

1. psychology	- the scientific study of behavior and mental processes - finds its origins in philosophy	14. William James	-functionalist -not what the mind IS, but what it is FOR -Why is human thought adaptive? - put the AMERICAN stamp on psychology
2. 4 things you need in psychology	critical thinking, skepticism, objectivity, curiosity	15. natural selection	Darwinian explanation of evolution, survival of the fittest leads to gradual genetic change (adaptation)
3. psychological perspectives (7)	biological, behavioral, cognitive, evolutionary, humanistic, psychodynamic, sociocultural	16. biological approach	- focus on body, brain, and the nervous system - interested in hormones and other biological things that influence behavior
4. empirical method	learning through observation, data, and logic	17. neuroscience	- scientific study of the nervous system, emphasis on understanding behavior, thought, and emotion - interested in the the role of the brain in psychological processes
5. John Watson	-noted behaviorist -believed that how you were raised shapes who you are -anyone can become anything	18. Gestalt	a school of thought interested in how people naturally organize their perceptions according to certain patterns
6. B.F Skinner	-noted behaviorist -didn't believe in free will- only reactions -you become the people you surround yourself with	19. behavioral approach	- founded by John B. Watson and B.F. Skinner, focus on observable behavior responses and their environmental causes - care about behavior; NOT NOT CARE about mental processes (cares about what you do, does not care about what you feel or think) - behavior = observable - mental processes = private (DO NOT CARE ABOUT) - noted behaviorists: John B. Watson and B. F. Skinner
7. Sigmund Freud	-founding father of psychodynamic approach -bitter and creepy -placed high emphasis on sex and traumatic childhood experience -therapist; started the couch thing	20. psychodynamic/analytic approach	- founded by Freud, focus on unconscious thought, the conflict between basic drives and societal norms, and childhood trauma - issues unknown to individuals influence behavior - a posteriori
8. Carl Rogers	-humanistic -"The only person who is educated is the one who has learned how to learn and change."	21. humanistic approach	emphasis on positive qualities of people, positive growth, and free will. founded by Maslow and Rogers
9. Abraham Maslow	-humanistic -coined hierarchy of needs: self actualization, esteem, love, safety, and physiological	22. altruism	unselfish concern for others
10. individualist culture	-individuals seen as separate and unique -independence -focus on self success; leads to low motivation and desire to do easiest tasks possible		
11. collectivist culture	-individuals play a role in the larger group -interdependence -self critical; more likely to challenge self in order to contribute to society		
12. positive psychology	- a branch of psychology that focuses on human strengths - if it talks about free will / choice and/or positive growth, it will be the HUMANISTIC APPROACH		
13. Wilhelm Wundt	- structuralist - identified structures of the mind - introspection - conducted the first psychological experiment in 1879 - he first person to introduce the idea of measuring mental processes		

23. cognitive approach	studies the mental processes involved in knowing (i.e. how we direct our attention, perceive, remember, think, and solve problems). sees the mind as an active and aware problem solving system	32. structuralism	- Wundt's approach to discovering the basic elements, or structures, of mental processes; so called because of its focus on identifying - structuralism came before functionalism, which added "purpose" - introspection: documenting descriptions of an experience
24. evolutionary approach	- an approach to psychology centered on evolutionary ideas such as adaptation, reproduction, and natural selection as the basis for explaining specific human behaviors - explains attractiveness of tall and healthy significant others, etc.	33. functionalism	- Jame's approach to mental processes, emphasizing the functions and purposes of the mind and behavior in the individual's adaption to the environment - it expanded upon structuralism
25. sociocultural approach	- an approach to psychology that examines how social and cultural environments influence behavior - application: look for words that reference a specific location, group of people, etc. and how that influences behavior	34. natural selection	Darwin's principle of an evolutionary process in which organisms that are best adapted to their environment will survive and produce offspring
26. careers in psychology	-human resources, business consulting, casework, therapists/counselors, researchers, teachers -academic(34%) -clinical(24%) -private practice(22%) -industrial(12%) -schools(4%) -other(4%)	35. psychopathology	the scietific study of psychological disorders and the development of diagnostic categories and treatments for those disorder
27. What is the difference between a psychologist and a psychiatrist?	- a psychiatrist spends 4 years at medical school and they have the ability to prescribe medication (they are an M.D.) - psychologists do not go to medical school	36. Edward Bradford Titchener	...
28. science	the use of systematic methods to observe the natural world, including human behavior and mental processes	37. Mary Calkins	...
29. behavior	- everything we do that can be directly observed (actually seen) - thinking about doing a behavior is not a behavior	38. empiricism	...
30. mental processes	- the thoughts, feelings, and motives that each of us experiences privately but that cannot be observed directly - behaviorists, such as Watson and Skinner, DO NOT care about metal processes	39. Charles Darwin	- argued that natural selection determines the physical traits of survival
31. critical thinking	- the process of reflecting deeply and actively, asking questions, and evaluating the evidence	40. introspection	- part of structuralism - documenting descriptions of an experience (mental processes)
		41. sensation and perception	- specialty in psychology - sensation (sensing) - perception (processing) - interested in optical illusions to determine how they "trick" the brain
		42. John B. Watson	- behaviorist
		43. B. F. Skinner	- behaviorist
		44. variable	anything that can change in research
		45. theory	- a broad idea or set of closely related ideas that attempts to explain observations and to make predictions about future observations - ambiguity: do NOT confuse with hypothesis, which is a smaller and testable component of a theory (proving a hypothesis helps prove a theory)

46. hypothesis	- an educated guess that derives logically from a theory; a prediction that can be tested - ambiguity: do NOT confuse with theory, which is too broad to test	58. dependent variable	- the outcome; the factor that can change in an experiment in response to changes in the independent variable - essentially what you are measuring (b/c it DEPENDS on other variables)
47. operational definition	- a definition that provides an objective description of how a variable is going to be measured and observed in a particular study - a specific description of what will be studied	59. experimental group	the participants in an experiment who receive the drug or other treatment under the study--that is, those who are exposed to the change the independent variable represents
48. meta-analysis	- a method that allows researchers to combine the results of several different studies on a similar topic in order to establish the strength of an effect	60. control group	the participants in an experiment who are as much like the experimental group as possible and who are treated in every way like the experimental group except for a manipulated factor, the independent variable
49. descriptive research	research that determines the basic dimension of a phenomenon, defining what it is, how often it occurs, and so on	61. external validity	- the degree to which an experimental design actually reflects the real-world issues it is supposed to address - application: the experiment is only valid in a lab setting
50. case study or case history	an in-depth look at a single individual	62. internal validity	- the degree to which changes in the dependent variable are due to the manipulation of the independent variable - application: there is something wrong with the design of the scientific experiment (something should have been considered that wasn't, etc.)
51. correlational research	- research that examines the relationships between variables, whose purpose is to examine whether and how two variables change together (NOT causal) - application: can show links, relationships between, etc. - application: can state ice cream sales linked to increased violence	63. experimenter bias	occurs when the experimenter's expectations influence the outcome of the research
52. third variable problem or confounds	the circumstance where a variable that has not been measured accounts for the relationship between two other variables. Third variables are also known as confounds.	64. demand characteristics	any aspects of a study that communicate to the participants how the experimenter wants them to behave
53. longitudinal design	a special kind of systematic observation, used by correlational researchers, that involves obtaining measures of the variables of interest in multiple waves over time	65. research participant bias	occurs when the behavior of research participants during the experiment is influenced by how they think they are supposed to behave or their expectations about what is happening to them
54. experiment	a carefully regulated procedure in which the researcher manipulates one or more variables that are believed to influence some other variable	66. placebo effect	occurs when participants' expectation, rather than the experimental treatment, produce an outcome
55. random assignment	- researchers' assignment of participants to groups by chance, to reduce the likelihood that an experiment's results will be due to preexisting differences between groups - ensures groups had equal and balanced composition (not biased) - extremely important aspect of experimental design	67. placebo	in a drug study, a harmless substance that has no physiological effect, given to participants in a control group so that they are treated identically to the experimental group except for the active agent
56. independent variable	a manipulated experimental factor; the variable that the experimenter changes to see what its effects are	68. double-blind experiment	an experimental design in which neither the experimenter nor the participants are aware of which participants are in the experimental group and which are in the control group until the results are calculated
57. confederate	a person who is given a role to play in a study so that the social context can be manipulated	69. population	the entire group about which the investigator wants to draw conclusions

70. sample	the subset of the population chosen by the investigator for study	83. applied research	research that is applied, accessing and using some part of the research community's accumulated theories, knowledge, methods, and techniques, for a client driven purpose
71. random sample	a sample that gives every member of the population an equal chance of being selected	84. basic research	research carried out to increase understanding of fundamental principles; the results, many times, have no direct or immediate commercial benefits
72. naturalistic observation	- the observation of behavior in a real-world setting - examples: observing students in classes, observing teachers in classes, observing kids at the mall, etc.	85. validity	the extent to which a test measure what it is intended to measure
73. descriptive statistics	mathematical procedures that are used to describe and summarize sets of data in a meaningful way which includes measures of central tendency and measures of dispersion - includes: mean, median, mode and standard deviation	86. reliability	the extent to which a test yields a consistent, reproductive measure of performance
74. mean	a measure of central tendency that is the average for a sample	87. sampling	the act or process of selecting a sample for testing, analyzing, etc.
75. median	a measure of central tendency that is the middle score in a sample	88. representative sample	a subset of the population that accurately reflects the members of the entire population
76. mode	a measure of central tendency that is the most common score in a sample	89. stratified sampling	the population is divided into subpopulations (strata) and random samples are taken from each stratum
77. range	a measure of dispersion that is the difference between the highest and lowest scores	90. laboratory experiment	a test or trial conducted in the lab
78. standard deviation	- a measure of dispersion that tells us how much scores in a sample differ from the mean of the sample - more sophisticated version of descriptive statistics - takes squared deviation from the mean - application: frequently results in a normal bell curve	91. field experiment	a test or trial conducted in the real world
79. inferential statistics	mathematical methods that are used to indicate whether results for a sample are likely to generalize to a population	92. group-matching	ensures that experimental/control groups are equivalent (sex, race, age, etc.) to avoid flawed results due to confounds
80. correlation coefficient	- the strength of the relationship between two variables - strongest relationship = greatest distance from zero (either positive or negative) - weakest relationship = closest to 0 - no relationship (do not occur at the same time) = 0 - negative = inverse relationship (as one variable increases, the other decreases) - positive = direct relationship (as one variable increases, the other also increases) - 1.00 correlation coefficient = predict with perfect accuracy	93. social desirability	tendency of respondents to reply in a manner that will be viewed favorably by others
81. survey research	a research method involving the use of questionnaires and/or statistical surveys to gather data about people and their thoughts and behaviors	94. Hawthorne effect	the tendency of individuals to perform better simply because of being singled out and made to feel important
82. hindsight bias	the tendency to report falsely, after the fact, that we accurately predicted an outcome	95. response rate	ratio of number of people who answered the survey divided by the number of people in the sample
		96. outlier	an extreme piece of data that skews the results
		97. z score	a standard score indicates how many standard deviations an observation or datum is above or below the mean
		98. p value	the probability of obtaining a test statistic at least as extreme as the one that was actually observed
		99. normal curve	a model of distribution
		100. scatter plot	a graph in which the values of two variables are plotted along two axes, the pattern of the resulting points revealing any correlation present.

101. line of best fit / regression line	a straight line drawn through the center of a group of data points plotted on a scatter plot, shows how variables are correlated	114. nervous system	the body's electrochemical communication circuitry
102. sampling error	The error that arises as a result of taking a sample from a population rather than using the whole population.	115. plasticity	- the brain's special capacity for change - the baility for nerve cells in the brain to change their purpose
103. statistical significance	- a result that is not likely to occur randomly, but rather is likely to be attributable to a specific cause - .05 correlation is the minimum level of probability that scientists will accept for concluding that observed difference are real and not due to chance	116. afferent nerves / sensory nerves	- nerves that carry information about the external environment to the brain and spinal cord via sensory receptors - do NOT confuse with efferent nerves
104. Institutional Review Board (IRB)	a group of peers in a clinical setting that examines a research proposal to insure patient safety and addresses the ethics of the proposed study	117. efferent nerves / motor nerves	- nerves that carry information out of the brain and spinal cord to other areas of the body - think "e" for exit (out) of the brain and spinal cord - do NOT confuse with afferent nerves
105. coercion	The intimidation or convincing of a victim to compel the individual to do some act against his or her will by the use of psychological pressure, physical force, or threats.	118. central nervous system (CNS)	the system made up of the brain and spinal cord
106. informed consent	permission granted in the knowledge of the possible consequences, typically that which is given by a patient to a doctor for treatment with full knowledge of the possible risks and benefits.	119. peripheral nervous system (PNS)	- the network of nerves that connects the brain and spinal cord to other parts of the body - composed of all the sensory and motor nerves - it is a part of the human nervous system - two main components: 1. the somatic nervous system (voluntary) 2. the autonomic nervous system (involuntary- -consisting of the sympathetic motor system and the parasympathetic nervous system)
107. anonymity	concealing the identities of participants in all documents resulting from the research	120. somatic nervous system	- the body system consisting of the sensory nerves, whose function is to convey information from the skin and muscles to the CNS about conditions such as pain and temperature, and the motor nerves, whose function is to tell the muscles what to do - sensory nerves + motor nerves - voluntary nervous system (input from sense organs; output to skeletal muscles)... if you "instruct," "tell," "decide" for your muscles to do something, it is because of the somatic nervous system - carries information to your muscles
108. confidentiality	concerned with who has the right of access to the data provided by the participants	121. autonomic nervous system	the body system that takes messages to and from the body's internal organs, monitoring such processes as breathing, heart rate and digestion
109. debriefing	used to refer to the process whereby "justified" deception has been used by the researchers, and, following ethical research practices, respondents are then spoken to after the study ends to explain the deception to them and try to undo any harm that may have been caused by the deception.	122. sympathetic nervous system	- the part of the autonomic nervous system that arouses the body - "fight of flight" resonses (survival responses) - neurotransmitter: noradrenaline
110. variance	a measure of how far a set of numbers is spread out		
111. positive skew	outliers cause distribution of data		
112. negative skew	...		
113. scientific method	1. observing some phenomenon 2. formulating hypothesis and prediction 3. testing through empirical research 4. drawing conclusions 5. evaluating the theory IMPORTANT: you must be open-minded (OK with results that disprove your hypothesis) and remove emotions and personal bias from experiment design and implementation		

