia- loss of mental reasoning due to a stroke, tumor, alcoholism, aging. Erik Erikson- Integrity vs Despair- sense of pride one's life

12. **Elizabeth Kubler Ross- DABDA**- denial, anger, bargaining, depression, acceptance- the 5 stages of death and grieving

Term	"Buzz word(s)"	Term	"Buzz word(s)"
Nature	Genetics, Rousseau	Nurture	Environment, Locke
Maturation	Natural aging	Chromosome	Contains genes
DNA	Genetic information	Genes	Heredity
Genome	Instructions	Identical twins	Single egg
Fraternal twins	Separate eggs	Heritability	Variation in groups
Germinal stage	Zygote divides	Embryonic stage	Organs, teratogens
Fetal stage	Long	Placenta	Protects, supplies
Teratogens	Harmful, alcohol	Rooting reflex	Touch, turn
Babinski reflex	Foot	Temperament	Natural expressions
Schema	Thought process	Assimilation	Same
Accommodation	change	Object permanence	Searching
Egocentrism	Only me	Animism	Teddy bear alive
Artificialism	Man made	Symbolic thought	Playing, preop
Conservation	Recognizing shape	Seriation	Order
Formal operational	Hypothetical if-then	Personal fable	Invincible
Imaginary audience	Watching	Information processing	Continuous
Zone of proximal development	Vygotsky "don't leave"	Scaffolding	Little at a time
Contact comfort	Harlow; holding	Critical period	Timer; beat the clock
Imprinting	Konrad Lorenz; follow me	Secure attachment	Ainsworth; excitement
Insecure attachment	Avoid; cry	Trust vs. Mistrust	Depend (Erikson)
Autonomy vs. shame and doubt	In control	Initiative vs. guilt	Responsibility
Industry vs. inferiority	Good at something	Identity vs. role confusion	Experimentation
Intimacy vs. isolation	Sharing	Generativity vs. stagnation	Giving back

Integrity vs. despair	Proud	Authoritarian parent	Strict
Authoritative	Democratic; model	Permissive parent	Not involved
Foreclosure-Marcia	Not your decision	Moratorium	Wait and see
Identify achieved	Who I am	Identity diffused	Who am I?
Gender role	Behaving	Gender identity	Psychological sense
Social learning	Imitating gender	Gender schema	Thought
Primary sex characteristics	Reproduction	Secondary sex characteristics	Looks
Preconventional morality (Kohlberg)	Avoid punishment/ gain reward	Conventional morality	Other people think
Preconventional morality	Personal choice	Women morality	Relationships (Gilligan)
Fluid intelligence	Quick; decreases	Crystalline intelligence	know; increases

Learning- 7-9% (ch 8)/ Questions: 148-167

1. **Classical conditioning** (Ivan Pavlov), aka association learning - automatic behaviors / **UCS unconditioned stimulus**- natural producing stimulus like food or shocks - **UCR-unconditioned response**- naturally occurring response like salivation, vomiting that only occurs to a UCS / **CS conditioned stimulus or learned stimulus**- a once neutral stimuli that when associated with a UCS now produces a **CR conditioned response**- learned response; **Acquisition** (learning) pairing a bell (neutral stimulus) and the UCS food will result in the bell becoming a **CS as the bell by itself now produces salivation called the CR** **Timing**- the NS (neutral stimulus) must be presented BEFORE the UCS/ **Robert Rescorla** stated that the NS must predict and is a reliable source that UCS will occur / **Generalization** CR has to occur because similar stimuli resemble the original CS and cause the CR / **Discrimination** occurs if the stimuli is too different from the original CS the CR will NOT appear / **Extinction** stopping the learned CR by NOT Giving the UCS - food after the CS- bell / **spontaneous recovery** - reappearance of the CR after a period of time after extinction took place with reintroduction of UCS during the process of **reconditioning**// **Second or higher order conditioning**- a new neutral stimulus (like a whistle) is repeatedly paired with a previous conditioned stimulus (like a bell) which will later also cause a conditioned response

2. Conditioned emotions- Little Albert- conducted by John B. Watson and Rayner- very unethical- white rat (NS) + loud noise (UCS) led to white rat (CS) causing fear of white rat called the CR/ *generalization* occurred when Albert became scared of similar stimuli to the white rat
3. Operant conditioning (B. F. Skinner) - voluntary behavior- how you operate is based on the **Law-of-effect** (Edward Thorndike) - behavior that is rewarded will be repeated or stamped in/ behavior that is punished will be decreased or stamped out/ **Operant Chamber**- Skinner used **Shaping**- using reinforcement to guide behavior towards a desired outcome or action while working with pigeons to get them to move through a maze
4. Positive means adding / Negative means removing / **Reinforcement INCREASES** behavior; **Positive reinforcement**- presenting or adding a desired (appetitive) stimulus following or after a behavior is performed increasing chances of that behavior being repeated / **Negative reinforcement** - removing an unpleasant (aversive) stimulus following or after a behavior will INCREASE that behavior to happen again (smoking removes withdrawal symptoms (aversive stimulus) increasing behavior of smoking) / **punishment DECREASES** behavior; **Positive punishment** – presenting or adding an undesired (aversive) stimulus after a behavior to decrease that behavior (spanking or shocking to decrease a behavior) / **Negative punishment** – removing desired (appetitive) stimulus after a behavior to decrease that behavior (taking car away to decrease you staying out past curfew)
5. Types of Reinforcers: **Primary reinforcer** – needed for survival (food, water, pain reduction) works best with animals / **Secondary or conditioned reinforcer** - learned reinforcer like money or pay raises- works best with humans
6. Schedules of Reinforcement: **Continuous reinforcement schedules** - reinforcement occur every response; good for initial learning but will lead to extinction rapidly once reinforcement stops/ **Partial reinforcement schedules**- reinforcement not every time; good for maintaining behavior and preventing extinction- *Schedules of partial reinforcement – interval* is time; *ratio* is number of behavioral responses / fixed means does not move / variable- varies or changes/ **Fixed-ratio** - paid after every 10 lawns cut / **Variable-ratio** - slot machines- unpredictable number of pulls of lever / **Fixed-interval** - quiz every

Friday / **Variable interval**- pop-quiz- never know when (*Variable schedules are the best type of partial reinforcement schedules to prevent extinction*)

7. **Cognitive map (Edward Tolman)** - mental representation of a familiar place that was previously learned through reinforcement / **latent learning** – learning that takes place but isn't shown until it needs to be or when reinforcement is given like at a football game
8. **Martin Seligman**- founder of Positive Psychology- believed in **learned helplessness**- that when reinforcement is not given an organism will eventually give up
9. **Observational learning (Albert Bandura)** - Bobo doll study - kids who watched adults praised for beating bobo doll tended to do the same- **mirror neurons** used for observational learning
10. Taste aversions (John Garcia) – alcohol (UCS) = vomiting (UCR) / neutral stimulus (NS)
Red soda / Red soda (NS) + alcohol (UCS) = CS Red soda causing vomiting (CR) -
believed not all can stimuli can be conditioned like a bottle causing vomit

Term	“Buzz Word(s)”	Term	“Buzz Word(s)”
Ivan Pavlov	Classical conditioning	Classical conditioning	Reflexive, automatic, stimulus, response
Unconditioned stimulus (UCS)	Causes, elicits, natural, automatic	Unconditioned response (UCR)	Reaction, reflexive, automatic, result
Neutral stimulus (NS)	Nothing	Conditioned stimulus	Learned, now causes
Conditioned response	Learned, reaction,	Generalization	Similar, CR appears
Discrimination	Different, no CR	Second-order conditioning	CS + new NS
Extinction	Take away UCS no CR	Reconditioning	Add UCS again
Spontaneous recovery	UCS back = CR back	Little Albert	Watson, conditioned fear, generalization
John Garcia	Taste aversions, timing not important	Edward Thorndike	Cats, puzzle box, law of effect
Law of effect	Reward repeated stamped in/ punishment stamp out	Punishment	Decrease behavior
B. F. Skinner	Operant conditioning	Operant conditioning	How operate depends on what gets
Reinforcement	Increase behavior	Primary reinforcer	Biological reward
Conditioned reinforce	Learned reinforcer	Appetitive	Liked

Aversive	Dislike	Positive reinforcement	Add something good behavior repeated
Negative reinforcement	Take away bad behavior repeated	Positive punishment	Add something bad behavior decreased
Negative punishment	Take away good behavior decreased	Escape learning	Negative reinforcement, remove aversive
Avoidance learning	Negative reinforcement, avoid	Discriminative stimuli	Hints reinforce on way
Shaping	Stickers, guide behavior	Continuous reinforcement	Each time, good quick learning, bad prevent extinction
Partial reinforcement	Sometimes reinforce	Fixed-ratio	Set number responses, behaviors
Variable-ratio	Unpredictable responses, behaviors	Fixed-interval	Set time schedule
Variable-interval	Unpredictable time	Learned helplessness	Martin Seligman- give up never win
Cognitive map	Edward Tolman mental map	Latent learning	Learning, I'll show you later
Observational learning	Albert Bandura, bobo doll, repeat rewarded		

Research Methods of Psychology- 8-10% (ch 1)/ Questions: 168-183

1. **Theory**- explanation about behavior or situation summarizing and describing findings resulting from a **hypothesis**- testable prediction- first step in scientific method
2. Descriptive studies- describe behavior but don't explain / **case study**- in-depth interview or review of rare phenomenon or person- but can't be applied to general population (Freud used this method)/ **Surveys**- given to large groups for quick results- **False consensus effect**- believing people taking the survey will automatically agree with the person's thoughts and opinions who wrote the survey- Social desirability effect- tendency for people to answer in a favorable way to make one look good/ Wording effect- how you word questions could influence how people answer surveys
3. **Longitudinal study**- long-term study over a group of people- very expensive and time consuming/ **cross-sectional study**- study that examines and makes comparisons among different groups like age, gender
4. **Random sample**- everybody equal chance of being picked from **population**- the group being studied resulting in a **representative sample**- sample taken from targeted population

5. **Random selection or assignment**- equal chance for all participants (of the representative sample) to be chosen for either control group- the group that is held for comparison not given the independent variable or experimental group- the group that receives the independent variable)
6. **Correlational studies**- shows relationships and makes predictions between variables or factors- but does not provide cause-and-effect explanations / a number called the **correlational coefficient** if closer to 1.00 (+1.00 or -1.00) means a strong relationship shown on a *scatter plot*/ **illusory correlation**- relationship that appears to be there, but is not like people act crazy during a full moon. Negative correlation variables move in opposite directions (less you drink more you remember) Positive correlation- variables move in same direction (more you study better grades you get)
7. **Experiment**- shows cause and effect relationships among variables by manipulating or causing change with a variable called the **independent variable**- the variable of experimenter interest and then showing the amount of change through measurement (the results) of the **dependent variable** (*If students take a vitamin (independent variable) then their retention of material (dependent variable) will go up.*)
8. **Confounding variable**- variables that influence the dependent variable (outcome or measurement of experiment) by not being considered or controlled by experimenter (students moods before they take a test)
9. **Double-blind procedure**- guards against *researcher bias* and *participant bias* through the subjects or experimenters not knowing who is in the control or experimental group or what is the purpose of the study/ **Placebo group**- a fake/sugar pill independent variable
10. **Hindsight bias**- “I knew the results all along” but only state after the results given
11. **Operational definitions**- precise instructions how each variable will be manipulated or measured in an experiment- helps others to later do same or replicate the experiment
12. **Overconfidence**- people or researchers who believe they already know the outcome before the experiment and don’t consider any other factors or possibilities.
13. **Research guidelines**- *informed consent*- participants know that they are part of an experiment/ *debriefing*- participants are told the purpose and the results of study.

Term	“Buzz Word(s)”	Term	“Buzz Word(s)”
Hypothesis	Guess	Theory	Explanation
Operational definition	Directions, replication, requirement	Descriptive studies	Describe
Naturalistic observation	Natural, animals	Case study	In-depth, atypical
Surveys	Quickly, large groups	Social desirability effect	Perfect, guilt feelings
False consensus effect	Assuming, agreeing	Correlational study	Relationships, prediction, no causation
Experiments	Causation, manipulation	Independent variable	Interest, change, manipulation
Dependent variable	Measurement, outcome	Confounding variables	No control
Experimental group	Interest, given the change	Control group	Comparison, no change
Null hypothesis	No effect	Participant bias	Opinions, knowledge
Experimenter bias	Expectations	Double-blind procedure	Nobody knows
Placebo group	Fake	Hindsight bias	“I knew it”
Overconfidence	Arrogant	Representative sample	Represents population
Population	Targeted group	Stratified sample	Specific part
Cross-sectional study	Comparison	Longitudinal study	Long-term
Random sampling	Equal chance	Random assignment	Assigned groups
Descriptive statistics	Numerical descriptions	Frequency distribution	Graphs
Mean	Average	Mode	Most
Median	Middle	Normal distribution	Normal curve
Range	High-low	Standard deviation	Varies from average
Skew distribution	Lopsided	Correlation coefficient	Closest to 1.00
Positive correlation	Same direction	Negative correlation	Opposite direction
Illusory correlation	Fake relationship	Scatterplot	Correlation data
Inferential correlation	Understandable data	Statistically significance	No chance, numbers
Informed consent	Permission	Debriefing	After, no deception

Biological psychology- 8-10% (ch 2)/ Questions: 184-208

1. Glial cells- cells that provide nourishment and support Neurons-**dendrites** receive information / **axon hillock**- the part of a neuron that determines if information will be sent down the **axon**- part of a neuron that sends information/ **myelin sheath**- covers the axon and speeds up transmission through its gaps called (*nodes of ranvier*) and if myelin sheath depletes could lead to Multiple Sclerosis/ **Neurotransmitters**- chemical messengers (contained in the *axon terminals*- end point of a neuron) that cross the **synapse**- the gap between neurons
2. **Neural communication- Resting state of -70**- inside of the cell membrane is negative compared to the outside of the cell/ **Action potential**- an *excitatory message received on the dendrites of a neuron causes depolarization*- cell becomes positively charged on the inside as sodium ions enter that eventually exceeds the **threshold**- the minimum amount of stimulation necessary to cause an action potential. An *inhibitory message* would not cause an action potential
3. **Refractory period**- period after a neuron fires an action potential and cannot fire another action potential (also called hyperpolarization) until the neuron returns back to the original resting potential -70 charge/ **All-or-none principle** (aka all-or-none response) - neuron either fires or does not and when does fire and also in the same intensity every time
4. **Agonist**- mimics neurotransmitter; opiates (heroin/ motrin) mimics endorphins (is the same thing)/ **antagonist**- blocks the effects of a neurotransmitter; for example a poison called curare blocks **ACh (acetylcholine)**- causing muscles not to move (paralysis)
5. **Sensory neuron**- (afferent neuron) sense information from environment and carry information to the central nervous system traveling *through afferent nerves* (nerves are bundle of axons) in the peripheral nervous system/ **motor neurons** (efferent neuron) carry out muscle movement from the central nervous system and travel through *efferent nerves* in the peripheral nervous system/ **Interneurons** are located in the central nervous system. **Reflex**- information travels to the spinal cord and back to the muscle- brain does not receive the information
6. **Central Nervous System (CNS)** - brain and spinal cord / **Peripheral Nervous System (PNS)**- connects the body to the CNS and includes the **somatic nervous system**- in charge

of voluntary movement and the **autonomic nervous system**- in control of involuntary processing (digestion, heartbeat) and includes the **sympathetic nervous system** that speeds up the body and spends energy and the **parasympathetic nervous system**- returns body to homeostasis (normal relaxed state)