123. parasympathetic nervous system	<ul style="list-style-type: none"> - the part of the autonomic nervous system that calms the body - relaxing responses - neurotransmitter: acetylcholine - think (para) b/c paramedics need to calm down patients 	131. action potential	the brief wave of positive and electrical charge that sweeps down the axon
124. neurons	<ul style="list-style-type: none"> - one of two types of cells in the nervous system; neurons are the nerve cells that handle information-processing function - neurons = basic unit of the nervous system - nervous system contains approx. 11 billion neurons - parts of neuron: dendrites, cell body (soma), axon, myelin sheath, axon terminals, terminal buttons, nucleus - 3 types of neurons: sensory neurons, motor neurons, interneurons - resting state: a negative charge on the inside of the cell membrane and a positive charge on the outside 	132. all-or-nothing principle	<ul style="list-style-type: none"> - the principle that once the electrical impulse reaches a certain level of intensity (its threshold), it fires and moves all the way down the axon without losing any intensity - if they were depolarized at a different speed or amount, the intensity of the action potential would not be affected because they either ALL fire or it does not
125. glial cells / glia	<ul style="list-style-type: none"> - the second of two types of cells in the nervous system; these types of cells provide support, nutritional benefits, and other functions and keep neurons running smoothly - assists in transporting nutrients from blood vessels to neurons 	133. synapses / synaptic gap	<ul style="list-style-type: none"> - tiny spaces between neurons - neurotransmitter (chemical) substances travel across them between neurons
126. cell body (soma)	the part of the neuron that contains the nucleus, which directs the manufacture of substances that the neuron needs for growth and maintenance	134. neurotransmitters	chemical substances that are stored in very tiny sacs within the terminal buttons and involved in transmitting information across a synaptic gap to the next neuron
127. dendrites	<ul style="list-style-type: none"> - tree-like fibers projecting from a neuron, which receive information and orient it toward the neuron's cell body - branched appendages that carry information to the cell body - primary function: receive information 	135. Acetylcholine	<ul style="list-style-type: none"> - stimulates neurons to fire, muscular action, learning, and memory - a neurotransmitter that is a derivative of choline - low levels linked to Alzheimer's disease
128. axon	<ul style="list-style-type: none"> - the part of the neuron that carries information away from the cell body toward other cells - think (a) for away 	136. GABA (gamma aminobutyric acid)	- Neurotransmitter in as many as one third of the brain's synapses
129. myelin sheath	<ul style="list-style-type: none"> - a layer of fat cells that encases and insulates most axons - helps make the charge pass faster and smoother down the axon 	137. Glutamate	<ul style="list-style-type: none"> - excites neurons to fire - involved in learning and memory - too much can cause migraine headache
130. resting potential / resting state	<ul style="list-style-type: none"> - in an inactive neuron, the voltage between the inside and outside of the axon wall - a negative charge on the inside of the cell membrane and a positive charge on the outside 	138. Norepinephrine	<ul style="list-style-type: none"> - slows neuron firing in the central nervous system - a catecholamine precursor of epinephrine that is secreted by the adrenal medulla and also released at synapses - also known as noradrenaline
		139. Dopamine	<ul style="list-style-type: none"> - controls voluntary movement, sleep, mood, attention, learning, and reaction - a monoamine neurotransmitter found in the brain and essential for the normal functioning of the central nervous system - low levels linked to Parkinson's disease

140. Serotonin	-regulates sleep, mood, attention, and learning - a neurotransmitter involved in e.g. sleep and depression and memory - linked to depression depression
141. Endorphines	- a neurochemical occurring naturally in the brain and having analgesic properties - neurotransmitter that inhibits firing of CNS - but excites the heart muscle, intestinal, and urogenital tract
142. Oxytocin	- Acts as both neurotransmitter and hormone - plays important role in love and social bonding - hormone secreted by the posterior pituitary gland (trade name Pitocin)
143. neural networks	networks of nerve cells that integrate sensory input and motor output
144. hindbrain	located at the skull's rear, the lowest portion of the brain, consisting of the medulla, cerebellum and pons
145. brain stem	the stemlike brain area that includes much of the hindbrain (it does not include the cerebellum) and the midbrain; it connects with the spinal cord at its lower end and then extends upward to encase the reticular formation of the midbrain
146. midbrain	located between the hindbrain and the forebrain, an area in which many nerve-fiber systems ascend and descend to connect the higher and lower portions of the brain; in particular, this part of the brain relays information between the brain and the eyes and ears
147. reticular formation	- a system in the midbrain comprising a diffuse collection of neurons involved in stereotyped patterns of behavior such as walking, sleeping, and turning to attend to a sudden noise - the structure that plays an important role in these stereotyped patterns of behavior by manipulation of various neurotransmitters
148. forebrain	the brain's largest division and its most forward part
149. limbic system	a loosely connected network of structures under the cerebral cortex, important in both memory and emotion. Its two principal structures are the amygdala and the hippocampus

150. amygdala	- an almond-shaped structure within the base of the temporal lobe that is involved in the discrimination of objects that are necessary for the organism's survival, such as appropriate food, mates, and social rivals - it is one of the two principal structures of the limbic system (along with the hippocampus) -damage to this can cause incredibly incorrect decision-making, including inappropriate behavior with inanimate objects
151. hippocampus	- the structure of the limbic system that has a special role in the storage of memories - it is one of the two principal structures of the limbic system (along with the amygdala) -damage to this results in issues with memory formation
152. thalamus	- the forebrain structure that sits at the top of the brain stem in the brain's central core and serves as the important relay station - it passes information that enters the brain on to the appropriate places
153. basal ganglia	- large neuron clusters located above the thalamus and under the cerebral cortex that work with the cerebellum and the cerebral cortex to control and coordinate voluntary movements - important for learning a repetitive movement
154. hypothalamus	- a small forebrain structure, located just below the thalamus, that monitors three pleasurable activities--eating, drinking and sex--as well as emotion, stress, and reward - one of the major pleasure centers of the brain - think "hypo"--meaning underneath or below, and the (hypo)thalamus is below the thalamus
155. cerebral cortex	- part of the forebrain, the outer layer of the brain, responsible for the most complex mental functions, such as thinking and planning - plays a key role in memory, attention, perceptual awareness, thought, language, and consciousness
156. neocortex	- the outermost part of the cerebral cortex, making up 80 percent of the cortex in the human brain
157. occipital lobes	- structures located at the back of the head that respond to visual stimuli

158. temporal lobes	structures in the cerebral cortex that are located just above the ears and are involved in hearing, language processing and memory	171. testes	sex-related endocrine glands in the scrotum that produce hormones related to men's sexual development and reproduction
159. frontal lobes	the portion of the cerebral cortex behind the forehead, involved in personality, intelligence and the control of voluntary muscles	172. stem cells	unique primitive cells that have the capacity to develop into most types of human cells
160. parietal lobes	structures at the top and toward the rear of the head that are involved in registering spatial location, attention, and motor control	173. chromosomes	in the human cell, threadlike structures that come in 23 pairs, one member of each pair originating from each parent, and that contain the remarkable substance DNA
161. somatosensory cortex	a region in the cerebral cortex that processes information about body sensation, located at the front of the parietal lobes	174. deoxyribonucleic acid (DNA)	a complex molecule in the cell's chromosomes that carries genetic information
162. motor cortex	a region in the cerebral cortex that processes information about voluntary movement, located just behind the frontal lobes	175. genes	the units of hereditary information, consisting of short segments of chromosomes composed of DNA
163. association cortex / association areas	the region of the cerebral cortex that is the site of the highest intellectual functions, such as thinking and problem solving	176. dominant-recessive genes principle	the principle that, if one gene of a pair is dominant and one is recessive, the dominant gene overrides the recessive gene. A recessive gene exerts its influence only if both genes of a pair are recessive
164. corpus callosum	- the large bundle of axons that connects the brain's two hemispheres, responsible for relaying information between the two sides - cutting the corpus callosum results in a split brain	177. genotype	an individual's genetic heritage; his or her actual genetic material
165. endocrine system	the body system consisting of a set of glands that regulate activities of certain organs by releasing their chemical products into the bloodstream	178. phenotype	- an individual's observable characteristics - can be deliberately changed (coloring hair, plastic surgery, etc.)
166. glands	organs or tissues in the body that create chemicals that control many of our bodily functions	179. stress	- the responses of individuals to environmental stressors - can result in high levels of adrenaline and noradrenaline in the body - can cause persistent arousal of the autonomic (involuntary) nervous system - can weaken the immune system
167. hormones	chemical messengers that are produced by the endocrine glands and carried by the bloodstream to all parts of the body	180. stressors	circumstances and events that threaten individuals and tax their coping abilities and that cause physiological changes to ready the body to handle the assault of stress
168. pituitary gland	- a pea-sized gland just beneath the hypothalamus that controls growth and regulates other glands - sometimes called the master gland	181. sensory neurons	- located in the body's sense organs (examples: eye, ear, nose) - send messages from these organs to brain - 1 of 3 types of neurons
169. adrenal glands	glands at the top of each kidney that are responsible for regulating moods, energy level and the ability to cope with stress	182. motor neurons	- neurons that convey information from the nervous system to the body's organs, glands, and muscles
170. pancreas	a dual-purpose gland under the stomach that performs both digestive and endocrine functions	183. interneurons (association neurons)	- transmit information from one neuron to another within the nervous system

184. complexity	- carrying out multiple functions at once - application: multitasking = metaphor for it	195. medulla	-governs breathing and reflexes -part of the hindbrain (which also includes the pons and cerebellum) -lower half of the brain stem -contains the cardiac, respiratory, vomiting and vasomotor centers and deals with autonomic, (involuntary) functions, such as breathing, heart rate and blood pressure.
185. integraion	Integrated across multiple levels to connect everything in the body	196. cerebellum	-involved in motor coordination -damage creates issues with blance and muscle coordination
186. adaptability	The brain and nervous system are our agent for adapting to the world	197. fusiform face area	-dime sized spot behind the right ear -involves face recognition - research experiments where people learned to identify "greebles" demonstrated it is involved with more than face recognition
187. mirror neurons	- involved in imitation and are activated when we both perform an action and watch someone else perform the same activity - if you have a teacher / trainer / coach who models a behavior or activity while you do it too, it would be an examples of these in action	198. epinephrine / adrenaline	- hormone secreted by the adrenal medulla and a central nervous system neurotransmitter released by some neurons -used when a person has an allergic reaction - hormone and a neurotransmitter -regulates heart rate, blood vessel and air passage diameters, and metabolic shifts - a crucial component of the fight-or-flight response of the sympathetic nervous system
188. Broca's area	- area in the brain used in speech production - located in left hemisphere	199. selective breeding	- genetic method where organisms are chosen for reproduction based on how much of a particular trait they display - used to demonstrate how genes influence behavior
189. synaptic transmission	refers to the process by which neurotransmitters are fire across the synaptic gaps to the next neuron and so forth	200. neural impulse	the electrical discharge that travels along a nerve fiber
190. Electroencephalograph (EEG)	- electroencephalograph records the brain's activity - electrodes are placed on peoples heads in order to study brain activity	201. depolarizing	- occurs during the action potential - first involves the flow of sodium ions into the membrane
191. PET	positron-emission tomography measures the amount of glucose in various areas of the brain	202. endorphins	- produced by body from exersize - "runners' high"
192. fMRI	- functional magnetic resonance imaging - allows scientists to literally see what is happening while the brain is working.	203. magnetic resonance imaging	- detecting and interpreting magnetic activity from hydrogen levels in the blood
193. magnetic resonance imaging (MRI)	-involves creating a magnetic field around a person's body and using radio waves to construct images of the person's tissues and biochemical activities	204. motor cortex	- area of the cerebral cortex which control voluntary muscle movement
194. Wernicke's area	-involved in understanding speech	205. sensation	- the process of receiving stimulus energies from the external environment and transforming those energies into neural energy - application: describing a bunch of things that you "sense"--as in feel, taste, see, etc. from the environment - ambiguity: do NOT confuse with perception (organizing and interpreting)
		206. perception	the process of organizing and interpreting sensory information so that it has meaning

207. bottom-up processing	- the operation in sensation and perception in which sensory receptors register information about the external environment and send it up to the brain for interpretation - application: any time you are learning something NEW, doing something for the FIRST time	219. sensory adaption	a change in the responsiveness of the sensory system based on the average level of surrounding stimulation (p. 107)
208. top-down processing	- the operation in sensation and perception, launched by cognitive processing at the brain's higher levels, that allows the organism to sense what is happening to apply that framework to information from the world - application: about things which you are familiar, routine, etc., you apply top-down processing (expectations) to your perception	220. retina	- the multilayered light-sensitive surface in the eye that contains receptor cells that record electromagnetic energy and converts it to neural impulses processing in the brain (p. 111) - contains receptor cells - most complex part of the eye - rods - night vision, black and white vision, peripheral vision - cones - color vision, crisp and focused vision (fovea), day time vision
209. sensory receptors	specialized cells that detect stimulus information and transmit it to sensory (afferent) nerves and the brain	221. rods	- the receptor cells in the retina that are sensitive to light but not very useful for color vision (p. 111) - peripheral vision (peripheral vision in low-light conditions can be superior) - used in low-light conditions
210. absolute threshold	- the minimum amount of stimulus energy that a person can detect 50% of the time - application: if you are NOT SURE if you sensed something	222. cones	- the receptor cells in the retina that allow for color perception (p. 111) - think (c) for (c)olor perception
211. noise	irrelevant and competing stimuli--not only sounds but also any distracting stimuli for our senses	223. optic nerve	- the structure at the back of the eye, made up of axons of the ganglion cells, that carries visual information to the brain for further processing (p. 113) - area where optic nerve leaves eye = blind spot
212. difference threshold	the degree of difference that must exist between two stimuli before the difference is detected	224. feature detectors	neurons in the brain's visual system that respond to particular features of a stimulus (p. 113)
213. Weber's law	- the principle that two stimuli must differ by a constant minimum percentage (rather than a constant amount) to be perceived as different - application: changing prices - change in prices seems more dramatic if higher percentage change--not dollar amount	225. parallel processing	- the simultaneous distribution of information across different neural pathways - purpose: allow sensory information to travel rapidly through the brain
214. subliminal perception	the detection of information below the level of conscious awareness	226. binding	- in the sense of vision, the bringing together and integration of what is processed by different neural pathways or cells - application: bringing together a bunch of visual elements into one
215. signal detection theory	- a theory of perception that focuses on decision making about stimuli in the presence of uncertainty (p. 104) - detection of stimuli vary based on physical intensity of stimulus, fatigue of the observers, expectancy - information acquisition (all the information that you have to make a decision) and criterion (how you will be using that information to make an assessment) - STUDY this	227. trichromatic theory	theory stating that color perception is produced by three types of cone receptors in the retina that are particularly sensitive to different but overlapping ranges of wavelengths
216. attention	the process of focusing awareness on a narrowed aspect of the environment (p. 105)	228. opponent-process theory	theory stating that cells in the visual system respond to complementary pairs of red-green and blue-yellow colors; a given cell might be excited by red and inhibited by green, whereas another cell might be excited by yellow and inhibited by blue - explains and explained by afterimages
217. selective attention	the process of focusing on a specific aspect of experience while ignoring others (p. 105)		
218. perceptual set	a predisposition or readiness to perceive something in a particular way (p. 107)		

229. figure-ground relationship	the principal by which we organize the perceptual field into stimuli that stand out (figure) and those that are left over (ground)	242. auditory nerve	the nerve structure that receives information about sound from the hair cells of the inner ear and carries these neural impulses to the brain's auditory areas
230. depth perception	the ability to perceive objects three-dimensionally	243. thermoreceptors	sensory nerve ending under the skin that respond to changes in temperature at or near the skin and provide input to keep the body's temperature at 98.6 degrees Fahrenheit - application: when both cold and warm thermoreceptors are activated, you will feel warmth only
231. binocular cues	- depth cues that depend on the combination of the images in the left and right eyes and on the way the two eyes work together - think (bi), meaning two for two eyes - includes convergence, linear perspective	244. gestalt psychology	a school of thought interested in how people naturally organize their perceptions according to certain patterns. The whole is greater than the sum of its parts.
232. convergence	a binocular cue to depth and distance in which the muscle movements in our two eyes provide information about how deep and/or far away something is	245. pain	the sensation that warns us of damage to our bodies
233. monocular cues	powerful depth cues available from the image in one eye, either the right or left eye - think (mono) meaning one for one eye	246. olfactory epithelium	- the lining the roof of the nasal cavity, containing a sheet of receptor cells for smell (located near amygdala, making smell associated with emotional memories)
234. apparent movement	the perception that a stationary object is moving	247. kinesthetic senses	- senses that provide information about movement, posture, and orientation - muscle fibers and joints are most responsible for this sense
235. perceptual constancy	the recognition that objects are constant and unchanging even though sensory input about them is changing	248. vestibular sense	- sense that provides information about balance and movement - boys that were (vest)s, like JT and Usher, have awesome (balance) and (movement)
236. outer ear	the outermost part of the ear, consisting of the pinna and the external auditory canal	249. semicircular canals	- three fluid-filled circular tubes in the inner ear containing the sensory receptors that detect head motion caused when we tilt or move our head and/or body - think our heads can move in (semi)circular movements because we are not possessed by the devil
237. middle ear	- the part of the ear that channels sound through the eardrum, hammer, anvil, and stirrup to the inner ear - hammer, anvil and stirrup (major function = transmit sound waves to the fluid-filled inner ear)	250. photoreception	detection of light, perceived as sight
238. inner ear	the part of the ear that includes the oval window, cochlea, and basilar membrane and whose function is to convert sound waves into neural impulses and send them to the brain	251. mechanoreception	detection of pressure, vibration, and movement, perceived as touch, hearing, and equilibrium
239. place theory	- theory on how the inner ear registers the frequency of sound, stating that each frequency produces vibrations at a particular spot on the basilar membrane - think (place), referencing location, here to the (spot) in the basilar membrane	252. chemoreception	detection of chemical stimuli, perceived as smell and taste
240. frequency theory	theory on how the inner ear registers the frequency of sound, stating that the perception of a sound's frequency depends on how often the auditory nerve fires - think (frequency) and (how often)	253. ophthalmology	the study of the eye's structure, function, and diseases
241. volley principle	modifications of frequency theory stating that a cluster of nerve cells can fire neural impulses in rapid succession, producing a volley of impulses	254. audiology	the science concerned with hearing

255. neurology	the scientific study of the nervous system	266. organ of Corti	a specialized construct which resides upon the basilar membrane within the cochlea inside the inner ear. It consists of the hair cells, their nerve endings, and reinforcing cells
256. amplitude	<ul style="list-style-type: none"> - the height of a wave (e.g. sound waves) - longer wavelengths=low energy - shorter wavelengths=high energy - amplitude of light = brightness of color - amplitude of sound = volume/loudness = measured in decibels - louder sounds (greater amplitude) cause air to press with more force on your ears - quieter sounds (smaller amplitude) cause air to press with less force on your ears 	267. conduction deafness	hearing loss due to problems with the bones of the middle ear, bones not reached by sound waves
257. frequency	number of full wavelengths that pass through a point in a given time interval	268. nerve/sensorineural deafness	hearing loss due to failure of the auditory nerve
258. external ear	the outermost part of the ear, consisting of the pinna and the external auditory canal	269. fovea centralis (fovea)	<ul style="list-style-type: none"> - a tiny area in the center of the retina at which vision is at its best - contains only cones (cone = color) - vital to many visual tasks
259. external auditory canal	passageway that leads from the outside of the head to the tympanic membrane, or eardrum membrane, of each ear	270. blind spot	<ul style="list-style-type: none"> -a place on the retina that contains neither rods nor cones -where optic nerve leaves eye on its way to the brain (exists b/c of optic nerve)
260. malleus/hammer	sends the sound waves that enter the ear to the incus to be deciphered. <ul style="list-style-type: none"> - along with anvil and stirrup, transmits sound waves to the fluid-filled inner ear 	271. lens	transparent, flexible, disc-shaped structure filled with a gelatinous material. Works with cornea to bend light to focus it on the back of the eye; does most of the fine-tune focusing.
261. incus/anvil	a small bone in the middle ear, transmits vibrations between the malleus and stapes. <ul style="list-style-type: none"> - along with hammer and stirrup, transmits sound waves to the fluid-filled inner ear 	272. cornea	clear membrane in front of the eye. Works with lens to bend light to focus it on the back of the eye; does most of the bending.
262. staples/stirrup	transmits vibrations from the incus to the inner ear <ul style="list-style-type: none"> - along with anvil and hammer, transmits sound waves to the fluid-filled inner ear 	273. iris	colored part of the eye that controls the size of the pupil and therefore the amount of light that enters the eye
263. cochlea	tubular, fluid-filled structure that's coiled up like a snail	274. dilate	when the pupil enlarges to allow more light to enter the eye
264. oval window	membrane, transmits sound waves to the cochlea	275. pupil	opening in the center of the iris that lets light into the eye
265. tympanic membrane/eardrum	thin, semitransparent, oval-shaped membrane that separates the middle ear from the external ear. vibrates in response to sound waves	276. accommodation	altering one's existing ideas as a result of new information or experiences (Piaget)
		277. light intensity	the brightness that is associated with light energy
		278. wavelength	<ul style="list-style-type: none"> - the distance between successive crests of a wave - (in light) - determines COLOR or hue
		279. black	the absence of light; no hue
		280. white	a surface reflecting all light waves
		281. transduction	process of transforming the image on the retina into electrical signals

282. ganglion cells	specialized cells that make up the optic nerve, receive signals from bipolar cells
283. optic chiasm	- where the optic nerve fibers divide. about half of the nerve fibers cross over the mid-line of the brain. - right VISUAL field --> left hemisphere - left VISUAL field --> right hemisphere
284. afterimages	sensations that remain after a stimulus is removed
285. color blindness	- defective color vision, occurs when cones in the eye are inoperative
286. hue	color: refers to the aspect of color that is determined by the wavelength of light
287. gate-control theory	-(Melzuck and Wall) -states that spinal cord contains a type of neurological "gate" which opens and closes to allow or block pain signals to travel to the brain
288. area of high nerve concentration	fast pathway
289. area of low nerve concentration	slow pathway (think "S(LOW)")
290. pain receptors	dispersed through body, send signals about mechanical heat and other pain
291. papillae	- rounded bumps above the tongue's surface that contain taste buds that are bunched together
292. taste buds	receptors for taste. tongue has about 10, 000 of these, which are replaced every 2 weeks
293. 5 different types of taste buds	sweet, sour, bitter, salty, umami/savory
294. olfactory bulb	-structure responsible for smell, processes information about odors after receiving sensory input from the nose -the bulblike end of the olfactory lobe where the olfactory nerves begin
295. olfactory receptor	responsible for the detection of odor molecules
296. visual impairments	color blind, blind
297. Connection between sense of smell and limbic system	The olfactory bulb is in the limbic system. The limbic system is associated with emotion and memory. This could be why we tend to associate a certain smell with a certain memory/emotion and vice versa.
298. hearing impairments	deaf

299. Gestalt principles	"unified whole"- how people organize visual elements; whole is different from its parts
300. context effects	the influence of environmental factors on one's perception of a stimulus (similar to perceptual set)
301. Role of top-down processing in producing vulnerability to illusion	Top-down processing starts with cognitive processing by the brain so if we only see part of the illusion our brain tells us that's what it is until the other part is pointed out to us.
302. Role of attention in behavior	Attention is the process of focusing awareness on a narrowed aspect of the environment, and behavior is anything that can be observed. So, usually when something grabs our attention we have a noticeable action.
303. Gustav Fechner	founder of psychophysics, demonstrated the non-linear relationship between sensation and physical intensity
304. David Hubel	neuroscientist, noted for studies of the structure and function of the visual cortex; 1981 Nobel Prize; studied feature detectors with Torsten Wiesel
305. Ernst Weber	physician who founded experimental psychology; just noticeable difference
306. Torsten Wiesel	neuropsychologist, made discoveries concerning feature detectors; Nobel Prize
307. Eleanor Gibson	psychologist, conducted "visual cliff" experiment in order to study perception in infants and toddlers
308. thresholds	magnitude or intensity of a stimulus that's necessary for a certain perception
309. placebo effect	when receiving a substance that has no effects, the belief in the substance causes the result of the believed effect
310. just-noticeable difference	- the difference between two stimuli that (under properly controlled experimental conditions) is detected as often as it is undetected (50% of the time) - application: changing volume on a tv (notice a change in volume); camouflage (don't want to be seen)
311. response criteria/receiver operating characteristics	graphical plot that illustrates the performance of the binary classification system
312. false negative	a conclusion that is incorrect because it failed to recognize an existing condition or finding

313. false positive	a conclusion that some effect occurred when it in fact did not	326. stroboscopic effect	when continuous motion is represented by a series of short samples; (think strobe lights)
314. schema	a cognitive system that helps us organize and make sense of information	327. phi phenomenon	lights next to each other blinking on and off in succession appear to be moving
315. backmasking	sound or message is recorded backward onto a track that is meant to be played forward OR one visual stimulus immediately after another brief target visual stimulus leads to a failure to consciously perceive the first one	328. autokinetic effect	when the eye looks at a stationary, bright light in the dark for a long time, it starts to look like it's moving because there is no reference point
316. figure-ground relationship	principle by which we organize our perceptual field into stimuli that stand out (figure) and those that are left over (ground)	329. visual cliff experiment	Experiment designed to determine if an infant has depth perception. The visual cliff was created by covering a drop from one surface to another with see-through glass. In the original study (by E.J. Gibson and R.D. Walk), the majority of infants who had begun to crawl refused to venture onto the seemingly unsupported surface, even when their mothers beckoned encouragingly from the other side.
317. Gestalt rules	Rules based on how people naturally organize their perceptions according to certain patterns - includes closure, proximity, continuity and similarity	330. linear perspective	- relative size, shape and position of objects are determined by drawn/imaginary lines converging at the horizon - application: causes parallel lines to converge as they are farther away
318. closure	When we see disconnected or incomplete figures, we fill in the spaces and see them as complete. - gestalt principle	331. relative size cue	- objects that are farther away take up less space on the retina - things that appear smaller are perceived to be farther away
319. proximity	- When we see objects that are near each other, we see them as a unit. - application: AAAA AAAA AAAA AAAA = 4 groups of 4 As - application: look for key words like "near" "grouped" "next to each other" etc. - gestalt principle	332. interposition cue	when one object overlaps another, the object that is partially obscured is perceived as being farther away
320. continuity	people have a tendency to group stimuli into continuous lines and patterns - gestalt principle	333. texture gradient	texture becomes denser and finer the farther away it is from the viewer
321. similarity	- when we see objects that are similar to each other, we see them as a unit - application: looks for words for phrases like "resemble one another" "similar" "same" etc. - gestalt principle	334. shadowing	changes in perception due to position of light and position of the viewer
322. constancy	the recognition that objects are constant and unchanging even though sensory input about them is changing	335. binocular disparity	(same as retinal disparity) the difference btwn visual images that each eye perceives because the difference angles in which each eye views the world
323. size constancy	recognition that object stays same size even though retinal image of the object changes (ex. we see a car that is far away and know it isn't small)	336. retinal disparity	difference between the images in each eye-image is in a slightly different place
324. shape constancy	recognition that an object is the same shape, even when perception changes. (ex. objects can be seen at different angles, but are still the same shape)	337. Effect of culture on perception	Perception is influenced by attention, beliefs, and expectations, and culture also has an effect on our attention, beliefs, and expectations, so therefore culture has an effect on perception.
325. brightness constancy	recognition that an object maintains the same color, even when different amounts of light fall on it	338. ESP (extrasensory perception)	- research does not support this - same as chance / guessing
		339. timbre	- sound quality - application: allows you to distinguish between people's voices (even if they have the same pitch and loudness (amplitude))