7. **Hindbrain** - vital areas of the brain for survival / **Medulla oblongata** - heartbeat and breathing/ **Reticular formation**- arousal, alertness, and attention/ **Thalamus**- relay center for all sensory information except smell/ **Cerebellum**- balance and fine motor movements/ **Pons**- left and right coordination and formation of dreams/ **Brain stem**- connects to spinal cord to receive information
8. **Limbic system**- system in control of emotions, hunger, and thirst and is also known as the pleasure/system center as dopamine is made there and addiction occurs/ this system includes the: **Hypothalamus**- fight or flight response, feeding, drinking, body temp, controls *pituitary gland*- the master gland in charge of releasing hormones throughout body/ **Hippocampus** - responsible for formation of new explicit memories/ **Amygdala** - emotion and facial recognition of emotions (fear, anger, aggression)
9. **Lobes** - **Frontal lobe** - planning, organization, short-term memory and control of oneself (impulsivity) contains functional areas- areas of the brain specialized to perform certain tasks including the: **motor cortex**- charge of voluntary movement and the **somatosensory cortex**- registers sensory information/ **Occipital lobe**- vision processing / **Temporal lobe** - auditory processing / **Parietal lobe** - body sensations and positions
10. **Association areas**- areas of brain that receive information from multiple sources which include the: **Broca's area**- left frontal lobe on left hemisphere; spoken language / **Wernicke's area**- left temporal lobe on **left hemisphere**; ability to understand what someone says or writes / **aphasia**- inability to talk or understand (depending on where it affects brain)/ **lesion**- tissue damage resulting from a disease
11. **Cerebral cortex** - most advanced portion of the human brain controlling decision making; distinguishes humans from other animals/ **Right hemisphere**- creative and process emotions/ **Corpus Collosum**- connects the two hemispheres; severed for seizures
12. **Endocrine system**- allows communication in the body through **hormones** that circulate in bloodstream controlled by the master gland called pituitary gland and connected to the brain through hypothalamus- the master of master gland

13. CAT scan- X-ray picture of the brain/ MRI- more detailed view of the tissue of the brain using magnetic fields/ **PET scan-** uses radioactive liquid to see metabolic and glucose functioning/ EEG measures brain activity- used to measure brain waves for sleep/ fMRI- measures neural activity in the brain but does not show how neural networks- connection and the functioning of neurons.

Term	“Buzz Word(s)”	Term	“Buzz Word(s)”
Neurons	Messenger	Glial cells	Assist
Dendrites	Receive	Nucleus	DNA
Soma	Encases	Axon hillock	Gatekeeper
Myelin sheath	Protects, speeds	Nodes of Ranvier	Bumps, speeds
Axon terminal	End, NTs	Synapse	Gap
Neurotransmitters	Chemical messages	Afferent neurons	Send
Efferent neurons	Receive	Resting potential	Negative ions
Depolarization	Positive ions	Action potential	Neural firing
Threshold	Minimum	Refractory period	No firing
All-or-none response	Same	Excitatory message	Depolarization
Inhibitory message	Hyperpolarization	Acetylcholine	Movement, Alzheimer’s
Dopamine	Pleasure, schizophreni Parkinson’s	Serotonin	Mood, depression
GABA	Sleep, anxiety	Norepinephrine	Alertness
Glutamate	Memory	Endorphins	Pain
Agonist	Mimics	Antagonist	Blocks
Central NS	Brain, spinal cord	Peripheral NS	body
Nerves	Axons	Reflex	Spinal cord, interneurons
Somatic nervous system	Voluntary movements	Autonomic NS	Involuntary, automatic
Left hemisphere	Language, math	Right hemisphere	Creativity, faces
Corpus callosum	Connects	Frontal lobe	Thinking, planning
Parietal lobe	Touch	Occipital lobe	Vision
Temporal lobe	Hearing	Wernicke’s area	Understanding
Broca’s lobe	Speaking	Motor cortex	Movement, frontal
Somatosensory cortex	Sensory info, parietal	Hindbrain	Survival
Forebrain	Sophisticated, humans	Cerebral cortex	Outer portion
Medulla oblongata	Heartbeat, breathing	Pons	Dreams
Reticular formation	Alertness, arousal	Cerebellum	Balance
Brain stem	Connection	Striatum	Smooth movements
Thalamus	Relay center, no smell	Hypothalamus	Drives

Amygdala	Fear, aggression	Hippocampus	memory
Olfactory bulb	Smell	Limbic system	Dopamine, addiction
EEG	Brain activity	CAT scan	Picture
MRI	Tissue	fMRI	Brain tissue
PET scan	Liquid	TCMS	Over excitation
Endocrine system	Hormones, blood	Pituitary gland	Master
Pineal gland	Sleep	Thyroid gland	Metabolism
Adrenal gland	stress	Hypothalamus	Master of master

Cognition- 8-10% (ch 4)/ Questions: 209-238

1. **Encoding** - getting info into memory / Storage- retention / Retrieval- getting information out of memory/ **Long-term potentiation**- increased firing of neurons due to learning of new information resulting in a memory trace or path produced in brain which often involves the release of the neurotransmitters' glutamate and acetylcholine/ **Semantic network**- new information gets blended or associated with existing memory paths in the brain
2. **Automatic processing** - encoding that happens unconsciously like what you ate for lunch/ **effortful processing** - learning a phone number
3. Atkinson and Shiffrin- information processing model – information must pass through sensory, short-term, long-term memory- Sensory memories - **iconic memory**; visual sensory memory that is very brief compared to **echoic memory**; auditory sensory memory lasts longer than Iconic / *selective attention*- what you pay attention to in the environment- is what moves information from sensory memory to short-term memory
4. **Short-term memory**- according to George Miller is limited in capacity to 7 items plus or minus 2/ **Working memory**- a person's thinking abilities or methods of learning material used during short-term memory/ for example using **chunking** - combining items into meaningful chunks like TGIF/ and **Maintenance rehearsal** - repeating terms over and over keeps items active longer in short-term limited by a duration of 20-30 seconds / **Spacing effect**- spread out learning/ **Self-reference effect**- apply personal meaning
5. **Elaborative rehearsal**- (semantic encoding) providing meaning to information in short-term memory ensuring it goes to long-term memory/ Types of long term memory- **Explicit or declarative memory** - facts and figures that require thinking to encode and retrieve (processed within **the hippocampus**); includes **episodic memories**- personal

memories/ and **semantic memories** - general knowledge that everyone knows / 2nd type of long term memory is **Implicit or nondeclarative memories** - implied memories that do not require thinking (processed in the cerebellum)- includes **procedural memories** like how to walk / **Prospective memory**- remembering to do something in the future and **Retrospective memory**- remembering you did something in the past/
Organizing long-term memory – **hierarchical** (like a filing system includes your concepts and prototypes) / **semantic network** - organizing through association of items (red-fire engine) activated through the process of **priming**- happens unconsciously- say ball, red automatically associated

6. Factors that affect Retrieval: **Serial position effect**- items in the middle or most likely to be forgotten; **Primacy** effect refers to remembering items in beginning of list; **Recency effect**- refers to remembering items in the rear of list/– Von Restorff effect- remembering an item in middle of list because it is distinctly different from other items
7. Interference theory= **Proactive interference** - impairment of new learning- old phone number preventing learning new phone number / **Retroactive interference**- impairment of old learning- this year's locker combination prevents remembering last year's locker comb/ **Retrieval cue failure**- or **tip-of-the-tongue phenomenon**- when retrieval cue is not strong to trigger information in long-term memory/ encoding failure- information never when into long-term memory/ Encoding specificity principles: *context dependent memory*- retrieval best when retrieval is in same context or room that information was learned or encoded/ *mood congruent cues*- happy moods retrieve happy memories/ **state dependent cues**- internal states like hunger retrieve memories where one was hungry/
Mnemonic devices- memory aids- **method loci**- using mental image of items and their locations to remember also called imagery- using visual memories to figure out problems
8. **Misinformation effect** (**Elizabeth Loftus**) - giving wrong information could affect memories by providing new information or contradicting similar to Piaget's **accommodation**- new information that changes an existing **schema**- mental organization of information
9. **Amnesia**: **Anterograde amnesia**- prevention of new memories due to damage of the hippocampus/ Retrograde amnesia- loss of past memories due to trauma to head/ **Source**

- monitoring or source amnesia**- memories are often formed without time or place which makes it hard to remember when heard or saw an event
10. **Concept**- mental grouping based on similarities between items- **formal concept**- mental group defined by strict rules like a square and **natural concept**- concept formed from everyday experiences / **prototype** - best example of that mental grouping or concept that when information matches prototype leads to quick classification of the item
 11. Solving problems and making decisions: Formal reasoning: **Algorithm** - step-by-step procedure that guarantees solution / Informal reasoning- **heuristic** – rule of thumb, short-cut of algorithm that might not give correct solution / **anchoring heuristic** - old information that is a mental anchor (opinions) and prevents new learning and connections or requires use of adjustment / **representativeness heuristic**- decision based on how well information represents prototype- may not be accurate (all people who wear ties are successful) / **availability heuristic**- decision based on a person’s available information that allows a quick decision (may think breast cancer is most prevalent form of cancer because you know more or hear more about breast cancer and why colleges constantly send you information about their school)
 12. Obstacles to Problem Solving: **Functional fixedness** - inability to see an object has more than one use other than its original use/ **mental set**- approaching a problem the same way that was successful in past but no longer is successful but still do/ **Confirmation bias**- only considering information that supports your viewpoints or opinions- similar to an anchoring heuristic/ **Framing**- the way information is presented affects the way people think- 90% fat free/ **Belief perseverance**- clinging to an existing belief or opinion regardless of new contradictory information/ **Belief bias**- when you learn incorrect information and it prevents you from learning the correct information
 13. Overcoming obstacles- **incubation**- stepping back from a problem to see a new perspective/ **insight**- the sudden realization to a problem
 14. Language- Babbling stage (prelinguistic stage)- One word stage- Two word stage includes telegraphic speech- “daddy big” and **overregulation**- “I goed there”/
 15. Language Development: **Noam Chomsky**- language is innate (born with **universal grammar**- innate knowledge for development of language versus *B.F. Skinner*- language is learned through reinforcement and modeling parent but CANT explain development of

speech impediments which are more innate/ **Linguistic relativity hypothesis** (Benjamin Whorf) - language and cognition influence each other causing to improve each other- our culture will affect the way we think which will affect the way we talk/ like Americans having many words that describe time

16. Grammar: **Semantics**- rules that establish meaning of words/ **syntax**- rules that show organization of sentence/ **morphemes**- smallest unit of language that carries meaning like a prefix/ **phonemes**- smallest unit of language that does not carry meaning/ **McGurk effect**- combination of hearing and vision that allows us to understand speech

Term	“Buzz word(s)”	Term	“Buzz Word(s)”
Concept	Category	Prototype	Best, first example
Forma concept	Rules	Natural concept	Experiences
Schema	Blueprint of thought	Script	Routine
Mental model	Visual	Cognitive map	Mental map
Algorithm (formal)	Step-by-step guarantee	Heuristic (informal)	Short-cut, errors
Availability heuristic	Present state of mind	Representativeness heuristic	Matches, an opinion about something
Anchoring heuristic	Family opinions	Means-to-an-end	Eye on the prize
Incubation	Stepping away	Insight	“I know it”
Mental set	Stuck in your ways	Functional fixedness	Inability to see past obvious
Confirmation bias	Stubborn	Utility	Satisfaction
Gambler’s fallacy	Don’t jinx me	Framing effect	Wording
Belief perseverance	“I don’t believe it”	Belief bias	“I’m not wrong”
Syntax	Order	Semantics	Meaning
Displacement	The future	Phonemes	No meaning phony
Morphemes	More to it- meaning	Wernicke’s area	Understanding
McGurk effect	Hearing, seeing	Overextension	One word for all
Overregularization	Sitted	B.F. Skinner	Nurture- imitate
Noam Chomsky	Nature born to talk	Universal grammar	Innate grammar
Linguistic determinism	Where live leads to words used to think	Encoding	To put into memory
Overlearning	Study, study, study	Spacing effect	Little at a time
Self-reference	Relate then remember	Semantic encoding	Meaning
Iconic memory	Visual; very short	Echoic memory	Auditory; longer
Short-term memory	Limited	Working memory	Working the memory

Maintenance rehearsal	Repeat, repeat, repeat	Chunking	TGIF
Elaborative rehearsal	More meaning	Explicit memories	Thinking
Episodic memories	Personal	Semantic memories	“We all know that”
Implicit memories	No thinking	Procedural memories	Muscle memory
Prospective memory	Remind 101	Retrospective memory	“I did do that”
Permastore memory	Permanent	Cryptomnesia	Not what happened
Hierarchical model	Concepts	Semantic network	Associations
Priming	Just happens	Retrieval cues	Hints
Tip-of-the-tongue	“I know it; I just can’t remember”	Serial position effect	Middle
Primacy effect	First part	Recency effect	Last part
Von Restorff effect	Odd, middle	Encoding specificity	Where learned best remembered
Context-dependent cues	Same room same memories	Mood congruent	Happy mood happy memories
State dependent cues	Body cues	Flashbulb memories	Emotional memories
Parallel distributed processing model	Associations, tying together	Misinformation act	Loftus, wording effect
Source monitoring	No place; no time	Ebbinghaus forgetting curve	In one ear out the other
Retroactive interference	New prevents old	Proactive interference	Old prevents new
Suppression	Don’t want to think about	Repression	You will never think about
Decay theory	Don’t use you lose	Long-term potentiation	Memory path
Glutamate, Acetylcholine	Memory NTS, glue	Retrograde amnesia	Past
Anterograde amnesia	Future	Hippocampus	Explicit memory
Cerebellum	Implicit, muscle memory	Amygdala	Emotional memory
Medial temporal cortex	Long-term memory	Prefrontal cortex	Order of the memory
Acronyms	Chunking	Link method	Visual doing it
Method of loci	Method of place	Mnemonics	Aids