340. smell	- a chemical sense that uses the olfactory epithelium - can elicit more vivid memories than the other senses because it takes a different neural pathway than other senses	351. manifest content	- according to Freud, the surface content of a dream, containing dream symbols that disguise the dream's true meaning - what is "actually" happening in your dream
341. stream of consciousness	term used by William James to describe the mind as a continuous flow of changing sensation, images, thoughts, and feelings	352. latent content	according to Freud, a dream's hidden content; its unconscious and true meaning - the meaning that you find by analyzing the manifest content (what is "actually" happening in your dream)
342. consciousness	- an individual's awareness of external events and internal sensations under a condition of arousal, including awareness of the self and thoughts about one's experiences	353. cognitive theory of dreaming	theory proposing that we can understand dreaming by applying the same cognitive concepts we use in studying the waking mind; rests on the idea that dreams are essentially subconscious cognitive processing involving information and memory
343. controlled processes	the most alert states of human consciousness, during which individuals actively focus their effort toward a goal	354. activation-synthesis theory	theory that dreaming occurs when the cerebra; cortex synthesizes neural signals generated from activity in the lower part of the brain and that dreams result from the brain's attempts to find logic in random brain activity that occurs during sleep
344. automatic processes	states of consciousness that require little attention and do not interfere with other ongoing activities	355. psychoactive drugs	drugs that act on the nervous system to alter consciousness, modify perception, and change mood
345. unconscious thought	according to Freud, a reservoir of unacceptable wishes, feelings and thoughts that are beyond consciousness awareness; Freud's interpretation viewed the unconscious as a storehouse for vile thoughts - mental processes that occur without a person being aware of them	356. tolerance	- the need to take increasing amounts of a drug to get the same effect
346. sleep	a natural state of rest for the body and mind that involves the reversible loss of consciousness	357. physical dependence	the physiological need for a drug that causes unpleasant withdrawal symptoms such as physical pain and a craving for the drug when it is discontinued
347. biological rhythms	periodic physiological fluctuations in the body, such as the rise and fall of hormones and accelerated and decelerated cycles of brain activity, that can influence behavior	358. psychological dependence	the strong desire to repeat the use of a drug for emotional reasons such as feeling of well-being and reductions of stress
348. circadian rhythms	- daily behavioral or physiological cycles. Daily circadian rhythms involve the sleep/wake cycle, body temperature, blood pressure and blood sugar level - application: look for "daily" "24-hour" etc.	359. addiction	either a physical or psychological dependence, or both, on a drug
349. suprachiasmatic nucleus (SCN)	a small brain structure that uses input from the retina to synchronize its own rhythm with the daily cycle of light and dark; the mechanism by which the body monitors the change from day to night	360. depressants	psychoactive drugs that slow down mental and physical activity
350. (Rapid Eye Movement) REM sleep	an active stage of sleep during which dreaming occurs	361. alcoholism	a disorder that involves long-term, repeated, uncontrolled, compulsive, and excessive use of alcoholic beverages and that impairs the drinker's health and social relationships
		362. barbiturates	depressant drugs, such as Nembutal and Seconal, that decrease central nervous system activity
		363. tranquilizers	depressant drugs, such as Valium and Xanax, that reduce anxiety and induce relaxation
		364. opiates	Opium and its derivatives; narcotic drugs that depress activity in the central nervous system and eliminate pain

365. stimulants	- psychoactive drugs that increase the central nervous system's activity. The most widely used stimulants are caffeine, nicotine, amphetamines and cocaine - use/abuse of stimulants - withdrawal symptoms (even for legal stimulants)	376. lower-level consciousness	automatic processing that requires little attention
366. hallucinaogens	also called psychedelics, psychoactive drugs that modify a person's perceptual experiences and produce visual images that are not real	377. altered states of consciousness	can be produced by drugs, trauma, fatigue, hypnosis and sensory deprivation
367. hypnosis	- an altered state of consciousness or a psychological state of altered attention and expectation in which the individual is unusually receptive to suggestions 2 views: 1) divided consciousness, 2) social cognitive behavior	378. subconscious awareness	can occur when people are awake as well as when asleep and dreaming
368. divided consciousness view of hypnosis	Ernest Hilgard's view that hypnosis involves a splitting of consciousness into two separate components, one of which follows the hypnotist's commands and the other which acts as a "hidden observer"	379. no awareness	Freud's belief that some unconscious thoughts are too laden with anxiety, and other negative emotions for consciousness to admit them
369. social cognitive behavior view of hypnosis	theory that hypnosis is normal state in which the hypnotized person behaves the way he or she believes that a hypnotized person should behave.	380. automatic processes	- states of consciousness that require little attention and do not interfere with other ongoing activities - application: activities you can not remember doing/completing b/c they've become so routine (driving to school; putting on makeup; typing)
370. metacognition	-thinking about thinking -When you think about your thoughts—for example, when you reflect on why you are so nervous before an exam—you are using your conscious awareness to examine your own thought processes	381. daydreaming	- lies between active consciousness and dreaming while asleep, spontaneous - application: awake (alpha waves) - not overly aware of surroundings / not paying attention
371. awareness	the subjective state of being conscious of what is going on, as occurring in a global brain workspace	382. incubation	- subconscious processing that leads to a solution to a problem after a break of conscious thought, ex: editing a paper or writers block - trying to solve a problem (failing) --> doing something else (not consciously thinking out it) --> having an answer (result of incubation, the subconscious thinking without you knowing about it)
372. global brain	-involves a variety of brain areas working in parallel -These areas include the front-most part of the brain—the prefrontal cortex—as well as the anterior cingulate (an area associated with acts of will) and the association areas -an assembly of neurons that are thought to work in cooperation to produce the subjective sense of consciousness	383. nonconscious	unconscious but without terms of Freud
373. arousal	the physiological state of being engaged with the environment. a physiological state determined by the reticular activating system, a network of structures including the brain stem, medulla, and thalamus. the ways that awareness is regulated	384. desynchronized	thrown off a regular schedule
374. anterior cingulate	an area associated with acts of will	385. synchronized	becoming together, on a schedule
375. higher-level consciousness	controlled processing in which individuals actively focus their efforts on attaining a goal, most alert state of consciousness	386. biological clock	annual/seasonal cycles or a 4 hour cycle like cycling between sleep and awake
		387. chronic sleep deprivation	bad impact on body and mind, trouble paying attention and solving problems, decreases brain activity in thalamus and prefrontal cortex

388. electroencephalograph (EEG)	machine used to monitor the brains electrical activity, shows brain waves during sleep and wake	403. somnambulism	sleep walking
389. wakefulness stages	Beta and Alpha waves are shown	404. somiloquy	sleep talking
390. beta waves	reflect concentration and alertness, highest in frequency and lowest in amplitude	405. nightmare	frightening dream that awakens a dreamer from REM sleep
391. desynchronous	having different periods and phases; in EEG, represents high levels of brain activity	406. night terror	- a sudden arousal from sleep and intense fear that awakens the sleeper from stage 4 sleep (which is a non-REM sleep stage)
392. synchronous	brain waves occurring together, regular	407. narcolepsy	- overpowering urge to sleep, so uncontrollable that person may fall asleep standing up or talking or other daily activities, triggered by intense emotional reactions
393. alpha waves	associated with relaxing and drowsiness	408. sleep apnea	- individuals stop breathing because windpipe fails to open - snoring followed by periods of silence (which is them NOT breathing)
394. states of sleep cycle	non-REM sleep: stages 1-4 - less emotionally charged dreams compared to REM sleep Stage 1 - non-REM sleep Stage 2 - non-REM sleep Stage 3 - non-REM sleep - delta waves less than 50% of time Stage 4 - non-REM sleep - delta waves more than 50% of time REM sleep: stage 5 Stage 5 - REM sleep - more emotionally charged dreams	409. CPAP (continous postive airway pressure)	device for people with sleep apnea that sends pressurized air through a mask that prevents airway from closing
395. stage 1	non-REM sleep; drowsy sleep lasting up to 10 min; myoclonic jerks; theta waves	410. sudden infant death syndrom (SIDS)	sudden sleep-related death on an infant less than 1-years of age
396. stage 2	non-REM sleep; muscle activity decreases; no longer conscious of environment; theta waves and sleep SPINDLES; lasting up to 20 min	411. pain control	hypnosis can be used during a surgery, Shelly Thomas under went surgery without anesthesia and only under hypnotic trace. She felt no pain
397. stage 3	non-REM sleep; deep sleep; delta waves less than 50% of time	412. psychotherapy	Therapeutic interaction of treatment between professional and client, psychological problems addressed
398. stage 4	non-REM sleep; deep sleep; delta waves more than 50% of time	413. suggestability	the quality of being inclined to accept and act on the suggestions of others
399. stage 5	REM (rapid eye movement) sleep; dreaming; relaxed wakefulness; 10 min in the first cycle and up to 1 hour in the last cycle	414. dissociation	describes a wide array of experiences from mild detachment from immediate surrounding to more severe detachment from physical and emotional experiences
400. external stimuli	everything we see, hear, and respond to	415. 4 steps of hypnosis	1. Minimize distractions and make comfortable 2. Concentrate on something specific 3. Inform person what to expect 4. Suggest certain feelings or events
401. internally generated stimuli	thoughts, fantasies, and memories	416. hypnotizability	the extent to which a person's responses are changed by being hypnotized
402. insomnia	- inability to sleep, can involve problems falling asleep, waking up at night, or waking up too early. - can be triggered by stress in life	417. ventral tegmental area (VTA)	part of the reward pathway in the brain stem; located in midbrain just above pons
		418. nucleus accumbens (NAc)	part of the reward pathway in the brain; located in forebrain just beneath prefrontal cortex

419. alcohol	powerful drug that acts on the body as a depressant and slows down the brain's activity - reduces inhibitions and impulse control	430. Sigmund Freud	-dreams are the key to the subconscious mind -symbolize unconscious wishes and desires and the analysis of these dreams could reveal the hidden desires -manifest content and latent content
420. caffeine	-stimulant and natural component of the plants that are the sources of coffee, tea, and cola drinks -boosts energy and alertness	431. Ernest Hilgard	Hypnosis involves a splitting of consciousness into separate components, one that follows the hypnotist's actions and another that is a "hidden observer" (Divided conscious view of hypnosis)
421. nicotine	-main psychoactive ingredient in all forms of tobacco -raises dopamine levels -improves attention and alertness and reduces anger and anxiety -highly addictive	432. meditation	- attaining a peaceful state of mind in which thoughts are not occupied of worry - application: prayer or peaceful walk can be a form of meditation
422. crystal meth	-type of amphetamine -smoked, swallowed, or injected -synthetic stimulant that causes powerful feeling of euphoria	433. mindfulness meditation	Used to relax the mind and body and to become more aware of what is happening in this moment. used to help with stress, depression, anxiety, etc.
423. cocaine	-coca plant -snorted or injected in form of crystals or powder -floods bloodstream producing rush of euphoric feelings lasting about 15-30min; depressed mood follows	434. hypnagogic reverie	An overwhelming feeling of wellness right before you fall asleep.
424. crack	-potent form of cocaine -consists of chips of pure cocaine that is smoked -could be one of the most addictive substances known	435. selective attention	- to orient attention toward, or process information from only one part of the environment with the exclusion of other parts - application: being incredibly focused on a task that others may have trouble getting you attention (reading a good book, playing a video game, drawing, etc.)
425. MDMA (ecstasy)	-stimulant and hallucinogenic properties -drug that influences bonds with others -releases serotonin, dopamine, norepinephrine -impairs memory and cognitive processing	436. cortisol	- a chemical released in the body just before waking in the morning that is linked to your circadian rhythm - THINK: You have to wake for court... or SOL like sun in Spanish - application: during jet lag, etc. this chemical may be released at the wrong time and make your morning / day rough
426. marijuana	-drug that doesn't affect neurotransmitters -disrupts membranes of neurons and affects functioning of some hormones and neurotransmitters -dried leaves and flowers of hemp plants -increased pulse rate, blood pressure, red eyes, coughing, dry mouth -euphoria, relaxation, hallucination, attention and memory	437. melatonin	- chemical linked to circadian rhythm and going to sleep - may be used to help people sleep at appropriate times during travel - released at 9:30 p.m. for early adolescents and 10:30 p.m. for later adolescents
427. LCS (lysergic acid diethylamide)	-drug that produces perceptual changes -acts on serotonin -strong hallucinations, distorted time perceptions -anxiety, paranoia, suicidal or homicidal impulses	438. sleep deprivation	- not getting enough sleep - increases likelihood of sleep walking - decreases ability to sustain attention - impairs storage and maintenance of memories - increases difficulty in making moral decisions
428. withdrawal	group of symptoms that occur because of the discontinuation of decrease of medication/drug	439. Abien	- sleep medication sometimes prescribed for insomnia - known to have strange side effect of sleep eating
429. William James	described the human mind as stream of consciousness		

440. dopamine	- the most common neurotransmitter activated by psychoactive drugs and thought to be related to addiction	452. generalization (in classical conditioning)	the tendency of a new stimulus that is similar to the original conditioned stimulus to elicit a response that is similar to the conditioned response
441. amphetatamine	- a drug that decreases feelings of fatigue, creates and elevated mood and decreases appetite THINK: AMPed - stimulant	453. discrimination (in classical conditioning)	the process of learning to respond to certain stimuli and not others
442. learning	a systematic, relatively permanent change in behavior that occurs through experience	454. extinction (in classical conditioning)	the weakening of the conditioned response when the unconditioned stimulus is absent
443. behaviorism	a theory of learning that focuses solely on observable behaviors, discounting the importance of such mental activity as thinking, wishing and hoping	455. spontaneous recovery	the process in classical conditioning by which a conditioned response can recur after a time delay, without further conditioning
444. associative learning	- learning that occurs when we make a connections or an association, between two events - includes both classical conditioning and operant conditioning - application: look for words that imply an associating has been made (examples: anticipate, expect, predict, etc.)	456. renewal	the recovery of the conditioned response when the organism is placed in a novel context
445. observational learning	learning that occurs when a person observes and imitates another's behavior	457. counterconditioning	a classical conditioning procedure for changing the relationship between a conditioned stimulus and its conditioned response
446. classical conditioning	learning process in which a neutral stimulus becomes associated with a meaningful stimulus and acquires the capacity to elicit a similar response	458. aversive conditioning	- a form of treatment that consists of repeated pairings of a stimulus with a very unpleasant stimulus - example: antabuse (causes nausea when alcohol is used)
447. unconditioned stimulus (UCS)	a stimulus that produces a response without prior learning	459. habituation	decreased responsiveness to a stimulus after repeated presentations
448. unconditioned response (UCR)	- an unlearned reaction that is automatically elicited by the unconditioned response - application: biological response to things naturally occurring	460. operant conditioning	also called instrumental conditioning, a form of associative learning in which the consequences of a behavior change the probability of the behavior's occurrence
449. conditioned stimulus (CS)	- a previously neutral stimulus that eventually elicits a conditioned response after being paired with the unconditioned stimulus - application: described as associated with unconditioned stimulus / something that naturally causes a response	461. law of effect	Thorndike's law stating that behaviors followed by positive outcome are strengthened and the behaviors followed by negative outcomes are weakened
450. conditioned response (CR)	- the learned response to the conditioned stimulus that occurs after conditioned stimulus-unconditioned stimulus pairing - caused by a conditioned stimulus	462. shaping	- rewarding approximations of a desired behavior; little steps to reach a goal behavior - application: used when desired behavior is complicated / not likely to occur on its own (not necessary for naturally occurring /one-step behaviors)
451. acquisition	the initial learning of the connection between the unconditioned stimulus and the conditioned stimulus when these two stimuli are paired	463. reinforcement	the process by which a rewarding stimulus or event (a reinforcer) following a particular behavior increases the probability that the behavior will happen again