Social Psychology 8-10% (ch 13)/ Questions: 239-260

1. **Self- schemas**- learned and automatic patterns of reacting and acting in situations
2. **Social comparison**- comparing oneself to a reference group- a group similar to you that allows you to make conclusions and interpretations of behavior and situations could lead to **relative deprivation**- believing that since others have you should also have- entitlement
3. **Self-fulfilling prophecy** – having a belief of an outcome or situation and then behaving in a manner (often not aware you are acting this way) to make outcome come true as shown in the Pygmalion Study where teachers indirectly acted favorably to students that were supposed to be smart
4. **Attribution theory**- how we explain our and others behavior: **Fundamental Attribution Error (FAE)** – attributing behavior of another to internal (**dispositional**) factors (being lazy) and underestimating situational attributions or factors / **Actor-Observer bias** – attributing behavior of another to internal or personal dispositional factors, but attributing your own behavior in same situation to external (situational) factors./ **Blaming the victim- just world hypothesis**- bad things happen to bad people- people get what they deserve
5. **Self-serving bias**– attribute success to internal dispositional or personal factors, but when fail blame on external situational factors / **Self-handicapping** – offering an explanation to an outcome prior to completion.
6. **Attitude** – The power of the situation and role on attitudes (**Zimbardo's Stanford Prison Study**) – situation people are put in can influence their behavior- students made prison guards abused their power/ **Central route to persuasion** – focusing on the important message (safety rating of car) / **Peripheral route to persuasion** – focusing on the outside factors of the message (the celebrity advertising the car)/ **Mere exposure effect**- the more constant exposure to a stimulus the more will like
7. **Cognitive dissonance** – discomfort that arises when action does not match beliefs or when two thoughts conflict with each other often reduced through making excuses or **rationalization** instead of admitting one is wrong or sorry
8. **Conformity (Solomon Asch study – 75% of people** conformed or gave the same answer as the rest of the group even when they knew the rest of the group was wrong in the measurement of 3 lines which were told by Asch to give incorrect responses called the

- confederates*) often based on **normative social influence**- conforming because of the desire to fit in with the norms or actions of others- don't want disapproval/ or **information social influence**- conforming because the person is seen as an expert like a golf pro
9. **Obedience** (Stanley Milgram's shocking experiment; 65% of subjects delivered most lethal shock; said to be result of listening to authority figure) – change in behavior due to request of authority figure/ *Teacher* was the one being studied to see if would follow orders the experimenter or authority figure- *student* did not get shocked only teacher
 10. **Social norm** – unwritten rules that guide behavior (face forward in an elevator)
 11. **Changing attitudes or behavior: Foot-in-the-door technique (FITD)** – compliance to small request leads to compliance to larger request / **Door-in-the-face technique (DITF)** – larger request (often denied), followed by smaller request (often accepted)
 12. **Aggression** – any act that is intended to cause harm to another
 13. **Altruism** – helping another because you are genuinely concerned for persons welfare / *Reciprocal altruism* – helping another and expecting to be repaid in the future/
Bystander effect – presence of others inhibits or prevents a person from assisting another also called *diffusion of responsibility* by providing a good excuse / Bibb Latane and John Darley's experimented altruism which was based on Kitty Gevonese murder and the fact that no one helped when she was attacked
 14. **Deindividuation** – sense of anonymity due to presence of others- loss of who you are when others are present- doing dumb things when others are present
 15. **Social facilitation** – performance increases due to presence of others / **Social inhibition** – performance decreases due to presence of others / **Social loafing** – performance decreases because a person feels others will pick up the slack
 16. **Group polarization** – opinion strengthened due to hearing others sharing same opinion like at a protest rally / **Groupthink** – group unity is most important; dissenters are not listened to for the sake of maintaining cohesiveness- keeping your mouth shut so not to upset the evening
 17. **Prejudice**- unjustified hate of others/ *Stereotype*- generalized belief about people/
Discrimination- behavior based on prejudice behavior/ *Categorization*- based on stereotypes/ **Muzafer Sherif- Robber's Cave**- groups could not get along- only were able to when worked together to accomplish common task- like fixing the water supply/ **In-**

group bias- group you belong to and think is the best/ **out-group homogeneity effect**- birds of a feather flock together- everyone in outside group is the same/ **ethnocentrism**- belief one's culture is superior to others

18. **Scapegoat theory**- blaming others for feeling bad- prejudice behavior
19. **Leadership**: task orientated- leaders who keep people on task/ person orientated- people that solve problem among people and provide a better working environment
20. **Zero sum game**- someone loses while someone wins/ **prisoner dilemma**- working together common goal- Superordinate goal- looking at overall goal not individual
21. **Robert Sternberg- Triangular theory of love**- 1. Romantic love= passion/ intimacy/ 2. companionate love- intimacy/ commitment/ 3. intimacy- liking someone (infatuation is passion only- physical

Term	Buzz Word(s)	Term	Buzz Word(s)
Self-concept	Who I am	Social comparison	Not fair
Temporal comparison	But in the past I got	In-group	My group
In-group bias	We the best	Out-group	Not my group
Out-group homogeneity effect	Birds of a feather	Self-schemas	Automatic thoughts about others
Self-fulfilling prophecy	One day I knew it would come true	Pygmalion effect	Playing favorites
Attribution	Explaining	Dispositional factor	Personal
Situation factor	Excuse	Fundamental attribution error	Judging a book by its cover
Actor-observer bias	Me good you bad	Self-serving bias	Me good but bad not my fault
Blaming the victim	You get what you deserve in a just world	Self-handicapping	I'm going to fail
A-B problem	Don't practice what you preach	Mere exposure effect	Time equal liking
Elaboration likelihood model	2 messages	Central route	Stick to the facts
Peripheral route	Emotions get the best of us	Cognitive dissonance	Guilt
Prejudice	Prejudging	Discrimination	Treating different
Stereotype	Generalization	Muzafer Sherif	Forced contact and task cooperation
Conformity	Follow the crowd	Compliance	I do what you say
Solomon Asch	Which line matches	Confederate	In on the experiment

Foot-in-the-door	It will only take a minute	Door-in-foot	Ask big get small
Stanley Milgram	Follow orders	Learner	Confederate
Teacher	Subject- obedient	Philip Zimbardo	Play the role
Catharsis (Freud)	Let's go workout	Scapegoat theory	Blame someone
Arousal-cost theory	As long as it does not take too long	Reciprocal altruism	I give I get
Altruism	Big heart	Bystander effect	More people less help
Diffusion of responsibility	Why didn't you help	Kitty Genovese	Nobody helped
Prisoner's dilemma	Work together	Zero-sum game	Someone wins someone loses
Superordinate goal	For the good of the group	Task orientated	Goals come first
Person orientated	Good of the group	Social facilitation	Watch me play
Social inhibition	Don't come to game	Social loafing	Less in group
Group polarization	Rallies	Groupthink	Don't say anything
Deindividuation	Spring break I was stupid	Bargaining	Let's give a little

- ___ 8. Sigmund Freud believed that _____ motivations influenced people.
A) overt B) unconscious C) conscious D) free will E) behavioristic
- ___ 9. Nightmares occur in _____ and night terrors occur in _____.
A) NREM stage 1; NREM stage 2 D) REM; NREM stage 3
B) NREM stage 2; NREM stage 1 E) NREM stage 4; REM
C) NREM stage 3; NREM stage 3
- ___ 10. REM sleep is described as
A) total delta waves
B) when night terrors heightening
C) paradoxical sleep, where the brain is awake, but the body is asleep
D) non-dreaming sleep
E) quiet sleep
- ___ 11. A person who is awake, but very drowsy and ready to fall asleep would show _____ waves on an EEG.
A) Beta B) Alpha C) Theta D) Delta E) Simple
- ___ 12. Fluctuation of body temperature within a day would be an example of
A) Delta waves D) Bipolar
B) Circadian rhythms E) Alpha waves
C) Cyclic rhythms
- ___ 13. Ernest Hilgard described in his Divided Consciousness theory, that the hidden observer refers to
A) as an altered state of consciousness that the person being hypnotized is unaware of
B) as an altered state of consciousness that the person being hypnotized is fully aware of
C) as a suggestion to be carried out after hypnosis
D) as a heightened state of memory awareness
E) as a bad dream not remembered
- ___ 14. If a person flew to California, who lived in Michigan, he or she may have problems adjusting to the new time zone. In this example a person's _____, would not match the new environmental cues.
A) Circadian rhythms D) State of consciousness
B) Beta waves E) Hormone production
C) Delta waves
- ___ 15. Stage 3 NREM is characterized by 100% _____ waves as indicated on an EEG.
A) Beta B) Alpha C) Delta D) Theta E) Reada
- ___ 16. According to Sigmund Freud, the _____ content represents the symbolic portion of a dream often indicated unconscious conflicts.
A) Manifest B) Dark C) Light D) Latent E) Potent
- ___ 17. According to the restorative theory of sleep, REM sleep restores
A) hunger D) functioning of the body
B) thirst E) repair of hormonal damage
C) functioning of the brain

- ___ 18. The _____ located in the hypothalamus receives information from the retinas concerning changes in light.
- A) Transduction nucleus D) Ultradian nucleus
B) Suprachiasmatic nucleus E) Hippocampus
C) Midcluster nucleus
- ___ 19. Opiate are agonists for the neurotransmitter _____, which provides pleasure through pain relief.
- A) Dopamine B) Serotonin C) GABA D) Endorphins E) Norepinephrine
- ___ 20. According to Freud, during the _____ psychosexual stage the Oedipus complex is often confronted and resolved resulting in the _____ defense mechanism to develop allowing the _____ to form?
- A) Anal; reaction formation; ego D) Phallic; identification; ego
B) Phallic; identification; superego E) Genital; identification; superego
C) Oral; denial; superego
- ___ 21. According to Freud, which component of personality is present at birth and is influenced by the pleasure principle?
- A) Id B) Ego C) Superego D) Threshold E) Rods
- ___ 22. Julian Rotter believed that expectancies guide our personality and influence our behavior. If a person feels that he or she has no control over a situation then this would be an example of
- A) internal locus of control D) external locus of control
B) superego E) moderate locus of control
C) ego
- ___ 23. According to Carl Jung, the collective unconscious is defined as
- A) information passed from generation to generation that contain archetypes, which are universal symbols that provide insight to harmful and safe situations.
B) information passed from generation to generation that describe the id, which are universal symbols that provide insight to harmful and safe situations.
C) information present at birth disguised as the libido
D) decision making skills present at birth
E) a sense of right and wrong that develops during the phallic stage
- ___ 24. The Rorschach and TAT tests are examples of a _____ test.
- A) Projective B) Objective C) Intelligence D) Aptitude E) Achievement
- ___ 25. Martin Seligman believed that when people continuously try and fail at a task then _____ could occur.
- A) Fixation D) internal locus of control
B) Denial E) expectancies
C) learned helplessness
- ___ 26. According to Gordon Allport, _____ traits are few in number and are responsible for personality.
- A) source B) surface C) secondary D) primary E) sufficient

- ___ 27. **Reciprocal determinism** is defined as the interaction of
- A) Cognitive, behavioral, humanistic components
 - B) Cognitive, behavioral, environmental components
 - C) Cognitive, environmental, humanistic components
 - D) Behavioral, biological, environmental components
 - E) Behavioral, biological, humanistic components
- ___ 28. The **Big five traits** are:
- A) Conscientiousness, Agreeableness, Neuroticism, Openness, Extraversion
 - B) Conscientiousness, Begging, Neuroticism, Openness, Extraversion
 - C) Conscientiousness, Agreeableness, Disgust, Openness, Extraversion
 - D) Conscientiousness, Agreeableness, Appealing, Openness, Energetic
 - E) Conscientiousness, Agreeableness, Neuroticism, Openness, Exactness
- ___ 29. The **most widely used objective personality test** is called the
- A) Rorschach
 - B) TAT
 - C) NEO-PR
 - D) MMPI
 - E) KXKOS
- ___ 30. Which defense mechanism describes the following situation: A boss who does not care for one of his employees **is instead very nice** when he sees that employee.
- A) Displacement
 - B) Denial
 - C) Regression
 - D) Reaction formation
 - E) Rationalization
- ___ 31. If a person feels that he or she is **only shown affection if successful** then this person may distort experiences in order to provide a favorable self-concept. This is an example of
- A) Unconditional positive regard
 - B) Conditional positive regard
 - C) inferiority complex
 - D) superiority complex
 - E) fixation
- ___ 32. Jimmy has been **accused of constantly commenting on how people look**. One of his friends comments, "Jimmy has insecurities about his own personal appearance." Which defense mechanism describes this situation?
- A) Reaction formation
 - B) Displacement
 - C) Projection
 - D) Denial
 - E) Regression
- ___ 33. Which psychologist would have agreed with the following statement, "the quest for **superiority and the resolution of the inferiority complex** is responsible for personality development."
- A) Carl Jung
 - B) Karen Horney
 - C) Sigmund Freud
 - D) Carl Rogers
 - E) Alfred Adler
- ___ 34. When a person **cannot consciously remember a specific event** because the event may have involved some aspect of trauma, then the defense mechanism _____ may be responsible
- A) Denial
 - B) Reaction formation
 - C) Projection
 - D) Regression
 - E) Repression

- ___ 35. _____ means that the test is given to a large representative sample of people under uniform conditions for the purpose of establishing norms.
A) Standardization B) Reliability C) Validity D) Availability
- ___ 36. Robert Sternberg developed the Triarchic theory of intelligence, which he believed is comprised of 3 types of intelligence:
A) interpersonal, intrapersonal, creative D) analytical, creative, practical
B) interpersonal, analytical, practical E) creative, intrapersonal, practical
C) practical, creative, interpersonal
- ___ 37. Charles Spearman believed that _____ was/were responsible for overall performance on mental ability tests.
A) exercise and diet
B) schooling and education
C) general intelligence, or the *g* factor
D) general environmental factors, or the *e* factor
- ___ 38. Eight-year-old Terry's performance on an intelligence test is at a level characteristic of an average five-year-old. Terry's mental age is:
A) eight. B) six. C) four. D) five.
- ___ 39. Wechsler's test provided scores on eleven subtests measuring different abilities, which are grouped to provide an overall _____ and _____ for the test taker.
A) mental age; chronological age C) aptitude score; achievement score
B) verbal score; performance score D) validity score; reliability score
- ___ 40. Jimmy is great at math and interpersonal reasoning, but seems to struggle with verbal skills and ability. Which theorist would support the idea that it is possible for a person to have separate or multiple intelligence?
A) Charles Spearman D) Alfred Binet
B) B.F. Skinner E) Howard Gardner
C) Noam Chomsky
- ___ 41. Which one of the following psychologists is most likely to agree with the idea that there are "multiple intelligences" that are independent and distinct?
A) Charles Spearman C) Howard Gardner
B) Claude Steele D) Sue Savage-Rumbaugh
- ___ 42. Which of the following is NOT considered to be one component of Sternberg's "successful intelligence"?
A) practical intelligence C) analytic intelligence
B) creative intelligence D) interpersonal intelligence
- ___ 43. A test-retest, which is the procedure of giving a test multiple times to see if the test yields similar results, would indicate
A) validity D) standardization
B) content validity E) normal curve
C) reliability

- ___ 62. During which stage of Hans Selye's General Adaptation Syndrome is the sympathetic nervous system activated?
A) Resistance B) Alarm C) Exhaustion D) Denial E) Endorphin
- ___ 63. _____ conflict is considered the most stressful because the choice has both an appealing and unappealing aspect.
A) Avoidance-avoidance D) Life change
B) Approach-approach E) Stressor
C) Approach-avoidance
- ___ 64. It is an innate characteristic of Canadian geese to fly south in the winter. This behavior is an example of:
A) self-actualization. C) an instinct.
B) incentive motivation. D) sensation seeking.
- ___ 65. Dr. Pierpoint believes that people are motivated to maintain an optimal level of arousal or excitement. When that level is too low, we try to increase it by seeking out stimulating experiences, like going out with friends. When it is too high, we seek to reduce arousal in a less stimulating environment, like staying in and watching a movie. Dr. Pierpoint's views are most consistent with:
A) the James-Lange theory. C) the Cannon-Bard theory.
B) optimum-arousal theory. D) incentive theory.
- ___ 66. A rat had his lateral hypothalamus removed resulting in the rat now
A) not eating as much C) not being able to run a maze
B) overeating D) becoming fearful of other rats
- ___ 67. Which brain structure is activated and interprets the significance of when people view threatening or fearful faces?
A) the amygdala B) the pons C) the cerebellum D) the temporal lobe
- ___ 68. Carmen is faced with a situation in which she has to decide between two equally appealing choices: go to Garden State College or go to Parkland State College. This type of conflict is called:
A) a daily hassle. C) an approach-avoidance conflict.
B) a major life event. D) an approach-approach conflict.
- ___ 69. The hormones that are released by the adrenal cortex and that play a key role in the body's response to long-term stressors are called:
A) corticosteroids. B) lymphocytes. C) teratogens. D) catecholamine.
- ___ 70. When Karen suggested to Gordy that they go out for coffee on Friday night, Gordy said, "Sorry, I can't make it Friday, perhaps some other time?" Karen did not suggest another time, but instead thought to herself that she was obviously not very attractive and always said the wrong thing to men. Martin Seligman would say that Karen has a(n):
A) Type B behavior pattern. C) problem-focused coping style.
B) pessimistic explanatory style. D) optimistic explanatory style.