464. positive reinforcement	<ul style="list-style-type: none"> - an increase in the frequency of a behavior in response to the subsequent presentation of something that is good - increases behavior - something is added (something good is added) - example: grades, paycheck, gold star 	473. schedules of reinforcement	<p>specific patterns that determine when a behavior will be reinforced.</p> <ul style="list-style-type: none"> - continuous reinforcement - reinforced every time (fastest extinction) <p>Four types of partial reinforcement (know all of these):</p> <ol style="list-style-type: none"> 1) fixed-ratio (regular/predictable #) 2) variable-ratio (irregular/unpredictable #) 3) fixed-interval (regular/predictable time) 4) variable-interval (irregular/unpredictable time)
465. negative reinforcement	<ul style="list-style-type: none"> - an increase in the frequency of a behavior in response to the subsequent removal of something that is bad - increases behavior - something is taken away (something negative is taken away) - example: not having to do chores 	474. punishment	a consequence that decreases the likelihood that a behavior will occur
466. avoidance learning	an organism's learning that it can altogether avoid a negative stimulus by making a particular response	475. positive punishment	<ul style="list-style-type: none"> - the presentation of an unpleasant stimulus following a given behavior in order to decrease the frequency of that behavior - decreases behavior - something is added (something negative is added) - example: spanking
467. learned helplessness	<ul style="list-style-type: none"> - an organism's learning through experience with unavoidable negative stimuli that it has no control over negative outcomes - uncontrolled negative events can lower immune system functioning 	476. negative punishment	<p>the removal of a positive stimulus following a given behavior in order to decrease the frequency of that behavior</p> <ul style="list-style-type: none"> - decreases behavior - something is taken away (something good is taken away) - example: grounding
468. primary reinforcer	a reinforcer that is innately satisfying; one that does not take any learning on the organism's part to make it pleasurable	477. applied behavior analysis	the use of operant conditioning principles to change human behavior
469. secondary reinforcer	a reinforcer that acquires its positive value through an organism's experiences; this is a learned or conditioned reinforcer	478. latent learning	<ul style="list-style-type: none"> - also called implicit learning; unreinforced learning that is not immediately reflected in behavior - getting the "lay of the land" and being able to use the knowledge later
470. generalization (in operant conditioning)	<ul style="list-style-type: none"> - performing a reinforced behavior in a different situation - applying learned response items similar to learned stimuli - example: Little Albert being afraid of other animals, not just white rats 	479. insight learning	a form of problem solving in which the organism develops a sudden insight into or understanding a problem's solution
471. discrimination (in operant conditioning)	responding appropriately to stimuli that signal that a behavior will or will not be reinforced	480. instinctive drift	tendency of animals to revert back to natural tendencies, even after conditioning
472. extinction (in operant conditioning)	decreases in the frequency of a behavior when the behavior is no longer reinforced	481. preparedness	<ul style="list-style-type: none"> - some animals learn readily but have difficulty learning in slightly different circumstances - species biological predisposition to learn in certain ways but not others
		482. contiguity	means that the CS and UCS are presented very close together in time
		483. contingency	means that the CS must not only precede the UCS closely in time, it must also serve as a reliable indicator that the UCS is on its way

484. Thorndike's law of effect	- states that behaviors followed by positive outcomes are strengthened, whereas behaviors followed by negative outcomes are weakened - Skinner used this idea to develop the notion of operant conditioning	493. Edward Tolman	- studied purposiveness of behavior; behavior is goal directed - when classical and operant conditioning occur, organism acquires expectations - stressed information value of the CS; important signal that UCS will follow - information CS provides is the key to understanding classical conditioning
485. growth mindset	- belief that skills can develop and improve over time - greatly benefits individuals - less likely to develop learned helplessness	494. John B. Watson	- studied behaviorism - classical conditioning in development of fears - experiment with baby Albert; associates white animals with scary noises, becomes afraid of the animals - his experiment violates ethical guidelines - went on to advertising after psychology
486. fixed mindset	- belief that people have fixed skills - hinders individuals - more likely to develop learned helplessness	495. emotional learning	recognizing emotions and learning how to manage feelings
487. Albert Bandura	- studied observational learning - studied child behavior with inflated Bobo doll - children watched adults model aggressive or non aggressive behavior with the doll - children who watched aggressive behavior tended to act aggressively with the doll when given the chance - described attention, motor reproduction, retention, and reinforcement	496. taste aversion	a special kind of classical conditioning involving the learned association between a particular taste and nausea unique; only one pairing is required not always accurate reason for nausea
488. John Garcia	- studied taste aversion - also studied preparedness; some animals learn readily but have difficulty learning in slightly different circumstances	497. superstitious behavior	may be evolutionary memory/fear of certain things
489. Ivan Pavlov	- created classical conditioning - bell associated with food to make dogs salivate 1) UCS (meat) => UCR (salivation) 2) NS (bell) => no response 3) CS (bell) + UCS (meat) => UCR (salivation) 4) CS (bell) => CR (salivation)	498. avoidance learning	- an organism's learning that it can altogether avoid a negative stimulus by making a particular response - never want negative response again - examples: studying to never fail a test, driving speed limit to never get another ticket - be careful to not confuse with associative learning
490. Robert Rescorla	- studied expectancy learning and information - contingency - contemporary view of classical conditioning; organisms are information seekers, they use logical and perceptual relations among events, and preconceptions to form representations of the world	499. social learning	learning that takes place at a wider scale than individual or group learning, through social interaction between peers
491. B.F. Skinner	- expanded Thorndike's work - studied operant conditioning - nurture; can turn a baby into anything - Skinner box studies shaping in rats - believed operant conditioning useful for behavioral control	500. reflex	- unconditioned stimulus-unconditioned response (UCS-UCR) - in classical conditioning, an automatic stimulus-response (S-R) connection
492. Edward Thorndike	- established power of consequences in determining voluntary behavior - studied operant conditioning - cats in puzzle box, must open latch to escape - cat made fewer and fewer random movements each time until it immediately opened the latch - Law of Effect	501. placebo effect	- classical conditioning - associated medication with feeling better
		502. physical punishment	- most common reason: parent was spanked as a child and their child also needs strong discipline - legal
		503. memory processes	encoding, storage, retrieval
		504. memory	the retention of information or experience over time as the result of three key processes: encoding, storage and retrieval
		505. encoding	the first step in memory; the process by which information gets into memory storage

506. selective attention	being able to focus on some things while ignoring others	518. short-term memory	- limited-capacity memory system in which information is usually retained for only as long as 30 seconds unless we use strategies to retain it longer - attention = important component to move information into short-term memory from sensory memory - rehearsal = common strategy
507. Divided attention	- concentration on more than one activity at the same time - studies show individuals do not do well on memory tests of information that was acquired while performing other tasks	519. memory span	the number of digits an individual can report back in order after a single presentation of them
508. sustained attention	aka vigilance, the ability to maintain attention to a selected stimulus for a prolonged period of time - a.k.a. selective attention - helps encode/put information into memory (remembering what you read, etc.)	520. chunking	grouping information into groups that make them easier to remember
509. multitasking	doing multiple things at once; having divided attention	521. rehearsal	- the conscious repetition of information - can keep content in short-term memory indefinitely (normally w/o rehearsal 30 seconds or less) - application: can be internal (repeating to self in mind) or external (repeating aloud to someone)
510. levels of processing	a continuum of memory processing from shallow to intermediate to deep, with deeper processing = better memory - shallow - intermediate - deep	522. Working memory	three part system that allows us to hold information temporarily as we perform cognitive tasks; a kind of mental workbench on which the brain manipulates and assembles information to help us understand, make decisions, and solve problems
511. elaboration	The formation of a number of different connections around a stimulus at a given level of memory encodingcreating a huge spider web of links between some new information and everything you already know - technique: create a self-reference	523. phonological loop	- briefly store speech-based information about the sounds of language - assists (along with visuospatial working memory) the central executive
512. Self-reference	relation material to your own experience	524. visuospatial working memory	- stores visual and spatial information, including visual imagery - assists (along with the phonological loop) central executive
513. storage	the retention of information over time and how this information is represented in memory	525. central executive	- integrates information not only from the phonological loop and visuospatial working memory but also from long-term memory - assisted by phonological loop and visuospatial
514. Atkinson-Shiffrin theory	The theory that states memory storage involves three separate systems: sensory memory, short-term memory, and long-term memory (SSL)	526. visual executive	integrates information from phonological loop and visuospatial working memory, also the long-term memory
515. sensory memory	- memory system that involves holding information from the world in its original sensory form for only an instant, not much longer than the brief time it is exposed to the visual, auditory, and other senses - stops too much information from entering your memory at a time	527. long-term memory	relatively permanent type of memory that stores huge amount of information for a long time
516. echoic memory	- auditory sensory memory, retained for several seconds - can take a second to process	528. explicit memory	aka declarative memory, the conscious recollection of information, such as specific facts or events and, at least in humans, information that can be verbally communicated.....information is transmitted from the hippocampus to the frontal lobes
517. Iconic memory	- visual sensory memory, retained for only 1/4 of a second - is superior to echoic memory for retention		

529. episodic memory	- retention of information about where, when, and what of life's happenings- that is, how individuals remember life's episodes - questions about your life (memories about you)	540. retrieval	the memory process that occurs when information that was retained in memory comes out of storage
530. semantic memory	- person's knowledge about the world, including his or her areas of expertise; general knowledge, such as of things learned in school; and everyday knowledge - all of your random facts (the main characters of the Vampire Diaries, the names of presidents, etc.)	541. serial position effect	- tendency to recall the items at the beginning and end of a list more readily than those in the middle (consists of primacy effect and recency effect) - to aid memory, pay special attention to the middle of a list, etc. (b/c it is the easiest to forget/not encode) - primacy effect (beginning) - recency effect (end)
531. Implicit memory	aka non-declarative memory, memory in which behavior is affected by prior experience without a conscious recollection of that experience	542. primacy effect	- recalling items at the beginning of list - application: remembering the first person who presented in class - ambiguity: do not confuse with recency effect (end of list)
532. procedural memory	- memory for skills - examples: tying shoes, typing, writing, dancing, etc.	543. recency effect	- refers to better recall for items at the end of a list - application: remembering the last contestant on a show - ambiguity: do not confuse with primacy effect (beginning of list)
533. classical conditioning	form of learning discussed in chapter 6, involves the automatic learning associations between stimuli	544. recall	- memory task in which the individual has to retrieve previously learned information - application: remembering someone's name
534. priming	- the activation of information that people already have in storage to help them remember new information better and faster - associated w/ enhanced retrieval of memories - application of expectations (told do well -- > do well; told do poorly --> do poorly)	545. regency effect	...
535. schema	preexisting mental concept or framework that helps people to organize and interpret information. Schemas form prior encounters with the environment influence the way we encode, make inferences about, and retrieve information	546. recognition	memory task in which the individual only has to identify learned items ie. multiple choice tests - application: remembering someone's face (not necessarily remembering their name)
536. script	- a schema for an event, often containing information about physical features, people, and typical occurrences - examples: class/school, church, restaurants, movie theatres (you know what to expect, what to DO, etc.)	547. encoding specificity principal	states that information present at the time of encoding or learning tends to be effective as a retrieval cue
537. connectionism	aka parallel distributed processing, the theory that memory is stored throughout the brain in connections among neurons, several of which may work together to process a single memory	548. context - dependent memory	- when people remember better when they attempt to recall information in the same context in which they learned it - application: taking witness to scene of crime, taking test in similar testing environment, knowing someone's name only in a specific setting, remembering event where event took place
538. long-term potentiation	concept states that if two neurons are activated at the same time, the connection between them, and the memory, may be strengthened	549. autobiographical memory	- a special form of episodic memory, consisting of a person's recollections of his or her life experiences - forms the core of an individual's personal identity
539. nodes	locations of neural activity		

550. level 1 of autobiographical memory	-life time periods -long segments of time measured in years and even decades	562. tip-of-the-tongue (TOT) phenomenon	a type of effortful retrieval that occurs when we are confident that we know something but can not quite pull it out of memory
551. level 2 of autobiographical memory	-general events -extended composite episodes measured in days, weeks, or months	563. retrospective memory	- remembering information from the past - almost all memory is retrospective memory - ambiguity: do not confuse with prospective memory (future; to-do's)
552. level 3 of autobiographical memory	-event-specific knowledge -individual episodes measured in seconds, minutes, or hours	564. prospective memory	remembering information about doing something in the future; includes memory for intentions
553. reminiscence bump	effect that adults remember more events from the second and third decades of life than from other decades	565. amnesia	loss of memory
554. Flashbulb memory	the memory of emotionally significant events that people often recall with more accuracy and vivid imagery than everyday events	566. anterograde amnesia	- a memory disorder that affects the retention of new information and events - failing with new information
555. repression	- defense mechanism by which a person is so traumatized by an event that he or she forgets it and then forgets the act of forgetting - a.k.a. motivated forgetting - associated with Freud	567. retrograde amnesia	- memory loss for a segment of the past but not for new events - failing with old information
556. motivated forgetting	forgetting that occurs when something is so painful or anxiety-laden that remembering it is intolerable	568. organizing (study tips)	-review course notes routinely and catch potential errors and ambiguities early -organize the material in a way that will allow you to commit it to memory effectively -experiment with different organizational techniques
557. eyewitness testimony	- not always accurate, memories can be distorted accidentally - witnesses talk >> similar (but less accurate) accounts	569. encode (study tips)	-pay attention -process information at an appropriate level -elaborate on the points to be remembered -use imagery -understand that encoding is not simply something that you should do before a test
558. interference theory	the theory that people forget not because memories are lost from storage but because other information gets in the way of what they want to remember	570. rehearse (study tips)	-rewrite, type, or retype your notes -talk to people about what you have learned and how it's important to real life to reinforce memory -test yourself -while reading and studying, ask yourself questions -treat your brain kindly
559. proactive interference	- situation in which material that was learned earlier disrupts the recall of material that was learned later - application: trying to get to new information, failing because of old information	571. retrieve (study tips)	-use retrieval cues -sit comfortably, take a deep breath, and stay calm
560. retroactive interference	situation in which material that was learned later disrupts the retrieval of information that was learned earlier - application: trying to get to older information, failing because of new information	572. redemptive stories	stories about going from bad to better
561. decay theory	- theory that states when we learn something new, a neurochemical memory trace forms, but over time its trace disintegrates - suggests that the passage of time always increases forgetting - "use it or lose it"	573. contamination stories	stories about going from good to worse
		574. Paivio	- came up with dual-code hypothesis (visualizing image is better than just the word)
		575. dual-code hypothesis	...

576. George Miller	- wrote the classic paper on the 7+/- 2 phenomenon about short-term memory	590. problem solving	- the mental process of finding an appropriate way to attain a goal when the goal is not readily available - Step 1: find and frame the problem - Step 2: develop good problem solving strategies - Step 3: evaluate solution-- what is the criteria for success? - Step 4: rethink and redefine problems and solutions over time
577. connectivist network	- memories form connections over numerous neural pathways - memories are not in "nodes" - helps explain why cramming does not work	591. subgoals	- intermediate goals or intermediate problems that put us in a better position for reaching the final goal or solution - example: breaking down studying into sections/topics/etc., and working on them in an organized sequence
578. neurons	- memory application: neuron have specific functions/specialization (specific neurons to recognize faces)	592. algorithms	- strategies-including formulas, instructions, and the testing of all possible solutions-that guarantee a solution to a problem - examples: math formulas, recipes, driving directions, running/checking every possible solution (this one can be time-consuming) - guarantees success/solution
579. Kandel and Schwartz	- used sea slugs in memory research because they have relatively few neurons	593. heuristics	- shortcut strategies or guidelines that suggest a solution to a problem but do not guarantee an answer - does NOT guarantee success/solution - convenient (quick) - allows for automatic reactions
580. emotional memories	- frequently linked to smell - influenced by amygdala (damage to the amygdala >>> difficulty with emotional memories)	594. steps in problem solving	-find and frame a problem -develop good problem-solving strategies (subgoals, algorithms, heuristics) -evaluate solutions - rethink and redefine problems and solutions over time
581. cerebellum	damage >>> difficulty with balance and motor skills	595. Maier String Problem	using a wrench or tool to make a string into a pendulum, so that you can reach both strings to tie together
582. Hermann Ebbinghaus	- memory (loss) research: most forgetting occurs soon after we originally learned something	596. fixation	using a prior strategy and failing to look at a problem from a fresh new perspective
583. encoding failure	- the information was never entered into short-term or long-term memory	597. functional fixedness	- failing to solve a problem as a result of fixation on a thing's usual functions - worse (stronger) in adulthood - failing to see that items can be used for wide variety of things
584. cognition	the way in which information is processed and manipulated in remembering, thinking, and knowing	598. reasoning	the mental activity of transforming information to reach conclusions
585. artificial intelligence (AI)	a scientific field that focuses on creating machines capable of performing activities that require intelligence when they are done by people	599. inductive reasoning	- similar to bottom-up processing; reasoning from specific observations to make generalizations - specific >> general - application: forming general rules and concepts based on specific experiences and examples
586. thinking	a mental process of manipulating information mentally by forming concepts, solving problems, making decisions, and reflecting critically or creatively		
587. cognitive psychology	- approaches that sought to explain observational behavior by investigating mental processes and structures that we cannot directly observe - radical departure from behaviorism		
588. concept	- a mental category that is used to group objects, events, and characteristics; allows us to generalize and associate; aids memorization - a form of cognitive efficiency and economy		
589. prototype model	a model emphasizing that when people evaluate whether a given item reflects a certain concept, they compare the item with the most typical item in that category and look for a family resemblance with that items properties		

600. deductive reasoning	similar to top-down processing; reasoning from a general case that is known to be true to a specific instance	615. divergent thinking	thinking that produces many solutions to the same problem
601. decision making	the mental activity of evaluating alternatives and choosing among them; used to maximize outcome	616. convergent thinking	thinking that produces the single best solution to a problem
602. two systems of reasoning and decision making	automatic and controlled reasoning	617. flexibility and playful thinking	reason for creative thinking: thinking outside of the box, relaxed and enjoyable thinking attitudes
603. system 1	- automatic reasoning; rapid, heuristic, intuitive - frequently more accurate - research: people who make complex decisions after being distracted are more likely to make better decisions	618. inner motivation	reason for creative thinking: wanting to come up with solutions for yourself, not for others or outside benefits
604. system 2	- controlled reasoning; slower, effortful, analytical	619. willingness to face risk	reason for creative thinking: criticized a lot and ability to cope with that, because more ideas and attempts will mean more failures (but also more successes!)
605. confirmation bias	- the tendency to search for and use information that supports our ideas rather than refutes them - involves ignoring/failing to acknowledge other evidence	620. objective evaluation of work	reason for creative thinking: desire to improve one's work, always criticizing one's own work
606. availability heuristic	a prediction about the probability of an event based on the ease of recalling or imagining similar events	621. intelligent	a person who has intelligence is this
607. base rate fallacy	the tendency to ignore information about general principles in favor of very specific but vivid information	622. intelligence	- all-purpose ability to do well on cognitive tasks, to solve problems, and to learn from experience (U.S. definition) - definition varies between cultures
608. representativeness heuristic	- the tendency to make judgements about group membership based on physical appearances or the match between a person and one's stereotype of a group rather than on available base rate information - application: judging someone/something based on appearance	623. validity	the extent to which a test measures what it is intended to measure
609. critical thinking	thinking reflectively and productively and evaluating the evidence	624. reliability	the extent to which a test yields a consistent, reproducible measure of performance
610. mindfulness	the state of being receptive to other ways of looking at things	625. standardization	the development of uniform procedures for administering and scoring a test, and the creation of norms (performance standards) for that test
611. open-mindedness	- the state of being receptive to other ways of looking at things	626. intelligence quotient (IQ)	- an individual's mental age divided by chronological age multiplied by one hundred - $IQ = (MA/CA) \times 100$ - if mental age is older than chronological age = above average IQ - if mental age is lower than chronological age = below average IQ - IQ of 100 means mental age = chronological age
612. mindless behaviors	behaviors that do not require thought or reflection	627. criterion validity	does the test measure what it is supposed to measure?
613. creative thinking	the ability to think about something in novel and unusual ways and to devise unconventional solutions to problems	628. norms	normal distribution; the average intelligence level has increased from 100 in 1932, to 120 in 1997
614. creativity	the ability to think about something in novel and unusual ways and to devise unconventional solutions to problems	629. mental age (MA)	an individual's level of mental development relative to that of others

630. normal distribution	a symmetrical, bell shaped curve, with a majority of the scores falling in the middle of the possible range and few scores appearing toward the extremes of the range	645. triarchic theory of intelligence	Sternberg's theory that intelligence comes in three forms - three forms: analytical intelligence, creative intelligence, practical intelligence
631. chronological age (CA)	one's actual age	646. analytical intelligence	one of Sternberg's three forms of intelligence in his theory; means one can solve problems and think critically
632. cultural bias in test	a type of bias that hinders certain groups of people and gives others an advantage	647. creative intelligence	one of Sternberg's three forms of intelligence in his theory; means that one can think outside of the box
633. culture-fair test	- intelligence tests that are intended to be culturally unbiased; impossible to be this completely - puzzle questions (content not seen prior in any culture)	648. practical intelligence	one of Sternberg's three forms of intelligence in his theory; means that one can complete everyday tasks
634. heritability	the proportion of observable differences in a group that can be explained by differences in the genes of the group's members; 75% intelligence is this, increases with age	649. Howard Gardner	created a theory with 9 levels of intelligence; his theory is criticized because of no testing to support it
635. Flynn effect	- higher IQ scores worldwide because of higher education levels and less bias - shift to the right of the normal bell curve of IQ scores	650. verbal	the ability to think in words and to use language to express and appreciate complex meanings. - word smart
636. gifted	possessing high intelligence (an IQ of 130 or higher) and/or superior talent in a particular area	651. mathematical	ability to calculate, quantify, consider propositions and hypotheses, and carry out complete mathematical operations - number/reasoning smart
637. Stanford-Binet IQ	initiated the modern field of intelligence testing and was one of the first examples of an adaptive test. IQ scale is normal distribution	652. spatial	the ability to think in three dimensions. -picture smart
638. intellectual disability	a condition of limited mental ability in which an individual has a low IQ, usually below 70 on a traditional intelligence test, and has difficulty adapting to everyday life - formerly called mental retardation	653. bodily-kinesthetic	the capacity to manipulate objects and use a variety of physical skills. - body smart
639. organic intellectual disability	may be caused by inherited physiology, injury, or disease affecting brain tissues, chemical or hormonal abnormalities, exposure to toxic materials, neurological impairment, or abnormal changes associated with aging.	654. musical	the capacity to discern pitch, rhythm, timbre, and tone - musical smart
640. cultural-familial intellectual disability	a disability we cannot account for. Cannot identify any genetic condition such as brain damage, etc.	655. interpersonal	the ability to understand and interact effectively with others. - people smart
641. conceptual skills	one of adoptive behavior deficits; means that one can think critically and solve problems	656. intrapersonal	the capacity to understand oneself and one's thoughts and feelings, and to use such knowledge in planning and directing one's life. - self smart
642. social skills	one of adoptive behavior deficits; means one can interact acceptably with others	657. naturalist	Designates the human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations) - nature smart
643. practical skills	one of adoptive behavior deficits; means that one can carry out everyday life tasks	658. existentialist	Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here. -reflective smart
644. Robert J. Sternberg	created the triarchic theory of intelligence		

659. multiple intelligences approach	thinking that intelligence can be broken up into categories; Sternberg's theory had 3, Gardner's had 9	677. 6-8 years	vocabulary continues to increase rapidly more skilled use of syntactical rules conversational skills improve
660. language	a form of communication- whether spoken, written, or signed- that is based on a system of symbols	678. 9-11 years	word definitions include synonyms conversational strategies continue to improve
661. infinite generativity	the ability of language to produce an endless number of meaningful sentences	679. 11-14 years	vocabulary increases with addition of more abstract words understanding of complex grammar forms increased understanding of function a word plays in a sentence understands metaphor and satire
662. phonology	a language's sound system	680. 15-20 years	understands adult literary works
663. morphology	a language's rules for word formation	681. cognitive appraisal	individual's interpretation of events in their lives as harmful, threatening, or challenging and their determination of whether they have the resources to cope effectively with the events
664. syntax	a language's rule for combining words to form acceptable grammar phrases and sentences	682. coping	managing taxing circumstances, expanding effort to solve life's problems, and seeking to master or reduce stress
665. semantics	the meaning of words and sentences in a particular language	683. cognitive reappraisal	regulating one's feelings about an experience by reinterpreting that experience or thinking about it in a different way or from a different angle
666. pragmatics	the useful character of language and the ability of language to communicate even more meaning than is said; the purposefulness of language	684. primary appraisal	three types of this form of appraisal: already a problem something is threatening to happen there is a challenge (best way to think)
667. linguistic relativity hypothesis	"language determines thought"	685. secondary appraisal	form of appraisal: evaluate situations how to use resources to solve problems
668. language universals	a pattern that occurs systematically across natural languages, potentially true for all of them	686. benefit finding	decreases negative feelings decreases amygdala use increases prefrontal cortex use thinking positively
669. language milestones	levels of linguistic ability as a baby develops into an adult	687. Noam Chomsky	- prewired to learn language (children all over the world acquire language at the same time)
670. 0-6 months	cooing discrimination of vowels babbling present by this age	688. development	the pattern of continuity and change in human capabilities that occurs throughout life, involving both growth and decline
671. 6-12 months	babbling expands to include sounds of spoken language gestures used to communicate about objects first words usually occur at this age	689. physical processes	changes in biological nature; genes, hormonal changes of puberty and menopause; changes in brain, height, weight, and motor skills
672. 12-18 months	understands 50+ words on average by this age	690. maturation	biological growth processes
673. 18-24 months	vocabulary increases to an average of 200 words two-words combinations by this age	691. cognitive processes	changes in thought, intelligence, language; observing, speaking, imagining, memorizing
674. 2 years	vocabulary rapidly increases correct use of plurals use of past tense use of some prepositions by this age		
675. 3-4 years	mean length of utterances increases 3-4 morphemes in a sentence use of yes and no questions, and all questions use of negatives and imperatives increased awareness of pragmatics		
676. 5-6 years	vocabulary reaches an average of about 10,000 words coordination of simple sentences		

692. socioemotional processes	changes in relationships with others, emotions, and personality; smiling, assertiveness, joy, aggressiveness, affection	707. life-span developmentalists	people who study how people develop over their lifetime? research methods include cross-sectional studies and longitudinal studies
693. cross-sectional studies	- multiple age groups assessed and differences are noted at the same time - Note: age differences not the same as developmental change	708. resilience	- ability to recover from or adapt to difficult times, even during adversity
694. cohort effects	differences b/w individuals not from age but from the historical and social time period in which they were born	709. child development	Prenatal development--> Germinal period, embryonic period, fetal period etc. Physical development--> Reflexes, motor and perceptual skills wrt. Cognitive development--> Piaget= assimilation and accommodation- sensorimotor stage, preoperational stage, concrete operational stage and formal operational stage Temperament and attachment in infancy and Erikson's stages etc.
695. longitudinal studies	study that assesses same participants many times over a period of time; these can determine age group differences and if the same people change a particular characteristic with age	710. prenatal	before birth
696. nature	an individual's biological inheritance, especially his or her genes	711. prenatal development	- development before birth, three periods from the zygote to the fetus
697. nurture	and individual's environment; environmental and social experiences	712. conception	when a single sperm cell merges with ovum to produce zygote
698. genotype	genetic heritage; may be expressed many ways, depending on environment and characteristics of genotype itself	713. zygote	1/2 of zygotes survive. single cell with 23 chromosomes from mom and 23 from dad
699. phenotype	observable characteristics; considers both nature and nurture	714. germinal period	weeks 1 and 2 in prenatal development; mass of cells attached to uterine wall
700. phenylketonuria (PKU)	two recessive genes, results in inability to metabolize amino acid phenylalanine; may lead to irreversible brain damage, developmental disabilities, and seizures; can be avoided with diet	715. embryonic period	weeks 3 through 8 in prenatal development; rate of cell differentiation intensifies, cell support systems develop, organs appear, third week the neural tube begins to form, closes after 28 days
701. life themes	involve activities, social relationships, and life goals	716. fetal period	months 2 through 9 in prenatal development 2 months size of kidney bean and moves around 4 months five inches long and weighs 5 oz 6 months 1.5 lbs last three months organ functioning and baby fat increases
702. optimal life experiences	Make the most of your life?	717. fetus	an unborn offspring of a mammal, in particular an unborn human baby more than eight weeks after conception.
703. Judith Harris	wrote The Nurture Assumption, believes what parents do makes no difference in children's behavior; genes and peers are more influential	718. teratogen	- any agent that causes a birth defect
704. The Nurture Assumption	book written by Judith Harris	719. fetal alcohol spectrum disorders (FASD)	clusters of abnormalities/problems from mothers who drink heavily
705. Sandra Scarr	believes superparenting is unnecessary; genotype is so strong that more environmental experiences are unimportant; only parenting that has negative effects is severely abnormal parenting		
706. superparenting	Controlling your child's life and making sure they are successful. Trying too hard??		