- ___ 71. When Rachel was approached to tryout for the basketball team, she expressed **how she does not feel that she is very good** and as a result would not be able to make the team. Her Father expressed that she has **low self-efficacy**, which are defined as
- A) the sequence of events the frontal lobes perceive
 - B) the beliefs or confidence a person has about her or his abilities when confronted with a challenge
 - C) the amount of energy converted through the breakdown of glucose
 - D) the empirical perception of events and how the pieces align together
- ___ 72. Jimmy just finished the Detroit Marathon and is elated with excitement, as he walked over to his girlfriend, who he has not known for long, he immediately tells her that he loves her. Later that day Jimmy realized that he made a mistake by telling his girlfriend that he was love with her. **His Dad later explained that all of the excitement of finishing the marathon must have confused him.** Which theory of emotion does this provide a problem for?
- A) James-Lange
 - B) Cannon-Bard
 - C) Two-factor
 - D) Facial feedback
 - E) Feedback hypothesis
- ___ 73. The **correct order of Hans Seyle's General Adaptation Syndrome** are
- A) alarm, resistance, exhaustion
 - B) resistance, alarm, exhaustion
 - C) exhaustion, alarm, resistance
 - D) resistance, exhaustion, alarm
 - E) alarm, exhaustion, resistance
- ___ 74. _____ personalities are at a greater risk for **coronary heart disease.**
- A) Type D
 - B) Type B
 - C) Optimistic
 - D) Type C
 - E) Type A
- ___ 75. A grouping principle that groups items that **appear close together** is called
- A) Similarity
 - B) Proximity
 - C) Closure
 - D) Binocular
 - E) Continuity
- ___ 76. Jimmy was freezing when **he first jumped into his swimming pool**, but over time started to warm-up and feel comfortable. Which term describes Jimmy's experience of comfort?
- A) selective attention
 - B) Weber's law
 - C) sensory adaptation
 - D) transduction
 - E) selective memory
- ___ 77. **Depth perception appears to be innate or born** with as demonstrated in the
- A) Convergence example
 - B) Retinal disparity experiment
 - C) Visual cliff demonstration
 - D) Binocular cue study
 - E) Figure-ground relationship
- ___ 78. **Gestalt psychologist** who studied perception would agree with the following statement:
- A) the whole is less than the sum of its parts
 - B) the whole is no different than the sum of it parts
 - C) the whole is greater or different than the sum of it parts
 - D) perception is not different than sensation
 - E) sensation does not influence perception
- ___ 79. Which sense refers to the **position of individual body parts and their location** to one another allowing continuous movement and function?
- A) Vestibular
 - B) Kinesthetic
 - C) Somatic
 - D) Vision
 - E) Olfaction

- ___ 80. Which part of the ear contains 3 tiny bones and is referred to as the mechanical portion of the ear?
A) Inner ear B) Cochlea C) Basilar membrane D) Middle ear E) Outer ear
- ___ 81. Because we have two retinas, located at different places on the face, we experience
A) convergence B) similarity C) retinal disparity D) closure E) continuity
- ___ 82. If we were to draw a circle and leave it complete it, other people would still be able to perceive it as a circle because of the perceptual concept of
A) proximity B) closure C) similarity D) continuity E) phi phenomenon
- ___ 83. Lights that blink in a way that show movement, or direction are referred to as
A) constancy B) closure C) phi phenomenon D) proximity E) similarity
- ___ 84. Jimmy was able to hear a very faint sound in the classroom. This sound exceeded his _____ making it possible to detect.
A) difference threshold D) transduction
B) absolute threshold E) subliminal
C) Weber's law
- ___ 85. Jimmy cannot see color in the dark because _____ do not detect color; they are only stimulated through dim lighted conditions and peripheral vision
A) rods B) cones C) bipolar D) axons E) ganglion
- ___ 86. Where the optic nerve leaves the back part of the retina causes a
A) over flow of rods and cones D) the optic nerve to converge
B) blind spot E) fovea
C) visual acuity
- ___ 87. Sensory receptors for sound are _____ located in the basilar membrane; _____ are the sensory receptors for vision located in the retina.
A) rods and cones; hair cells D) rods and cones; olfactory
B) hair cells; rods and cones E) hair cells; olfactory
C) olfactory; rods and cones
- ___ 88. While Jimmy was playing football he experienced a bad bruise to his calf; after the medical staff provided pressure and securely wrapped his calf Jimmy did not experience any more pain and was able to play. Which theory accounts for Jimmy's lack of pain?
A) Transduction D) Difference threshold
B) Gate-control E) Selective attention
C) Opponent-process
- ___ 89. Weber's law states
A) that a set of formulas predicts whether a stimulus can be detected
B) that focusing on an object increases the chances of detection
C) that in order to detect a difference between 2 stimuli they must differ by a constant proportion
D) minimum stimulation necessary for detection
E) sensation begins with the senses and then goes to the brain

- ___ 90. Which theory of color vision states that we have 3 types of cones that when stimulated and combined produce color?
A) Opponent-process
B) Frequency theory
C) Place theory
D) Gate-control theory
E) Trichromatic theory
- ___ 91. Sensory receptors for vision that are stimulated by fine details and colors
A) Rods B) Cones C) Bipolar cells D) Ganglion cells E) Cilia
- ___ 92. Transduction occurs in the ____ of the eye and _____ ear.
A) inner; retina
B) rods; cilia
C) cones; cilia
D) hammer; inner
E) retina; inner
- ___ 93. A type of personality disorder characterized by a detachment of social relationships.
A) paranoid B) schizoid C) schizotypal D) dependent E) borderline
- ___ 94. Jimmy has been recently experiencing symptoms of anxiety associated with everything he does including activities that should not cause anxiety. Jimmy could be experiencing?
A) Schizophrenia
B) Bipolar
C) Major depression
D) Generalized anxiety disorder
E) PTSD
- ___ 95. Increased dopamine neurotransmitter receptors in the brain could be responsible for the onset of
A) Depression B) Anxiety C) Phobias D) Schizophrenia E) Narcissism
- ___ 96. Type of personality disorder characterized by an instability and display of emotions
A) Paranoid B) Schizoid C) Borderline D) Histrionic E) Avoidant
- ___ 97. A text that classifies and provides common language for diagnosis and symptoms of psychological disorders would be the
A) Medical model
B) Diathesis-stress model
C) DSM V
D) Social model
E) 8 steps to finding a disorder
- ___ 98. Jimmy cannot stand to be near water. He does not even like to shower in water. Jimmy could be experiencing a
A) bipolar disorder B) OCD C) phobia D) PTSD E) schizophrenia
- ___ 99. Jimmy cannot get out of bed, is extremely upset, does not have interest in any activity that used to be enjoyable, and for the last 2 weeks has not been eating. Jimmy could be experiencing
A) bipolar
B) dissociative identity disorder
C) major depression
D) schizophrenia
E) avoidant personality disorder

- ___ 100. Cyclothmic disorder is
- A) a less severe case of major depression
 - B) another name for hallucinations
 - C) a less severe case of bipolar disorder
 - D) a less severe case of personality disorder
 - E) delusional thinking
- ___ 101. Jimmy has been diagnosed with _____ disorder as he may have up to 3 distinct and separate personalities.
- A) schizophrenia
 - B) major depression
 - C) phobia
 - D) dissociative identity
 - E) antisocial personality
- ___ 102. _____ symptoms of schizophrenia include delusions and hallucinations
- A) Positive
 - B) Catatonic
 - C) Negative
 - D) Residual
 - E) Hypotic
- ___ 103. Type of personality disorder, characterized by a total disregard for human welfare.
- A) avoidant
 - B) narcissism
 - C) pessimistic
 - D) dependent
 - E) antisocial
- ___ 104. Jimmy is overly concerned that he might have germs on his hands, as a result, he washes his hand over a 100 times a day. This is characteristic of
- A) PTSD
 - B) schizophrenia
 - C) OCD
 - D) bipolar
 - E) dysthymic
- ___ 105. Seasonal affective disorder, which is depression associated with certain types of weather seasons, seems to be managed or treated with _____ therapy.
- A) family
 - B) psychoanalysis
 - C) behavior
 - D) cognitive
 - E) light-exposure
- ___ 106. The most common hallucination people experience with schizophrenia is
- A) visual
 - B) auditory
 - C) smell
 - D) taste
 - E) feeling
- ___ 107. Jimmy has a chronic type of depression that has been present for most of his life. This type of depression is referred to as:
- A) Persistent depressive disorder
 - B) Cyclothymia
 - C) residual
 - D) undifferentiated
 - E) Asperger's
- ___ 108. Which symptom is primarily associated with Obsessive-Compulsive disorder?
- A) reliving a severely upsetting event in an unwanted memory
 - B) irrational fears of objects or situations
 - C) unwanted, repetitive thoughts accompanied by unwanted actions
 - D) unexplained panic attacks
 - E) free-floating anxiety that accompanies many situations

- ___ 109. Jimmy's parents have noticed that from an early age Jimmy has had trouble communicating with other children, and recently has become fixated on certain types of sensory stimuli to the point where he has become fixated. He maybe experiencing:
- A) Autistic type of spectrum behavior D) Dissociative disorder
B) lack of speech E) Conversion disorder
C) flat affect
- ___ 110. Jimmy recently experienced a very traumatic event. As a result, Jimmy has lost the ability to see. His doctors are confused because Jimmy does not show any physical reasons for his sudden blindness. Jimmy maybe experiencing
- A) anxiety disorder D) schizophrenia
B) major depression E) delusions
C) conversion disorder
- ___ 111. Helping people overcome phobias, clients are taught to associate relaxation techniques with fearful stimuli that replace previous learned harmful responses. This method is referred to as?
- A) Aversive conditioning D) Systematic desensitization
B) Free association E) Flooding
C) Dream analysis
- ___ 112. Lithium has long been used to treat bipolar disorder, but recently _____ has provided fewer side effects and is not being prescribed for people with bipolar.
- A) SSRI's B) Prozac C) Depakote D) Thorazine E) Zoloft
- ___ 113. A side of effect of taking the antipsychotic drug- thorazine, which is characterized by twitching of the muscles, similar to Parkinson's disease, a disease that is the result of a lack of dopamine is called
- A) Tardive dyskinesia D) Blindness
B) Drooling E) Deafness
C) Memory loss
- ___ 114. During Jimmy's psychoanalysis therapy session, he hysterically started yelling at the therapist accusing him of never being there for him as a little boy. This demonstration is an example of
- A) resistance D) eclecticism
B) Freudian slip E) free association
C) transference
- ___ 115. A person who has been recently diagnosed with depression was encouraged by her doctor to seek support from others. However, he or she does not have much money to seek certain types of therapy. Which therapy could be suitable for this person's needs
- A) group therapy D) psychoanalysis
B) behavior therapy E) client-centered
C) Rational-emotive therapy
- ___ 116. In Albert Ellis's Rational Emotive therapy ABC model, Ellis believed that a person's _____ are responsible for depression or other psychological disorders.
- A) Activating events D) Dreams
B) Beliefs E) Unconscious forces
C) Consequences

- ___ 117. During systematic desensitization, the first step is to have client list anxiety provoking thoughts associated with a fearful object or situation. The client's list is referred to as a
- A) progressive relaxation drill
 - B) unconscious influence
 - C) desensitization hierarchy
 - D) free associations
 - E) resistance
- ___ 118. In client-centered therapy, the aim is for the patient to discover the problem and solution on their own. Therapists try to accomplish this through showing the patient acceptance in terms of what he or she states. This is an example of
- A) Resistance
 - B) Transference
 - C) Empathy
 - D) Reflection
 - E) Unconditional positive regard
- ___ 119. Community psychology is a
- A) type of psychoanalysis that involves fewer sessions
 - B) type of phobia treatment through the associations of new responses
 - C) movement to minimize psychological disorders through changing the way patients seek and are given therapy
 - D) surgical procedure that destroys tissue in the frontal lobe
 - E) a type of SSRI used to increase neural communication
- ___ 120. During aversive conditioning a person learns to associate an unpleasant state with an unwanted behavior. If a person was to take a drug that would naturally cause him to vomit each time he drank alcohol, then the drug in this example would be referred to as a
- A) CS
 - B) CR
 - C) UCS
 - D) UCR
 - E) NS
- ___ 121. Which type of therapy actually had clients go out and test certain thoughts or beliefs in real situations.
- A) Group therapy
 - B) Psychoanalysis
 - C) Client-centered
 - D) Cognitive therapy (CT)
 - E) Biomedical
- ___ 122. SSRI's
- A) increase the quantity and quality of serotonin
 - B) decrease the quality and quantity of serotonin
 - C) keep the neurotransmitter serotonin in the synapse for a longer period of time making it more likely to be used and effective
 - D) prevent the neurotransmitter serotonin from crossing the synapse making it less effective
 - E) increase and decrease the quantity of serotonin
- ___ 123. Medical doctors who are able to prescribe medication are called
- A) Group therapist
 - B) Psychiatrists
 - C) School counselors
 - D) Family therapists
 - E) Psychologists
- ___ 124. During psychoanalysis, when a patient refuses unconsciously to address or talk about an issue, then this reaction would be referred to as the patient showing
- A) Transference
 - B) Resistance
 - C) Free association
 - D) Dream interpretation
 - E) Fun time