720. stillbirth	the birth of an infant that has died in the womb (strictly, after having survived through at least the first 28 weeks of pregnancy, earlier instances being regarded as abortion or miscarriage).
721. sexually transmitted infection (STI)	infections such as gonorrhoea that can be transferred to baby during delivery
722. preterm infant	an infant born earlier than 37 weeks after conception, also at risk for development difficulties
723. infant reflex	- can be temporary or can last a lifetime, genetically-wired, essential for survival (at least at some point in evolution)
724. motor skills	A motor skill is a learned sequence of movements that combine to produce a smooth, efficient action in order to master a particular task. The development of motor skill occurs in the motor cortex, the region of the cerebral cortex that controls voluntary muscle groups.
725. perceptual skills	The child's ability to process, analyse and interpret the information that they get through different sensory channels.
726. dendrite spreading	when you learn and experience things you gain more dendrites?
727. preferential looking	a research technique that involves giving an infant a choice of what to look at
728. synaptic connections	When you learn and experience new things you gain more synaptic connections
729. synapse	gaps between neurons
730. synaptic density	Higher density = more synaptic connections?
731. cognitive development	how thought, intelligence, and language processes change as people mature
732. actively construct	learn new things constantly?
733. schemas	a mental concept or framework that organizes information and provides structure for interpreting it
734. Jean Piaget (1896-1980)	- kind of a big deal swiss developmental psychologist, whose theory traces cognitive development through childhood to adulthood

735. assimilation	- incorporation of new information into existing knowledge - application: an animal is something fuzzy and is alive, meet a rabbit, it is an animal too (animal = existing knowledge, rabbit = new information) - application: baby is highchair and eats, baby tries to eat something that isn't food like a cardboard box (highchair and food association = existing knowledge, cardboard box = new information)... accommodation may occur AFTER this
736. accomodation	- adjusting schemas to new information to make sense of new experiences - application: baby adjusts highchair food association to accept all objects in highchair aren't food (such as a cardboard box)
737. Piaget's four stages	sensorimotor stage, preoperational stage, concrete operational stage, formal operational stage; each stage involves a qualitatively different way of making sense of the world
738. sensorimotor stage	first stage in understanding the world; birth to 2 years; child understands by coordinating sensory experiences with motor actions
739. object permanence	- Piaget's term for crucial accomplishment of understanding that objects and events continue to exist even when they are not directly sensed - application: if you had something from a child in the sensorimotor stage (0-2) who hasn't mastered this concept, child will act like it doesn't exist
740. preoperational stage	- Piaget's second stage in understanding the world - 2 to 7 years - more symbolic with words, images, and pictures - characterized by egocentric thought - fails the pennies task (row size indicates number)
741. operations	related to properties of objects, such as volume

742. Piaget's conservation task	As Piaget noted, children in the early preoperational period fail on all of these tasks, typically giving answers that conform to the most salient dimension (e.g., in the number conservation task, 3- and 4-year-olds typically state that the longer transformed line has 'more'). Children in the late preoperational period often succeed at some of these tasks, but fail to provide adequate justifications for their judgments. It is not until the concrete operational period that children can reliably supply logical justifications, such as reversibility, for conservation. Which cup has more water? dimes spread out etc.	755. the difficult child	- a child who is negative, behaves irregularly, and is inflexible - application: a baby who cries a lot and who has difficulty in new situations
743. conservation	- a belief in permanence of certain attributes of objects despite superficial changes - task of water between liquid in different shaped but equal size drinking glasses	756. the slow-to-warm-up child	- a child characterized by low activity, is somewhat negative, inflexible, and has low mood intensity
744. concrete operational stage	third stage in understanding the world; 7 to 11 years; uses operations and replaces intuitive reasoning with logical reasoning	757. effortful control	controlling arousal and not being easily agitated
745. concrete	Thinking logically?	758. inhibition	conscious or unconscious constraint or curtailment of a process or behaviour, especially of impulses or desires. Inhibition serves necessary social functions, abating or preventing certain impulses from being acted on (e.g., the desire to hit someone in the heat of anger) and enabling the delay of gratification from pleasurable activities.
746. formal operational stage	- Piaget's fourth and final stage in understanding the world; - 11 to 15 years through adulthood; - abstract, logical reasoning (hypothetical thoughts, predictions, hypotheses) - application: capable of designing and implementing a scientific experiment	759. negative affinity	the tendency to be frustrated or sad
747. idealistic	thinking which involves comparing how things are and how they might be	760. Harry and Margaret Marlow	- kind of a big deal - created comfy mom monkey experiment - concluded that contact comfort, not feeding is crucial for an infant's attachment to its caregiver
748. reasoning	the action of thinking about something in a logical, sensible way	761. infant attachment	the close emotional bond between infant and caregiver
749. hypothetical-deductive reasoning	ability to develop hypotheses about solutions to a problem and to deduce/conclude best solution	762. secure attachment	ways that infants use caregivers, usually mothers, as secure base from which to explore the environment
750. abstract	existing in thought or as an idea but not having a physical or concrete existence.	763. Wire and cloth surrogat mothers experiment	monkey babies preferred cloth mother; contact comfort, not feeding is crucial for an infant's attachment to its caregiver
751. Lev Vygotsky	- kind of a big deal russian psychologist, believes cognitive development is an interpersonal process that varies with culture	764. strange situation	Mary Ainsworth - Moms leave kids in a room with a stranger Secure attachment = kid cries insecure attachment = kid dosent cry NOTE: opposite of adjective
752. scaffolding	allows child's cognitive abilities to be built by interacting with child just above sophistication level mastered	765. Erik Erikson	- kind of a big deal
753. temperament	behavioral style and characteristic way of responding	766. Erikson's eight stages of human development	- based on the assumption that each person faces a set of predictable life-changing challenges at various stages of life 1. Trust Vs. Mistrust 2. Autonomy Vs Shame and doubt 3. Initiative Vs Guilt 4. Industry Vs Inferiority 5. Identity Vs Identity Confusion 6. Intimacy Vs Isolation 7. Generativity Vs. Stagnation 8. Integrity Vs Despair
754. the easy child	a child who is positive, follows, routines, and is adaptable		

767. socioemotional development in childhood (Erikson)	<ol style="list-style-type: none"> 1. Trust Vs Mistrust 2. Autonomy Vs Shame and doubt 3. Initiative Vs Guilt 4. Industry Vs Inferiority 	778. preconventional level	<ul style="list-style-type: none"> - based primarily on punishments and rewards from the external world - the first of three stages of moral development according to Kohlberg
768. trust versus mistrust	Trust is built when a babys basic needs (comfort, food and warmth) are met	779. conventional level	<ul style="list-style-type: none"> - individual abides by standards such as those learned from parents or society's laws - the second of three stages of moral development according to Kohlberg
769. autonomy versus shame and doubt	Children either develop a positive sense of independence and autonomy or negative feelings of shame and doubt	780. postconventional level	<ul style="list-style-type: none"> - individual recognizes alternative moral courses, explores the options and then develops an increasingly personal moral code - the last of three stages of moral development according to Kohlberg - application: people willing to risk their lives and freedom for a belief
770. initiative versus guilt	Childrens social worlds are widening	781. justice perspective	Kohlbergs theory is called this because it focuses on the rights of the individual as the key to sound moral reasoning
771. industry versus inferiority	<p>Children can achieve industry by mastering knowledge and intellectual skills...</p> <ul style="list-style-type: none"> - application: struggling to or doing well in school 	782. care perspective	Carol Gilligans approach: views people in terms of their contentedness with others and emphasizes interpersonal communication, relationships and concern for others. (This is why women generally score lower on Kohlbergs moral development)
772. authoritarian parenting	<ul style="list-style-type: none"> - a restrictive, punitive style in which the parent exhorts the child to follow the parents directions and to value hard work and effort - kids sometimes lack social skills, show poor initiative and compare themselves with others - application: parent gives strict rules to their children with little discussion of the reasons for the rules 	783. prosocial behavior	behavior that is intended to benefit other people
773. authoritative parenting	<ul style="list-style-type: none"> - encourages the child to be independent but still places limits and controls on behavior - children tend to do well socially, be self reliant and responsible - application: parent is loving and nurturing, sets clear boundaries, and engages in a lot of verbal give and take 	784. strategies for rearing a moral child	<ul style="list-style-type: none"> -Being warm and supportive -use reasoning a child can understand when disciplining -Help child learn about others perspectives and feelings -involve children in family decision making and in thinking about moral decisions -Model moral behaviors and thinking
774. neglectful parenting	Lack pf parental involvement in childs life -poor socially and independent and poor self control	785. Carol Gilligan	Argues that Kohlbergs approach does not give adequate attention to relationships. In Gilligans view "Many girls seem to fear, most of all, being alone-without friends, family and relationships"
775. permissive parenting	<p>Placement of few limits on childs behavior</p> <ul style="list-style-type: none"> - Poor social competence, fail to learn respect for others and expect to get their way, poor self control 	786. adolescence	developmental period of transition from childhood to adulthood, beginning around 10-12 and ending around 18-21 years of age
776. Lawrence Kohlberg	<ul style="list-style-type: none"> - kind of a big deal - psychologist who developed Kohlberg's theory of moral development, which includes changes in thoughts, feelings, and behaviors regarding principles that guide what people should do 	787. puberty	Period of rapid skeletal and sexual maturation that occurs mainly in early adolescence
777. Kohlberg's stages of moral development	<ol style="list-style-type: none"> 1. Preconventional level, 2. Conventional level, 3. Postconventional level 	788. androgens	<ul style="list-style-type: none"> - main class of male sex hormones - includes testosterone

789.	estrogens	Main class of female sex hormones	802.	commitment	making a decision about which identity path to follow and making a personal investment in attaining that identity
790.	testosterone	a steroid hormone that stimulates development of male secondary sexual characteristics, produced mainly in the testes, but also in the ovaries and adrenal cortex.	803.	biculturalism	Identifying in some ways with their ethnic minority group and in other ways with the majority culture
791.	estradiol	a major estrogen produced in the ovaries.	804.	peer pressure/influence in identity formation	Peers are very influential at this time
792.	adolescent brain changes	Changes focus on amygdala (Emotion) and prefrontal cortex (Reasoning and decision making) -Explain why adolescents often display strong emotions but cannot yet control their passions -B/c of the relatively slow development of the prefrontal cortex adolescents may lack the cognitive skill to control their pleasure seeking effectively.	805.	parental influence in identity formation	parent should help direct child where to go balance involvement and allowing them to explore
793.	adolescent egocentrism	- involves the individuals belief that others are as preoccupied with themselves as the adolescent is about himself and that the individual is both unique and invincible - application: may believe that everyone notices a bad hair day/pimple/etc. and will gossip about it	806.	Jeffrey Arnett	Introduces the concept of emerging adulthood
794.	Erikson's stages of adolescence	5. Identity Vs Identity confusion - application: characterized by being unsure of what one should do with life and where they fit it	807.	emerging adulthood	Transitional period between adolescence and adulthood- in part an extended adolescence and in part a "trying on" of adult roles
795.	identity versus identity confusion	Eriksons 5th psychological stage in which the adolescents face the challenges of finding out who they are, what they are all about and where they are going in life	808.	Arnett's 5 main features of emerging adulthood	-Identity exploration especially in love and work -instability -self-focus -A feeling of in between -access to various life possibilities and an opportunity to transform ones life
796.	identity	finding out who they are, what they are all about and where they are going in life	809.	identity exploration, especially in love and work	emerging adulthood is the time of significant changes in identity for many individuals
797.	identity confusion	Expresses in one of 2 ways -Individual withdraws/isolates themselves -Individual loses himself in the crowd	810.	instability	Residential changes peak during emerging adulthood, a time during which there also is instability in love, work and education
798.	James Marcia	Proposed the concept of identity status to describe a persons position in the development of identity	811.	self-focus	Have little social obligations and no duties or commitments to others
799.	Marcia's theory of identity status	2 dimensions- exploration (a persons investigating various options for a career and personal values) and commitment (making a decision about which identity path to follow and making a personal investment in attaining that identity) - Identity achievement, identity moratorium, Identity foreclosure, Identity diffusion	812.	a feeling of being "in between"	Many emerging adults consider themselves as neither adolescents nor full-fledged adults
800.	identity status	Describe a persons position in the development of identity?	813.	access to various life possibilities and an opportunity to transform one's life	optimistic about their future and for emerging adults who have experienced difficult childhoods they have a opportunity to guide their lives in a positive direction
801.	exploration	a persons investigating various options for a career and personal values			