- ___ 125. **Electroconvulsive therapy (ECT)** is commonly used to treat
- A) schizophrenia
 - B) depression
 - C) personality disorders
 - D) phobias
 - E) conversion disorder
- ___ 126. Jimmy was able to tell his teacher that **even though the taller beaker appears to have more liquid; it is still the same amount** that is in the round beaker. This is an example the achievement of _____, which takes place in Piaget's _____ stage.
- A) conservations; preoperational
 - B) conservations; sensorimotor
 - C) conservations; concrete
 - D) object permanence; sensorimotor
 - E) object permanence; concrete
- ___ 127. **Fluid intelligence** is best described as
- A) accumulated knowledge acquired throughout a lifetime
 - B) how fast one is able to reason or come with an answer, which increases with age
 - C) how fast one is able to reason or come with an answer, which decreases with age
 - D) the emotional significance of another person
 - E) reproduction ability declining
- ___ 128. Jimmy does not cheat on a test **because simply the teacher has a rule** that does not allow teaching. This is an example of
- A) Preconventional morality
 - B) Adolescence morality
 - C) Conventional morality
 - D) Postconventional morality
 - E) Formal morality
- ___ 129. Jimmy's father **does not seem to want to be bothered with what Jimmy says or does.** Jimmy feels that though his father does not care about him. Jimmy's father would be classified as a
- A) Authoritative parent
 - B) Authoritarian parent
 - C) Permissive parent
 - D) Harmonious parent
 - E) Nonconformist parent
- ___ 130. **The final stage of prenatal development is**
- A) germinal, or zygotic
 - B) embryonic
 - C) fetal
 - D) sensory motor
 - E) formal operational
- ___ 131. **Alcohol** is considered a _____ which could **harm the baby**
- A) teratogen
 - B) animistic
 - C) chromosome
 - D) attachment factor
 - E) imprinting
- ___ 132. **23 pairs** of _____ make up a human.
- A) DNA
 - B) chromosomes
 - C) teratogens
 - D) factor analysis
 - E) schema
- ___ 133. A baby becomes upset when Mommy leaves, and **gets excited when Mommy returns.** According to Mary Ainsworth, this represents
- A) insecure attachment
 - B) secure attachment
 - C) avoiding attachment
 - D) a temper tantrum
 - E) imprinting

- ___ 134. If Jimmy can tell that there is an equal amount of water in both containers, even if both containers are different shapes, then Jimmy has achieved
- A) object permanence
 - B) lack of reversibility
 - C) egocentrism
 - D) conservations
 - E) secure attachment
- ___ 135. Jimmy has certain thoughts that have helped him define himself as a male, this is supported through
- A) social learning theory
 - B) gender schema theory
 - C) gender assimilation
 - D) gender accommodation
 - E) shaping
- ___ 136. According to Diana Baumrind, _____ parenting contributes to secure attachment, and identity development.
- A) permissive
 - B) authoritarian
 - C) authoritative
 - D) nonconformist
 - E) harmonious
- ___ 137. _____ is considered the first stage of language development.
- A) one-word
 - B) two-word
 - C) telegraphic speech
 - D) cooing and babbling
 - E) schemas
- ___ 138. Male facial hair, deepening voice, accelerated growth spurt are all examples of
- A) primary sex characteristics
 - B) secondary sex characteristics
 - C) assimilation
 - D) accommodation
 - E) egocentrism
- ___ 139. Schemas are mental representations of information. If Jimmy was to blend information into an existing schema this is referred to as
- A) accommodation
 - B) egocentrism
 - C) conservations
 - D) animism
 - E) assimilation
- ___ 140. Thomas and Chess believed that people born with a specific type of emotional intensity that persisted throughout a person's life- this is referred to as
- A) Assimilation
 - B) Reflex's
 - C) Accommodation
 - D) Schemas
 - E) Temperament
- ___ 141. Jimmy is told to act like a man and don't show tears when he is upset. This is an example of a
- A) gender identity
 - B) personal fable
 - C) gender role
 - D) morality concern
 - E) spotlight effect
- ___ 142. A time period where certain developmental procedures have to take place in order for development to continue positively is referred to as
- A) Chromosomes
 - B) Reflexes
 - C) Critical period
 - D) Sex linked characteristics
 - E) assimilation

- ___ 143. **Deterioration of the neurotransmitter AcH** is connected with which disease?
A) Parkinson's disease
B) Senile dementia
C) Alzheimer's disease
D) Schizophrenia
E) Bipolar disorder
- ___ 144. **Object permanence** is described as the
A) ability to recognize that although the shape of the container changes the amount stays the same
B) searching for an object that no longer can be seen
C) inability to take into consideration another point of view
D) belief that inanimate objects are alive
E) blending new information into existing schemas
- ___ 145. The organs that are **responsible for sexual reproduction** are referred to as
A) secondary sex characteristics
B) primary sex characteristics
C) imprinting
D) bold sex characteristics
E) attachment functions
- ___ 146. **Egocentrism** is defined as the
A) belief that inanimate objects are alive
B) the inability to reverse the sequence of actions or events
C) the inability to take into consideration another person's point of view
D) abstract reasoning
E) continued searching for an object that is no longer present
- ___ 147. Jimmy was just told that how he learned to type was incorrect. Jimmy's teacher told him that he would have to learn the proper technique in order to type correctly. This **new technique that Jimmy has to learn would be an example of**
A) maturation
B) assimilation
C) temperament
D) reflex design
E) accommodation
- ___ 148. **Spontaneous recovery is**
A) the process of associating a natural stimulus with a neutral stimulus.
B) extinguishing the learned response by not giving the UCS after the CS.
C) when similar stimuli resemble the original CS still causing the CR.
D) after extinction occurs the reappearance of the CR when the CS is again presented.
E) when the response is not able to be relearned.
- ___ 149. In the process of **acquisition** a natural stimulus like food is associated with a neutral stimulus like a bell, resulting in the neutral stimulus- the bell then causing a response. In order for acquisition to take place the CS- bell must be presented _____ the UCS- food.
A) after B) before C) a day before D) a day after E) not at all
- ___ 150. If Jimmy wanted to **stop the dog from salivating** to the sound of the treat jar opening, then what must Jimmy not give each time he opens the jar? This process is referred to as?
A) UCR; extinction
B) UCS; generalization
C) CS; extinction
D) UCS; extinction
E) UCS; discrimination

- ___ 151. Jimmy's dog had just naturally salivated to the sight of food, what is the **food referred** to in classical conditioning terms?
A) UCR B) CS C) CR D) UCS E) Generalization
- ___ 152. Jimmy eats a burger that is tainted with bacteria. Jimmy later vomits and as a result refuses to eat burgers. In this example, the **bacteria in classical conditioning** terms is referred to as the _____ and the vomiting is referred to as the _____.
A) UCS; UCR B) UCR; UCS C) CS: CR D) UCS; CR E) CR; CS
- ___ 153. In Watson's and Rayner's experiment with "Little Albert," they were able to condition Albert to become fearful of a white rat through associating the rat **with a loud noise** that automatically caused Albert to cry. What is the loud noise referred to as?
A) UCS B) CS C) UCR D) CR E) Generalization
- ___ 154. When the dog salivates to the sound of a treat jar opening in classically conditioning terms this **response is called the**?
A) CS B) UCS C) UCR D) CR E) Extinction
- ___ 155. Jimmy is concerned because he busted the bell he originally conditioned his dog to salivate to. He quickly goes out and buys another bell. When he got home **and rang the bell the dog did not salivate and hence the CR did not appear**. Which classically conditioning term describes this result?
A) Stimulus generalization D) Spontaneous recovery
B) Stimulus timing E) Stimulus discrimination
C) Acquisition
- ___ 156. **Edward Thorndike's Law of Effect** refers to
A) behaviors which are punished will be repeated, and behaviors that are rewarded will be decreased
B) behaviors which are rewarded will be repeated, and behaviors that are punished will be decreased
C) behaviors which are observed will be repeated
D) behaviors that instinctual will be suppressed
E) behaviors that are known will be repeated
- ___ 157. Jimmy uses treats to teach his dog to sit. After each time the dog sits, **Jimmy gives his dog** a treat. This is an example of _____ reinforcement, and the treat is referred to as a _____ reinforcer.
A) negative; primary D) positive; primary
B) positive; conditioned/secondary E) negative; positive
C) negative; conditioned/secondary
- ___ 158. An operant conditioning technique that involves using **reinforcers to guide desired behavior** is referred to as
A) shaping B) primary C) secondary D) observing E) skinnerizing

- ___ 159. Which researcher showed that people are more likely to repeat behaviors they observe that were rewarded, as demonstrated in his Bobo doll experiment?
- A) B.F. Skinner
B) Jean Piaget
C) Sigmund Freud
D) Alfred Adler
E) Albert Bandura
- ___ 160. Jimmy's dog has started to salivate to the sound of the food treat jar opening. Jimmy does not understand how this happened. In classically conditioning terms, what is the sound of the treat jar opening called?
- A) CS B) UCS C) UCR D) CR E) Extinction
- ___ 161. Jimmy's dog has constantly walked through the neighborhood. After several walks, Jimmy notices that his dog is able to guide him through the neighborhood without him guiding the dog. The dog has formed a _____ from continuously walking through the neighborhood.
- A) Overjustification effect
B) Cognitive map
C) positive image
D) negative image
E) fixed image
- ___ 162. Jimmy gives his son a quarter each time after he makes a free throw. Which operant conditioning technique is Jimmy using to increase his son's percentage of making a free throw?
- A) Negative reinforcement
B) Positive reinforcement
C) Punishment
D) Negative punishment
E) Aversive conditioning
- ___ 163. Continuous reinforcement schedules are good for learning a behavior _____; and partial reinforcement schedules prevent _____ from occurring.
- A) quickly; extinction
B) extinction; quickly
C) quick; quickly
D) extinction; negative
E) negative; positive
- ___ 164. A person is able to get a free rental after renting 4 previous videos. Which type of reinforcement schedule is being applied to increase people renting videos?
- A) Fixed-interval
B) Variable-interval
C) Fixed-ratio
D) Variable-ratio
E) Ratio-interval
- ___ 165. Jimmy decides to give his class extra credit after being quiet for 20 minutes. Which schedule of partial reinforcement is Jimmy using?
- A) Fixed-interval
B) Fixed-ratio
C) Variable-ratio
D) Variable-interval
E) Variable-fixed
- ___ 166. People fasten their seat belts because they do not want to hear the annoying beeping that signals the seat belt is not fastened. This results in people increasing wearing their seat belts. Which operant technique is being used?
- A) Positive reinforcement
B) Punishment
C) Negative reinforcement
D) Aversive conditioning
E) Shaping

- ___ 167. Jimmy is **tired of his son swearing around the house**. The next time his son swore Jimmy decided to take away his allowance for the week. This technique is referred to as
- A) Positive reinforcement
 - B) Negative reinforcement
 - C) Negative punishment
 - D) Positive punishment
 - E) Mild reinforcement
- ___ 168. An **illusory correlation** is:
- A) a method that leads to scientific claims that are false despite having empirical evidence that the claims are true.
 - B) the mistaken belief that two factors or events are related when they are not.
 - C) a positive correlation that is actually a negative correlation.
 - D) a claim that is irrefutable despite conflicting evidence.
- ___ 169. In Dr. Foster's study, **one group is given a new medication that is believed to reduce anxiety**. Another group is given a medication that looks like the real medication but it has none of the active ingredients in it to affect anxiety. In this experiment, the experimental group is the:
- A) group that receives the new medication.
 - B) group that receives the medication without the active ingredients.
 - C) anxiety group.
 - D) group without anxiety.
- ___ 170. In a **double-blind study**:
- A) only the researcher knows which subjects have been exposed to the independent variable.
 - B) both the researcher and the subjects know whether the subjects have been exposed to the independent variable.
 - C) the subject is blindfolded during treatment.
 - D) both the subjects and the researcher who interacts with them are unaware of which subjects have been exposed to the independent variable.
- ___ 171. A teacher wants to know **if essays will help students understand the material**. He takes two classes- his 1st hour receives the essays. His 2nd hour keeps on doing lecture material. He then gives a chapter test after a week to see which class did better. What is the independent variable?
- A) students
 - B) teacher
 - C) essays
 - D) lecture material
 - E) 2nd hour
- ___ 172. **Confounding variable** is
- A) a variable that is manipulated
 - B) a variable that shows the effects of the independent variable
 - C) a variable not considered by the experimenter that could affect the dependent variable
 - D) false consensus effect
 - E) a placebo variable
- ___ 173. A researcher is setting up a study to see if AP courses prepare students for college. He is sending a short survey to **all of the students who have taken an AP course** in the past. In this example who is considered the population?
- A) High school students
 - B) College students
 - C) Former AP students
 - D) Former AP teachers
 - E) Incoming AP students

- ___ 174. A researcher is interested in testing whether lecturing will make a difference in a student's AP Psychology score. In this example lecturing would be considered the
- A) Confounding variable
 - B) Independent variable
 - C) Dependent variable
 - D) Operational definition
 - E) Control group
- ___ 175. A case study is a study
- A) of a single individual.
 - B) distributed to large groups of people
 - C) an examination of a person in their natural habitat.
 - D) a cause-and-effect study.
 - E) a relationships that does not actually exist.
- ___ 176. Which explanation best describes the purpose of a correlational research design?
- A) The study of an individual over an extended period of time.
 - B) The study of specified groups in order to draw comparisons and differences.
 - C) The examination of relationships between variables in order to make predictions.
 - D) The study of cause-and-effect relationships.
 - E) To examines the opinions of large groups of people.
- ___ 177. Operational definitions are
- A) the precise definitions on how each variable in an experiment will be used
 - B) the empirical data that can be observed
 - C) the variable that will show the results and the effects of the independent variable
 - D) variables that could affect the outcome of the experiment
 - E) the theory restated
- ___ 178. A draw back with using a correlational study is that
- A) people have a tendency to falsely answer questions.
 - B) cannot be applied to the general population.
 - C) could be influenced by confounding variables.
 - D) it is hard to track down participants after a period of time
 - E) cannot establish cause-and-effect inferences.
- ___ 179. Jimmy was randomly assigned to the group in an experiment that will be held for comparison and not be administered the independent variable. Which group is Jimmy a part of
- A) experimental group
 - B) control group
 - C) manipulation group
 - D) confounding group
 - E) applied group
- ___ 180. Random sampling is a
- A) general or grand explanation, which makes predictions or observations.
 - B) specific group, community which is going to be studied.
 - C) process that allows each person within a population a chance of being chosen for a study.
 - D) testable prediction taken from a hypothesis.
 - E) process that allows each person an equal chance of being assigned to the control or experimental group.

- ___ 181. **Debriefing** is defined as
- A) information cannot be released after the experiment.
 - B) cannot cause harm to the participants.
 - C) the right to know what the experiment is about.
 - D) the right to give a full explanation to the participants after the experiment.
 - E) having food ready after the experiment.
- ___ 182. The **belief that a researcher knew the outcome** throughout the experiment and stating their belief after the experiment is known as
- A) overconfidence
 - B) hindsight bias
 - C) participant bias
 - D) critical thinking
 - E) the scientific method
- ___ 183. Dr. Morgan is interested in researching whether a protein shake drunk before a test will improve an student's test score. In this **experiment the student's test score** is considered the
- A) Independent variable
 - B) Confounding variable
 - C) Item of interest
 - D) Operational variable
 - E) Dependent variable
- ___ 184. **Refractory period** is
- A) a period in which a neuron cannot fire an action potential until returning to -70, the resting potential
 - B) a period where a neuron is ready to fire
 - C) a period of depolarization
 - D) a period of repolarization
 - E) a period of all-or-none response
- ___ 185. **Vision is processed** in the _____ lobe and **body sensations** in the _____ lobe
- A) parietal; temporal
 - B) temporal; parietal
 - C) occipital; temporal
 - D) occipital; parietal
 - E) frontal; parietal
- ___ 186. Considered the **"master gland"** which controls all other glands
- A) adreanal
 - B) thyroid
 - C) pituitary
 - D) occipital
 - E) dendrites
- ___ 187. **Too much dopamine** could lead to _____ and **too little could** lead to _____
- A) Alzheimer's; Parkinson's disease
 - B) Parkinson's disease; schizophrenia
 - C) Schizophrenia; Parkinson's disease
 - D) Alzheimer's disease; schizophrenia
 - E) Parkinson's disease; lesions
- ___ 188. A person who has **damage to the cerebellum** would be affected with
- A) vision
 - B) sensation
 - C) balance
 - D) smell
 - E) hearing
- ___ 189. Which part of the **brain controls eating, drinking, body temperature and provides a link between the brain and the endocrine system?**
- A) Parietal lobes
 - B) Temporal lobes
 - C) Amygdala
 - D) Hypothalamus
 - E) Hippocampus

- ___ 190. _____ scan measures brain activity through injecting a radioactive glucose that allows to observe how the brain is functioning.
A) MRI B) CAT C) FRMI D) PET E) EEG
- ___ 191. _____ connects the left and right hemisphere.
A) Hypothalamus B) Hippocampus C) Pons D) Medulla E) Corpus callosum
- ___ 192. Multiple sclerosis could disintegrate a neuron's _____, which ultimately could affect the speed of a neural impulse.
A) Dendrites B) Axons C) Myelin sheath D) Synapse E) Nodes of Ranvier
- ___ 193. A message from another neurons causes the inside of the receiving neuron to become positive as sodium ions start to enter leading to an action potential. This process is referred to as
A) depolarization D) hyperpolarization
B) repolarization E) synaptic discharge
C) all-or-none response
- ___ 194. What state does a neuron have to be in in order for an action potential to occur?
A) All-or-none D) -50 charge
B) Resting potential E) Postsynaptic state
C) Threshold
- ___ 195. A person's broca's area on his left hemisphere was affected when he experienced a stroke. What ability could be affected?
A) understanding what others say D) reading
B) being able to speak E) writing
C) being able to touch his nose
- ___ 196. _____ is a relay for all sensory information excluding _____.
A) Hypothalamus; smell D) Thalamus; smell
B) Pons; smell E) Thalamus; hearing
C) Thalamus; vision
- ___ 197. The endocrine system is comprised of _____ that circulate in the bloodstream.
A) pons B) neurotransmitters C) neurons D) hormones E) agonist
- ___ 198. _____ coordinate movements on the left side and right side of the body as well as dreams, _____ controls heartbeat and breathing, and _____ controls wakefulness and arousal.
A) pons; medulla; reticular formation
B) medulla; pons; reticular formation
C) hippocampus; hypothalamus; reticular formation
D) pons; hippocampus; medulla
E) pons; hypothalamus; medulla
- ___ 199. _____ connects the two hemispheres
A) Amygdala D) Hypothalamus
B) Hippocampus E) Cerebellum
C) Corpus callosum

- ___ 200. As you take this test, you do not have to focus on taking your next breath or making your heart beat. This is because the ___ is involved in the control of vital life functions, such as breathing, heart rate, and digestion.
A) medulla B) pons C) thalamus D) parietal lobe
- ___ 201. The ___ is a network of neurons at the base of the brain that projects signals up to higher brain regions and down to the spinal cord, and regulates attention and sleep.
A) cerebellum B) neural tube C) reticular formation D) substantia nigra
- ___ 202. Standing at an arrival gate, you scan the faces of the passengers as they walk off the plane, looking for your friend. This visual information is being processed in your ___ lobe.
A) occipital B) parietal C) frontal D) temporal
- ___ 203. The two main subdivisions of the peripheral nervous system are the ___ nervous system, which is in charge of voluntary movements- moving your arms; and the ___ nervous system, which is in charge of involuntary movements- like heartbeat, digestion.
A) sympathetic; parasympathetic C) autonomic; somatic
B) somatic; autonomic D) reticular; adrenal
- ___ 204. The autonomic nervous system is composed of two different branches called the ___, which activates the flight-or-flight response (alerting the body) and ___ nervous systems, which calms the body down through restoring energy.
A) somatic; endocrine C) endocrine; sympathetic
B) sympathetic; parasympathetic D) parasympathetic; sympathetic
- ___ 205. Sensory and motor neurons travel through the ___ nervous system and interneurons travel within the ___ nervous system
A) central; peripheral D) central; autonomic
B) peripheral; central E) autonomic; somatic
C) central; somatic
- ___ 206. Neurotransmitters must cross the ___ in order to reach the dendrites of another neuron.
A) axon terminals D) synapse
B) resting potential E) axon
C) action potential
- ___ 207. The process of ___ causes the inside of a cell to become positive through sodium ions entering thus increasing the chances of an action potential
A) repolarization D) refractory
B) hyperpolarization E) somatic
C) depolarization
- ___ 208. Sensory neurons travel through ___ nerves and motor neurons travel through ___ nerves.
A) Efferent; afferent D) Topical; efferent
B) Afferent; efferent E) Dendritic; typical
C) Typical; afferent

- ___ 209. Jimmy was reminded in his 3rd hour that he was going to have a test the following day. Jimmy became preoccupied with activities throughout the day and forgot that he had to study for the test. The next day when Jimmy walked into his 3rd hour he quickly remembered he had a test. This is an example of
- A) mood congruent memory
B) state-dependent memory
C) encoding failure
D) retrieval cue failure
E) context-dependent memory
- ___ 210. The memory of falling off your bike would be considered _____ information classified as a _____ memory
- A) Episodic; implicit
B) Episodic; explicit
C) Semantic; explicit
D) Semantic; implicit
E) Procedural; implicit
- ___ 211. The linguistic relativity hypothesis states that
- A) language is inborn and uninfluenced by learning
B) language is primary a product of learning and modeling
C) language does not influence how we think
D) a person's language ability would have a direct influence on the way a person thinks
E) a person's language ability is inborn and as a result dependent on proper genetic codes
- ___ 212. Jimmy's friends are trying to figure out what to do on a Friday night. They decide to list as many ideas as possible to come up with an idea. This would be an example of
- A) convergent thinking
B) by product thinking
C) scripts
D) schemas
E) divergent thinking
- ___ 213. Jimmy really like vanilla bean ice cream, in fact it is his favorite type of ice cream. Each time he tries a different flavor ice cream he always compares it to vanilla bean. Jimmy's love of vanilla bean ice cream would be considered his
- A) concept B) prototype C) schema D) script E) obsession
- ___ 214. Jimmy's Dad instructs him that if he follows the instruction step-by-step he will be able to construct his model airplane. Following these instructions specifically and not skipping any would be an example of a
- A) heuristic
B) representativeness heuristic
C) anchoring heuristic
D) availability heuristic
E) algorithm
- ___ 215. Jimmy did not realize that if he used a dime he could have tightened up a screw on his bike. Jimmy's lack of multiple uses for a dime is considered
- A) mental set
B) functional mental set
C) functional fixedness
D) intuition
E) incubation

- ___ 216. Jimmy does not know that much about car companies and their profitability, so when asked which car company sells the most amount of cars he simply bases his answer on which car company he knows the most about. This is an example of a(n)
- A) Insight
 - B) Intuition
 - C) Representativeness heuristic
 - D) Availability heuristic
 - E) Algorithm
- ___ 217. Morphemes are the
- A) smallest distinctive sound unit
 - B) smallest unit that carries meaning
 - C) first stage of language development
 - D) second stage of language development
 - E) rules for sentence structure
- ___ 218. Which statement would Herman Ebbinghaus agree with:
- A) information that is not forgotten right away will be information that will be remembered for a long period of time.
 - B) information that is forgotten right away will be information that will be remembered for a long period of time.
 - C) information that is forgotten right away will be information that will be remembered for a short-period of time.
 - D) information that is forgotten is meant to be forgotten.
 - E) information is better off to be forgotten.
- ___ 219. While Jimmy was taking a test he could not remember the answer to a question. As a result, he asked the teacher for help, when the teacher explained the question Jimmy was able to remember. Since Jimmy could not remember the answer based on the how the question was originally written this question would be example of
- A) decay theory
 - B) retrieval cue failure/ tip-of-the-tongue
 - C) encoding failure
 - D) proactive interference
 - E) retroactive interference
- ___ 220. In order for information to transfer from sensory memories to be processed in short-term memories, then the technique of _____ has to occur.
- A) selective attention
 - B) elaborative rehearsal
 - C) maintenance rehearsal
 - D) transduction
 - E) visual capture
- ___ 221. The repeating of information to keep it active for a longer period of time in short-term memory is referred to as
- A) chunking
 - B) maintenance rehearsal
 - C) elaborative rehearsal
 - D) semantics
 - E) method of loci
- ___ 222. Jimmy cannot remember his new locker combination because he always dials his old locker combination. This an example of
- A) Retroactive interference
 - B) Decay theory
 - C) Proactive interference
 - D) Encoding difficulty
 - E) Amnesia

- ___ 223. According to the **serial position effect** is the tendency to remember the **first** or _____ and the **last** or _____ items of a list.
- A) recency; primacy
B) primacy; priming
C) primacy; recency
D) recency; meaning
E) priming; primacy
- ___ 224. The process of _____ **enables meaning to be applied to information** allowing the information to go from short-term memory to being stored **permanently in long-term memory**.
- A) maintenance rehearsal
B) selective attention
C) rosy retrospection
D) implied learning
E) elaborative rehearsal
- ___ 225. When people try to confuse others in terms of what they remember they might try to provide new information that **contradicts what these people had previously remembered** or thought they learned. This is referred to as the
- A) retroactive interference theory
B) proactive interference theory
C) misinformation effect
D) analogies
E) automatic encoding
- ___ 226. Jimmy **does not have to think any longer how to tie his shoes**. The memory of tying his shoes is considered _____ information stored as _____ memory.
- A) episodic; explicit
B) episodic; explicit
C) procedural; explicit
D) procedural; implicit
E) semantic; implicit
- ___ 227. Jimmy is trying to remember what school supplies he has to purchase for his upcoming classes. He **imagines his locker and what items are normally placed in there**. This is an example of which mnemonic device?
- A) rosy retrospection
B) peg system
C) method of loci
D) imagery skills
E) semantic encoding
- ___ 228. According to **Atkinson and Shiffrin, the proper order of the stage model of memory** would be
- A) sensory, long-term, short-term
B) long-term, sensory, short-term
C) sensory, short-term, long-term
D) short-term, sensory, long-term
E) short-term, long-term, sensory
- ___ 229. **Visual sensory memory** is referred to as _____ and **auditory sensory memory** is called _____
- A) iconic; echoic
B) echoic; iconic
C) semantic; iconic
D) echoic; semantic
E) semantic; olfactory
- ___ 230. _____ refers to **combining information into meaningful units** to increase the capacity of short-term memory.
- A) Maintenance rehearsal
B) Elaborative rehearsal
C) Chunking
D) Method of loci
E) Encoding

- ___ 231. Tying your shoe would be an example of _____ information classified as _____ memory.
- A) episodic; procedural
B) explicit; implicit
C) procedural; implicit
D) episodic; explicit
E) semantic; episodic
- ___ 232. Priming, which is an unconscious process for retrieving information from long-term memory, would be explained through associations in the _____
- A) explicit memory
B) semantic network model
C) long-term potentiation
D) hierarchical network model
E) procedural information
- ___ 233. The process of encoding information with personal meaning to transfer from short-term to long-term memory is called _____
- A) maintenance rehearsal
B) method of loci
C) sensory encoding
D) elaborative rehearsal
E) spacing
- ___ 234. A lawyer was able to distort a person's memory of what actually happened by the type of questions he asked. This is referred to as _____
- A) misinformation effect
B) schema transformation
C) assimilation
D) encoding probability
E) mood congruence
- ___ 235. Jimmy cannot remember his old computer password, because each time he tries he can only remember his present password. This is referred to as _____ interference
- A) retroactive
B) proactive
C) semiactive
D) totalactive
E) misinformation effect
- ___ 236. A type of amnesia which is characterized by not being able to form new memories is called _____
- A) retrograde
B) anterograde
C) permeable
D) agonist
E) temporary
- ___ 237. Implicit memories are processed in the _____ and explicit memories in the _____
- A) amygdala; hypothalamus
B) temporal; occipital lobe
C) cerebellum; hippocampus
D) hippocampus; cerebellum
E) reticular formation; pons
- ___ 238. Jimmy decides that his friend's car is a nice car because it pretty much matches his favorite type of a car. This would be an example of _____
- A) anchoring heuristic
B) representativeness heuristic
C) algorithm
D) insight
E) incubation

- ___ 239. **In-group bias** is the
- A) tendency to favor one's group and see this group as correct
 - B) tendency to see other members of a group as similar
 - C) tendency to perform better when others are watching
 - D) tendency to perform worse when others are watching
 - E) tendency to conform to the social harmony of a group
- ___ 240. People who are **less likely to help someone because there are a lot of people present** would be exhibiting
- A) Groupthink
 - B) Group polarization
 - C) Diffusion of responsibility
 - D) Mere exposure effect
 - E) Ethnocentrism
- ___ 241. **At first Jimmy did not like his teacher,** but after sitting in this teacher's class for a number of weeks Jimmy as started to like his teacher. This new perspective would be an example of
- A) diffusion of responsibility
 - B) bystander effect
 - C) in-group bias
 - D) ethnocentrism
 - E) mere-exposure effect
- ___ 242. **Jimmy has constantly heard that he is not a good student, and after a while starts to act how people perceive him. This recent behavioral change supports the**
- A) groupthink
 - B) group polarization
 - C) self-fulfilling prophecy
 - D) social influence
 - E) altruism
- ___ 243. If you have a friend who is reluctant to help you clean your entire room, you maybe **successful through asking him to simply help you move one item in your room.** This approach is referred to as
- A) cognitive dissonance
 - B) altruism
 - C) foot-in-the-door
 - D) door-in-the-foot
 - E) bystander effect
- ___ 244. Jimmy is very quiet at school, but later that night a **party Jimmy gets "crazy" and starts to cut the rug on the dance floor.** Jimmy's classmates are stunned at this displayed behavior. Jimmy is experiencing
- A) group polarization
 - B) the power of SSRI's
 - C) deindividuation
 - D) groupthink
 - E) self-fulfilling prophecy
- ___ 245. _____ set up an experiment, known as the **Stanford Prison experiment,** where people played the role of a prison guard. The goal was to observe if this authority position would cause them to act differently.
- A) Stanley Milgram
 - B) Philip Zimbardo
 - C) Solomon Ache
 - D) Muzafer Sheriff
 - E) Mike McLane

- ___ 246. Social facilitation occurs
- A) to the tendency for people to do less in a group setting.
 - B) to the tendency to keep personal opinions to themselves for fear of upsetting the group
 - C) when the presence of other people watching improves a person's performance
 - D) when the presence of other people watching hinders a person's performance
 - E) when people listen more attentively to people of authority
- ___ 247. Believing that all homeless people are responsible for their outcomes or got what they deserved would be an example of which attribution process?
- A) Actor-observer discrepancy
 - B) Self-serving bias
 - C) Blaming the victim
 - D) Fundamental attribution error
 - E) Modesty bias
- ___ 248. If you are in the market to buy a new stereo and you catch yourself getting caught up in the salesperson's life story and personal triumphs and setbacks, then according to the elaboration likelihood model you are too focused on the
- A) central route of persuasion
 - B) peripheral route of persuasion
 - C) foot-in-the-door
 - D) door-in-the-foot
 - E) cognitive dissonance
- ___ 249. Groupthink is defined as
- A) when an attitude becomes stronger in group presence
 - B) thinking that revolves around keeping harmony within a group through not disagreeing with group opinion
 - C) the tendency to do less in a group setting
 - D) improved performance when people are watching
 - E) the loss of identity due to a group situation
- ___ 250. The fundamental attribution error occurs when a person underestimates or does not consider _____ attributes and focuses too much on _____ attributes or personal factors
- A) situational; dispositional
 - B) dispositional; situational
 - C) unconscious; situational
 - D) situational; unconscious
 - E) unconscious; dispositional
- ___ 251. When you fail a test and believe that the test was too hard; but when a friend fails the same test it was because he or she did not study enough. This is an example of which type of attribution process?
- A) Self-serving bias
 - B) Just world hypothesis
 - C) Blaming the victim
 - D) Actor-observer discrepancy
 - E) Fundamental attribution error
- ___ 252. When a person experiences guilt or discomfort because he or she realizes that he or she is not being truthful with their friends, then this person maybe experiencing
- A) Blaming the victim
 - B) Self-serving bias
 - C) Cognitive dissonance
 - D) Constipation
 - E) Normative social influence

- ___ 253. In Stanley Milgram's experiment on the role of obedience, the _____ was the subject who was being observed and did not know what the experiment was about or what was being studied.
A) learner B) experimenter C) dog D) teacher E) Milgram
- ___ 254. The just world hypothesis, the belief that good things only happen to good people, and bad things only happen to bad people could explain the concept of
A) conformity D) social obedience
B) blaming the victim E) self-serving bias
C) actor-observer discrepancy
- ___ 255. Cognitive dissonance is the result of
A) two opposing thoughts, or perceptions that could cause tension, or discomfort
B) two equal thoughts that produce tension
C) one person saying one thing and following through
D) telling the truth in a stressful situation
E) bad food
- ___ 256. An example of normative social influence would be
A) starting to smoke because all of your friends also smoke
B) listening and believing everything an expert on psychology suggests
C) shocking someone because an authority figure told you to
D) helping someone when there is nobody else present
E) taking a drug because your doctor told you to
- ___ 257. Jimmy does nothing when he has to work in a group. This is explained through
A) deindividuation D) groupthink
B) self-fulfilling prophecy E) group polarization
C) social loafing
- ___ 258. According to Stanley Milgram, most people gave the strongest shock possible because
A) they were male
B) they were female
C) they could see the person they shocked
D) they were told to do so by a person in authority
E) they were not given the shock
- ___ 259. Opinions becoming stronger in a group setting is an example of?
A) groupthink D) conformity
B) social loafing E) group polarization
C) obedience
- ___ 260. Everyone told Jimmy he was lazy and would not account to anything. Eventually Jimmy did become lazy and never attempted any new goals. This result is explained through the
A) just world hypothesis D) obedience decision
B) self-fulfilling prophecy E) altruism for people
C) conformity effect

Answers

1. C	45. A	89. C	133. B	177. A	221. B
2. B	46. D	90. E	134. D	178. E	222. C
3. C	47. B	91. B	135. B	179. B	223. C
4. C	48. D	92. E	136. C	180. C	224. E
5. B	49. C	93. B	137. D	181. D	225. C
6. D	50. A	94. D	138. B	182. B	226. D
7. D	51. B	95. D	139. E	183. E	227. C
8. B	52. D	96. C	140. E	184. A	228. C
9. D	53. B	97. C	141. C	185. D	229. A
10. C	54. C	98. C	142. C	186. C	230. C
11. B	55. A	99. C	143. C	187. C	231. C
12. B	56. D	100. C	144. B	188. C	232. B
13. A	57. D	101. D	145. B	189. D	233. D
14. A	58. C	102. A	146. C	190. D	234. A
15. C	59. A	103. E	147. E	191. E	235. A
16. D	60. D	104. C	148. D	192. C	236. B
17. C	61. B	105. E	149. B	193. A	237. C
18. B	62. B	106. B	150. D	194. B	238. B
19. D	63. C	107. A	151. D	195. B	239. A
20. B	64. C	108. C	152. A	196. D	240. C
21. A	65. B	109. A	153. A	197. D	241. E
22. D	66. A	110. C	154. D	198. A	242. C
23. A	67. A	111. D	155. E	199. C	243. C
24. A	68. D	112. C	156. B	200. A	244. C
25. C	69. A	113. A	157. D	201. C	245. B
26. A	70. B	114. C	158. A	202. A	246. C
27. B	71. B	115. A	159. E	203. B	247. C
28. A	72. C	116. B	160. A	204. B	248. B
29. D	73. A	117. C	161. B	205. B	249. B
30. D	74. E	118. E	162. B	206. D	250. A
31. B	75. B	119. C	163. A	207. C	251. D
32. C	76. C	120. C	164. C	208. B	252. C
33. E	77. C	121. D	165. A	209. E	253. D
34. E	78. C	122. C	166. C	210. B	254. B
35. A	79. B	123. B	167. C	211. D	255. A
36. D	80. D	124. B	168. B	212. E	256. A
37. C	81. C	125. B	169. A	213. B	257. C
38. D	82. B	126. C	170. D	214. E	258. D
39. B	83. C	127. C	171. C	215. C	259. E
40. E	84. B	128. C	172. C	216. D	260. B
41. C	85. A	129. C	173. C	217. B	
42. D	86. B	130. C	174. B	218. A	
43. C	87. B	131. A	175. A	219. B	
44. E	88. B	132. B	176. C	220. A	

Free Response Questions

Directions: You have 50 minutes to answer **BOTH** of the following questions. It is not enough to answer a question by merely listing facts. You should present a cogent argument based on your critical analysis of the question posed, using appropriate psychological terminology.

1. Gerald is considering asking Julie to the end of the year school dance. Explain how each of the following contributes to the situation that follows. Definitions alone will not score.

a. How might the following influence Gerald in asking Julie to the dance.

- Cerebral cortex-2
- Sympathetic nervous system-2
- Preconventional morality-3
- Self-efficacy beliefs- 10
- Social facilitation-13

b. How might Julie's decision be affected by the following factors?

- Authoritarian parenting style-3
- Representativeness heuristic-4
- Framing-4

c. How might the following impact their experience at the dance?

- Dopamine-2
- Schacter-Singer theory of emotion (two-factor theory)-5
- Normative social influence-13
- Mood congruent memories-4

2. Alice has been selected to speak at her high school graduation commencement.

a. How would the following factors affect her when writing and giving her speech?

- Social loafing-13
- Social inhibition-13
- Informational social influence-13
- Belief perseverance-4
- Episodic memories-4
- Frontal lobe-2
- Belief bias-4
- Mood congruent memories-4

b. How would the following factors affect the audience while listening to Alice's speech?

- Group polarization-13
- Cochlea-6
- Weber's law/ difference threshold-6
- Deindividuation-13
- Compliance-13
- In-group bias -13
- Wernicke's area-4
- Absolute threshold-6
- Negative reinforcement-8

Question 3

Explain how the following psychological concepts in the first column are related to the concepts in the second column.

Random Sampling.....Fairness-1

Confirmation bias.....Ignorance-4

External locus of control.....Anxiety-10

Reinforcement.....Behavior-8

Social loafing.....Effort-13

Intrinsic motivation.....Passion-5

Frontal lobe.....Morality-2

Confounding variables.....Dependent variable-1

Overconfidence.....Mistakes-1

Spacing effect.....studying-4

Self-reference effect.....memory-4

Fundamental attribution error.....rumors-13

Outgroup homogeneity effect.....opinions-13

Framing effect.....thinking-4

Question 4

Richard has to make a decision on whether or not he wants to attend William James College. He is not sure if he wants to attend a school so far away from his family and friends. How would the following factors influence his decision to attend William James College? Remember definitions alone will not score.

Cognitive Map-8

Representativeness heuristic-4

Extrinsic motivation-5

Group polarization-13

Mere exposure effect-13

Authoritative parenting-3

How would the following factors hinder his decision to attend William James College?

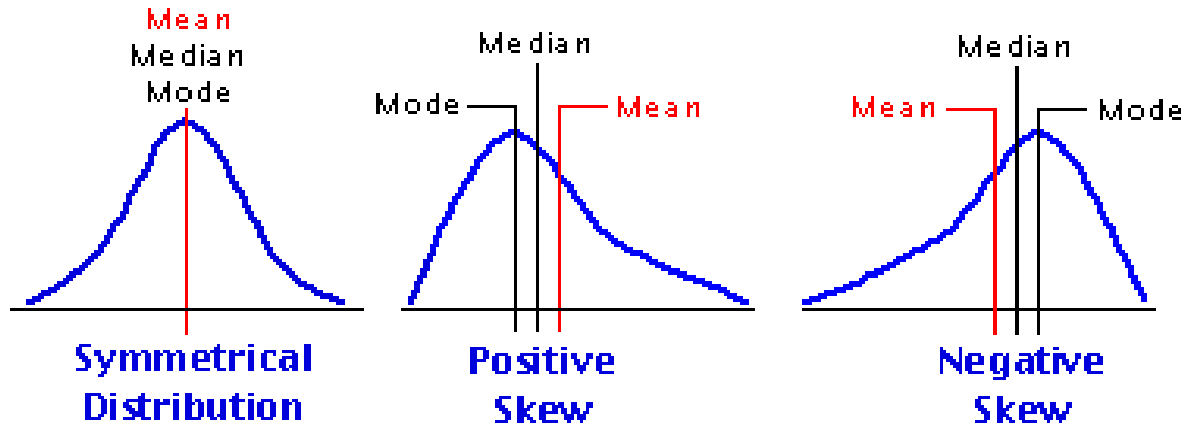
Groupthink-13

Availability heuristic-4

Framing effect-4

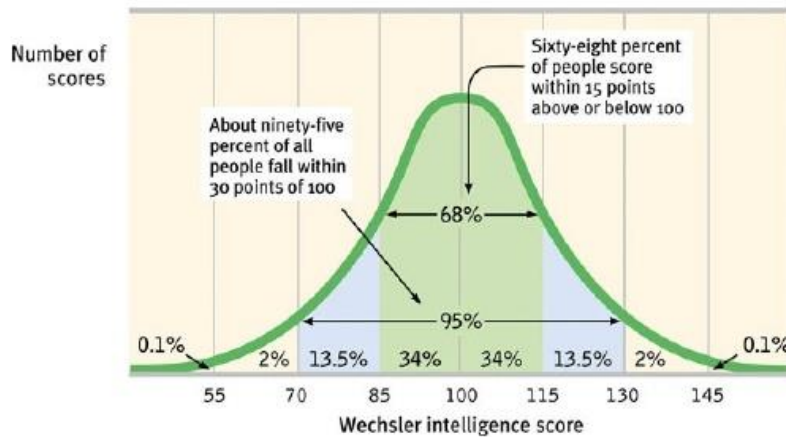
Anchoring heuristic-4

Introversion-10

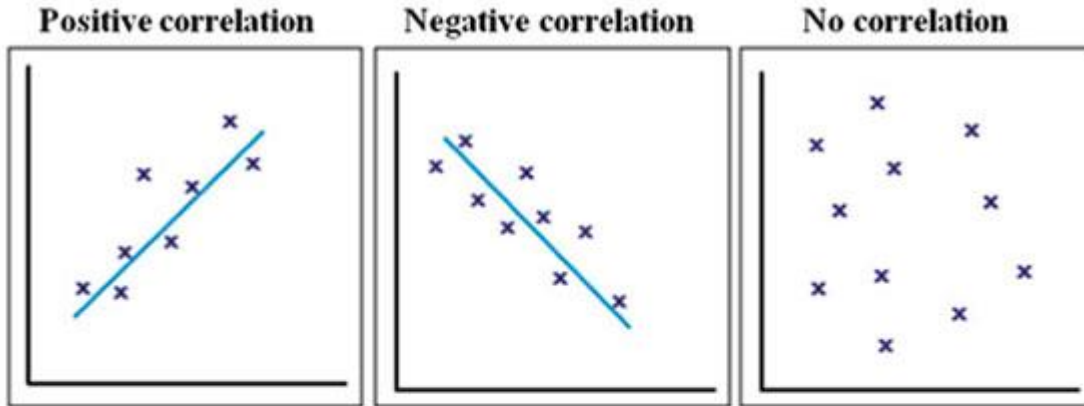


Normal Curve

Standardized tests establish a normal distribution of scores on a tested population in a bell-shaped pattern called the **normal curve**.



Mean =100/ Standard deviation is 15



The points lie close to a straight line, which has a positive gradient.

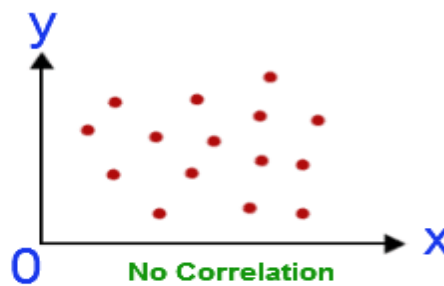
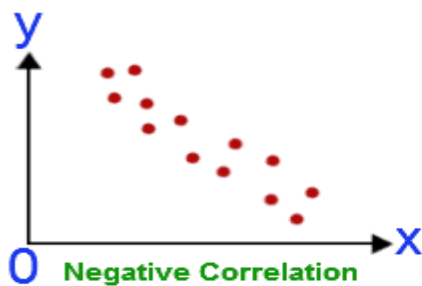
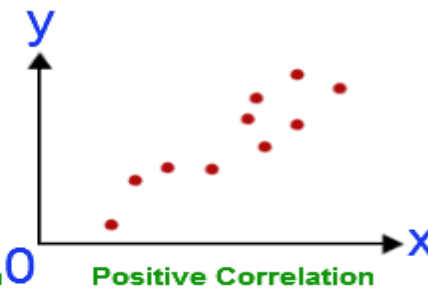
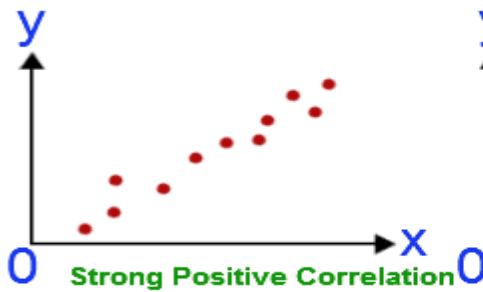
This shows that as one variable **increases** the other **increases**.

The points lie close to a straight line, which has a negative gradient.

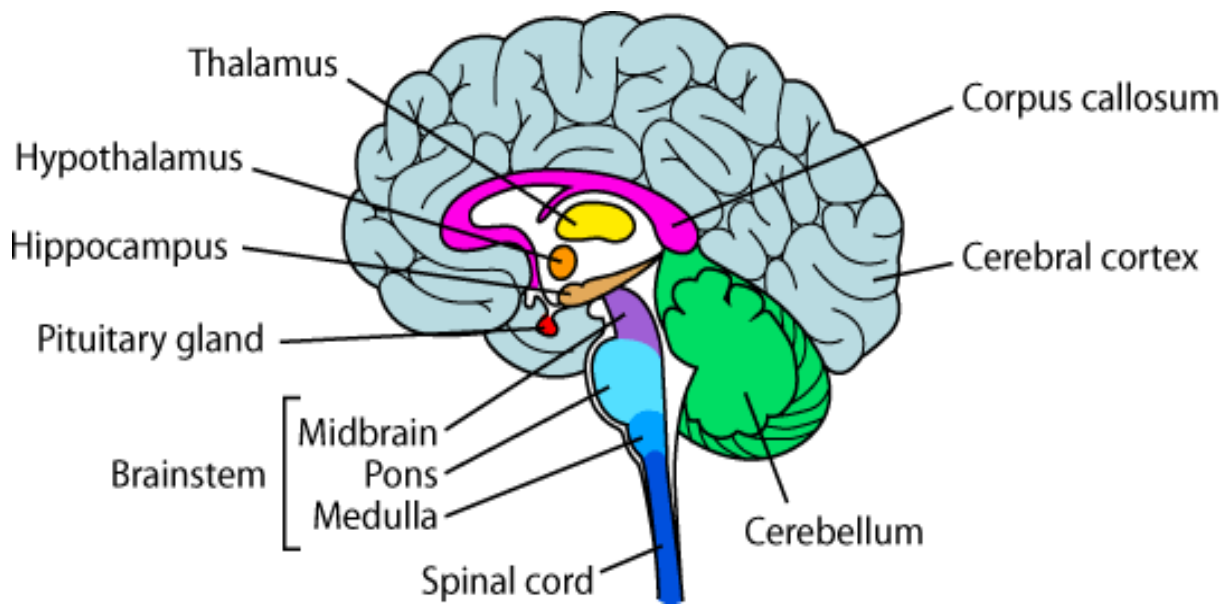
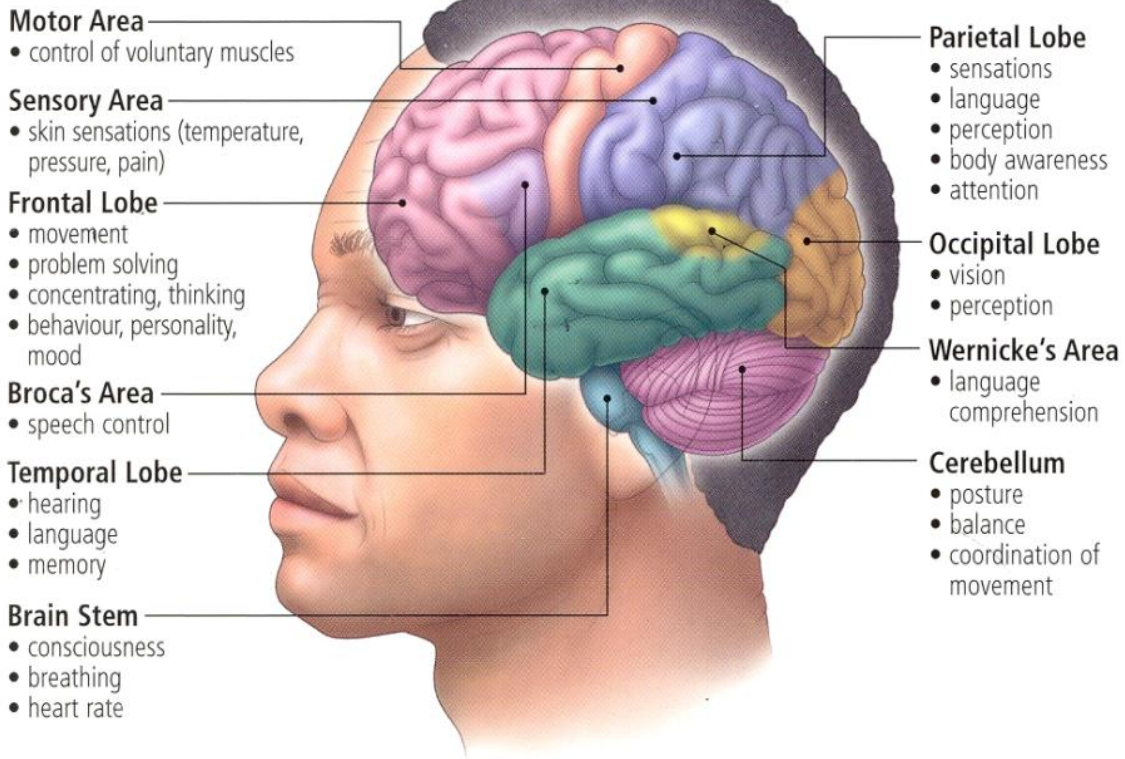
This shows that as one variable **increases**, the other **decreases**.

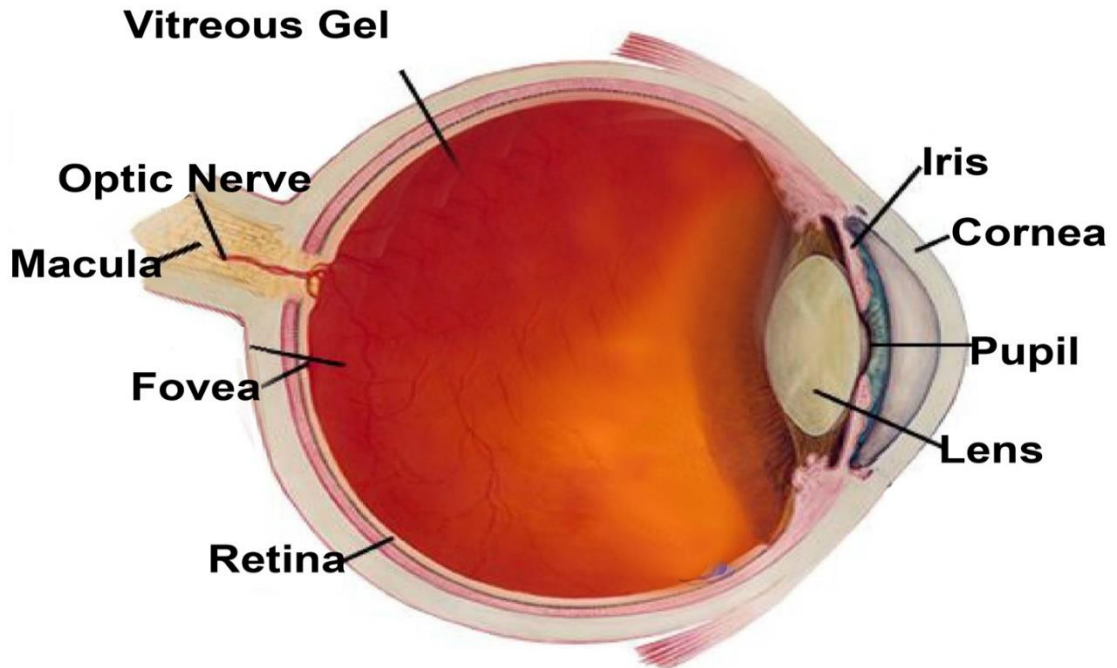
There is no pattern to the points.

This shows that there is **no connection** between the two variables.

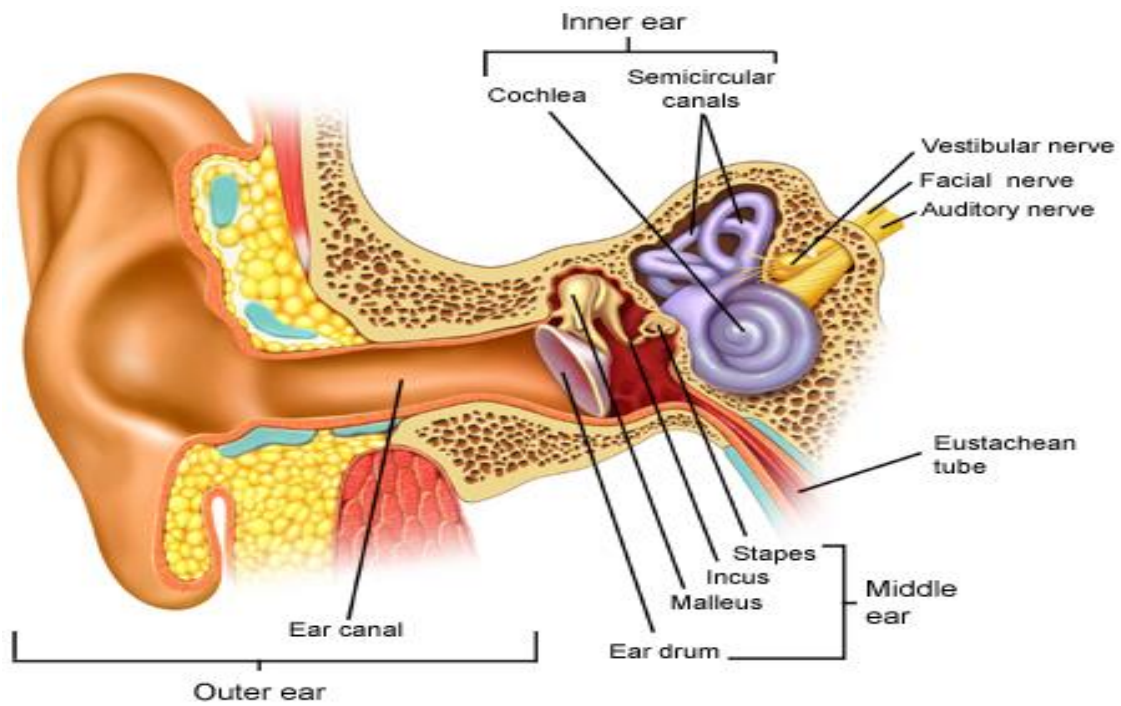


Functional Areas of the Brain¹

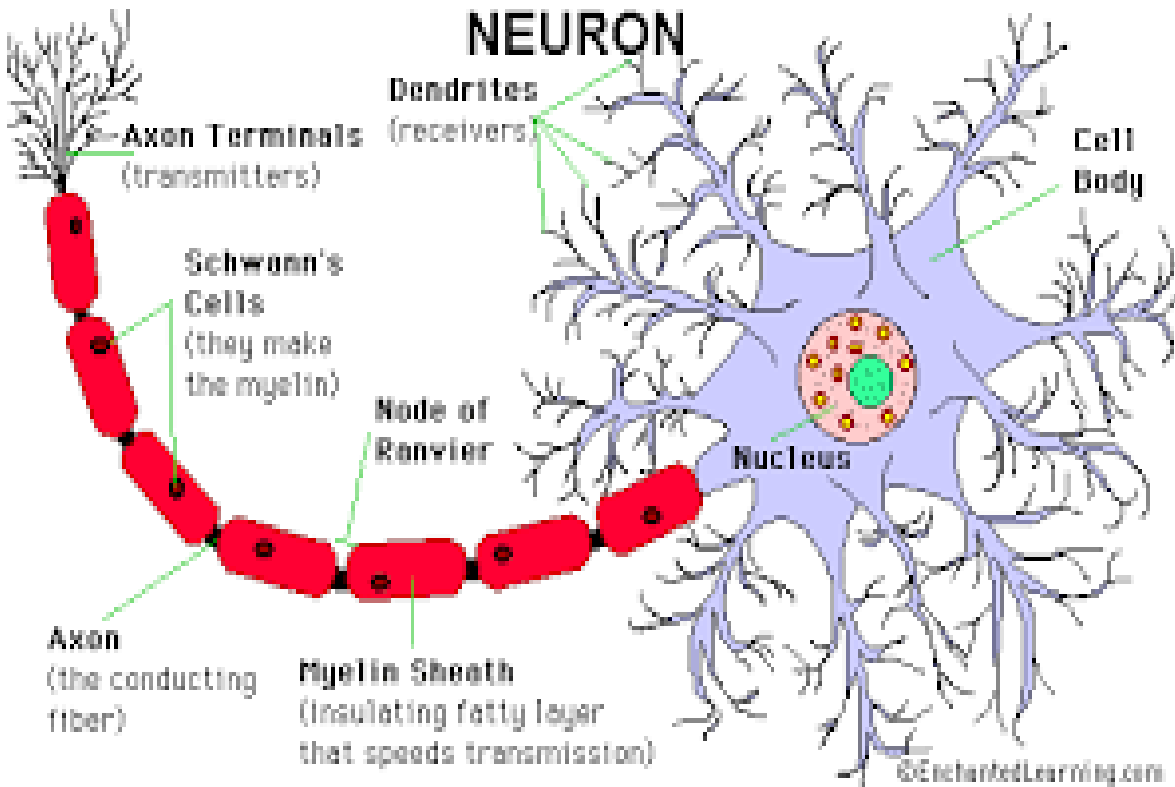




Parts of the Eye



Parts of the Ear



Parts of the Neuron

Agonists and Antagonists

Agonists - Drugs that occupy receptors and activate them.

Antagonists - Drugs that occupy receptors but do not activate them.
Antagonists block receptor activation by agonists.



Lock and Key Theory- Agonist vs. Antagonist