814. physical changes in adulthood	- early adulthood: Peak in physical development in 20's but many physical skills tend to decline - middle and late adulthood: Skin sags and wrinkles. Hair thins and turns grey. loss of height and become fat. Vision and hearing loss etc. menopause, hot flashes etc.	824. intimacy versus isolation	- individuals either form intimate relationships with others or become socially isolated - Erikson described early adulthood as a period during which the person is building a network of social relationships and making close contact with potential mates
815. cellular-clock theory	Leonard Hayflick's view- cells can divide a maximum of about 100 times and that as we age our cells become less capable of dividing. The total number of cell divisions are roughly related to a persons age and based the way the cells divide the human life spans upper limit is about 120 years. - associated with telomeres	825. four principles in a successful marriage	-nurturing fondness and admiration - Turning toward each other as friends -Giving up some power -Solving conflicts together
816. telomeres	- ends of chromosomes that are lost with replication - helps to explain cellular clock theory	826. generativity	- making a contribution to the next generation - kids - failure in this area results in stagnation-- so be nice
817. free-radical theory	states that people age because unstable oxygen molecules known as free radicals are produced inside their cells. These molecules damage DNA and other cellular structures. The damage done by free radicals may lead to a range of disorders, including cancer and arthritis.	827. integrity versus despair	Process of life review and reminiscence, The older adult comes to a sense of meaning or despair
818. free radicals	unstable oxygen molecules	828. socioemotional selectivity theory	Laura carstensen- Addresses narrowing of social contacts and the increase of positive emotion that occur with age. states that because they recognize their limited time on earth older adults tend to be selective in social interactions striving to maximize positive meaningful experiences
819. hormonal stress theory	Aging in the bodys hormonal system can lower resistance to stress and increase the likelihood of disease. as individuals age the hormones stimulated by stress stay in the bloodstream longer than when they were younger. these prolonged elevated levels of stress hormones are linked to increased risk of disease, cancer and diabetes	829. Victor Frankl	Survived a concentration camp and wrote a mans search for meaning which emphasized each persons uniqueness and finite nature of life. people should actively ask questions such as why they exist and what they want from life etc.
820. lateralization	the specialization of function in one hemisphere of the brain or the other	830. Man's Search for Meaning	Written by frankl - emphasized each persons uniqueness and finite nature of life. people should actively ask questions such as why they exist and what they want from life etc.
821. cognitive development in adulthood	- early adulthood: cognitive abilities peak. - middle adulthood: reason, number, space and verbal memory is thought to be at its highest - late adulthood: vocabulary increases but speed memory etc. starts to decline. wisdom increases	831. Health and Wellness: Human Development	Be happy.. Life theme: persons efforts to cultivate meaningful optimal experiences <--Victor frankl
822. wisdom	expert knowledge about the practical aspects of life	832. motivation	- the force that moves people to behave, think, and feel the way they do - research on why people do what they do
823. Erikson in adulthood	Intimacy Vs Isolation Generativity Vs stagnation Integrity Vs Despair	833. ethology	study of animal behavior, which is also an evolutionary perspective
		834. instinct	- an innate (unlearned) biological pattern of behavior that is assumed to be universal throughout a species - examples: birds flying south, etc.
		835. sign stimulus	something in the environment that turns on a fixed pattern of behavior

836. drive reduction theory	- theory that states as a drive becomes stronger, we are motivated to reduce it - flow: need --> drive --> motivation - criticism: dieting (when hungry, not engaging in behavior to reduce drive)	849. glucose	- blood sugar; the brain depends on this for energy - when gets too low, body gets hungry
837. drive	- an aroused state that occurs because of a physiological need (ie being thirsty) - drive = psychological state - application: acting on a drive = getting something to satisfy a need (maybe unsuccessfully... a drive can be reduced with a need being satisfied)	850. insulin	controls/regulates glucose; through complex carbohydrates and simple sugars
838. need	- a deprivation that energizes the drive to eliminate/reduce the deprivation (ie for water, for food, for nourishment) - need = physiological state	851. leptin	- released by fat cells; decreases food intake and increases energy expenditure and metabolism; ob mice lack this - associated with the feeling a satiety
839. homeostasis	- goal of drive reduction theory; maintaining an equilibrium (analogy: the thermostat of a home acts to maintain the homeostasis of the house temperature) - examples (oxygenation, sleep/rest, blood sugar levels, etc.): - cold --> shivering - temperature rises --> sweating	852. ob mice	mice that lack leptin and as a result are extremely obese
840. equilibrium	- a stable state	853. hypothalamus	regulates important body functions needed for survival, such as hunger
841. optimum arousal theory	theory stating that arousal generally refers to a person being alert or engaged; motivation influences arousal levels excited = high arousal (anxious) bored = low arousal (lethargic) best = moderate arousal	854. lateral hypothalamus	- part of hypothalamus that stimulates eating - if damaged: interest in food decreases / lose weight
842. Yerkes-Dodson Law	law stating that performance is best under conditions of moderate arousal rather than low or high arousal	855. ventromedial hypothalamus	- part of hypothalamus that reduces hunger and restricts eating - if damaged: gain weight
843. overlearning	performing tasks so well and often that it becomes automatic	856. serotonin	antagonists for this have been used to treat obesity
844. gastric signals	stomach tells the brain how full it is and how much nutrients; when it needs more, stomach contracts with these	857. obesity	- dangerously overweight; correlated with health problems, diabetes, and depression
845. Walter Cannon	conducted experiment in 1912 with Washburn associating hunger and stomach contractions	858. set point	someone's weight when they are not attempting to lose (or gain) any weight
846. A.L. Washburn	conducted experiment in 1912 with Cannon associating hunger and stomach contractions	859. adipose cells	fat cells; when filled, hunger is reduced; when a person gains weight = fat cells increase = must eat more to feel full (average person 10-20 billion fat cells, obese person up to 100 billion)
847. cholecystokinin (CCK)	- hormone that starts digestion of food, travels to brain in the bloodstream, and signals us to stop eating - associated with the feeling a satiety	860. learned associations of food	- time and place effect hunger because of this (eat at noon, eat in front of tv) - advertising: associating restaurants with eating/drinking specific things (driving by initiates craving)
848. satiety	the feeling of being full	861. disordered eating	eating that is characterized by extreme disturbances in eating behavior- eating very little or a great deal
		862. anorexia nervosa	- an eating disorder that involves the relentless pursuit of thinness through starvation - even when thin, desire to lose weight remains (intense fear of gaining weight) - has the highest death rate of any psychological disorder - associated with amenorrhea (loss of periods) - associated with distorted body image

863. bulimia nervosa	<ul style="list-style-type: none"> - an eating disorder with which an individual (usually female) follows a binge-and-purge eating pattern; hard to detect because normally a normal weight - bingeing may involve consuming enormous amounts of calories at once (example: 5,000) - purging may be through vomiting, laxatives or exercise - high risk: high standards combined with low self-esteem 	872. self-determination theory	<ul style="list-style-type: none"> - all humans have three basic, innate organismic needs: competence, relatedness, and autonomy - study tip: you can determine your own life with CAR - C - competence - A - autonomy - R - relatedness - valued by both Western and Eastern cultures - Eastern culture values affiliation, cooperation and interdependence more than Western/individualistic cultures
864. binge eating disorder (BED)	an eating disorder characterized by recurrent episodes of consuming large amounts of food during which the person feels a lack of control over eating; no purging afterwards; most are overweight or obese	873. organismic	innate/unlearned qualities that exist in every person
865. Abraham Maslow	<ul style="list-style-type: none"> - human theorist, created the hierarchy of needs - motivation is primarily the result of satisfying basic needs before moving on to higher needs 	874. competence	<ul style="list-style-type: none"> - part of self determination theory; the feeling that we are able to bring about desired outcomes - reflected in the desire to explore and grow as a person
866. hierarchy of needs	<ul style="list-style-type: none"> - this must be satisfied in the following sequence: physiological needs, safety, love and belongingness, esteem, and self-actualization - application: must meet physiological needs before feeling safe; must feel safe before love; etc. - created by Abraham Maslow 	875. self-efficacy	involved in competence; the belief that you can accomplish goals
867. self-actualization	<ul style="list-style-type: none"> - motivation to develop one's full potential as a human being - the highest and most elusive of Maslow's proposed needs - top of the pyramid - according to Maslow, only possible after all other needs are met 	876. mastery	involved in competence; the sense that you can gain skills and overcome obstacles
868. esteem	most stop after achieving this level in Maslow's hierarchy of needs; a feeling of accomplishment, such as through a good career	877. relatedness	part of self-determination theory; the need to engage in warm relations with others
869. love and belonging	<ul style="list-style-type: none"> - level in Maslow's hierarchy of needs that involves positive relations with others, such as friendships, family, and romantic relationships - middle of the pyramid 	878. autonomy	<ul style="list-style-type: none"> - part of self-determination theory; the sense that we are in control of our own lives - promoted more in Western/individualistic societies
870. safety	level in Maslow's hierarchy of needs that involves feeling secure, having a secure house and neighborhood, police station nearby, etc	879. individualistic	wester cultures that focus on the individual, independence, and self accomplishments
871. physiological needs	<ul style="list-style-type: none"> - level in Maslow's hierarchy of needs that involves the basic needs of food, drink, shelter, sex, sleep; the strongest of human needs - bottom of the pyramid 	880. collectivistic	cultures that focus on the group, interdependence, and collaborative efforts
		881. intrinsic motivation	motivation based on internal factors such as organismic needs (competence, relatedness, autonomy), as well as curiosity, challenge, and fun; psychologists believe this is the key to achievement
		882. extrinsic motivation	<ul style="list-style-type: none"> - motivation that involves external incentives such as rewards and punishments - impact depends on if behavior is rewarded, the quality of the reward and the availability of additional rewards - focusing on these (such as money, prestige, physical appearance, etc.) leads to lowered self-actualization, more physical illness, lowered well-being
		883. Judy Cameron	- found extrinsic motivation has no overall impact on intrinsic motivation (critical controversy, opposing Edward Deci)

884. Edward Deci	- found extrinsic motivation can interfere with intrinsic motivation (critical controversy, opposing Judy Cameron)	895. polygraph	- a machine commonly called a lie detector that monitors changes in the body (physiological responses) to determine when a person is lying - most effective factor: belief it is accurate in detecting deceptions - criticisms: - correct slightly more than 50% of the time - anxiety can lead to false positives - different emotions can cause the same physiological reactions - people can be taught to beat polygraph tests
885. self-regulation	- the process by which an organism effortfully controls behavior in order to pursue important objectives - goals that are short-term, specific and challenging lead to greater achievement - delayed gratification success --> focusing on other activities - involves setting goals, planning for implementation of goals and monitoring progress	896. functional magnetic brain imaging (fMRI)	may be more accurate than a polygraph; records changes in the prefrontal cortex; correct around 71% of the time
886. purpose	the intention to accomplish a goal that is meaningful to oneself and to contribute to the world	897. James-Lange Theory	- theory that emotion results from physiological states triggered by stimuli in environment (afraid because running away); also each emotion has particular set of physiological changes - application: make conclusions about emotions based on body's physiological state - supported by the facial feedback hypothesis
887. goals	- as part of self-regulation theory: personal projects, best possible selves, personal strivings	898. Cannon-Bard theory	theory that emotion and physiological reactions occur simultaneously; also that different emotions cannot be classified by a particular set of physiological changes
888. self-monitoring	- as part of self-regulation theory: daily moods give feedback --> cannot always be positive (thus, not always happy with feedback)	899. amygdala	in the limbic system, houses circuits that activate when experiencing negative emotions
889. emotion	the feeling or affect that can involve physiological arousal (fast heartbeat), conscious experience (thinking about being in love), and behavioral expression (smiling or grimacing) - F - feeling - T - thinking - B - behaving	900. fear	- can be experienced through two pathways (direct pathway, indirect pathway)
890. arousal	level of alertness of the body; the Autonomic Nervous System regulates this	901. direct pathway	path used in life-or-death situations; thalamus => amygdala; not great detail, but fast
891. autonomic nervous system (ANS)	body system that takes messages to/from organs, and monitors breathing, heart rate, and digestion	902. indirect pathway	used in less intense situations; sensory organs => thalamus => sensory cortex => amygdala; slower, more details
892. sympathetic nervous system (SNS)	body system that is responsible for arousal; fight/flight response; increases heart rate, breathing, blood flow and blood pressure	903. Stanly Schachter	created two-factor theory of emotion
893. parasympathetic nervous system (PNS)	- body system that calms the body; heart rate and blood pressure drop, breathing slows, stomach activity and digestion increase - criticism: different emotions can cause the range of physiological changes	904. Jerome Singer	helped create the two-factor theory of emotion
894. skin conductance level (SCL)	a rise in skin's electrical conductivity because of sweat glands	905. two-factor theory of emotion	- theory that emotion is determined by two factors: physiological arousal and cognitive labeling - cognitive approach - high arousal can lead to inaccurate labeling of emotions
		906. Capilano River bridge experiment	- men found the experimenter on the high bridge more sexually attractive than the one on the low bridge - showed that high arousal can lead to inaccurate labeling of emotions (application of the two-factor theory of emotion)

907. primacy debate: cognition or emotion	<ul style="list-style-type: none"> - Lazarus believes that thinking comes first; probably right with cluster of events and with long-term emotional reactions such as depression (believed in the primacy of thinking, meaning thoughts are a precondition of emotions) - Zajonc believes that emotion comes first- "preferences need no inferences"; probably right with single events/preferences, and instantaneous reactions (shrieking) 	917. broaden-and-build model	<ul style="list-style-type: none"> - Fredrickson's model of positive emotion stating that the function of positive emotions lies in their effects on an individual's attention and ability to build resources - shows adaptiveness of positive emotions
908. facial feedback hypothesis	<ul style="list-style-type: none"> - hypothesis that facial expressions can influence emotions as well as reflect them - supports the James-Lange theory --> theory that emotion results from physiological states triggered by stimuli in environment (afraid because running away) - facial expressions have strong biological ties - application: smiling -> increases happiness; frowning -> decreases happiness 	918. resilience	the ability to thrive during difficult times
909. "The Expression of the the Emotions in Man and Animals"	<ul style="list-style-type: none"> - Charles Darwin's study, concluded that facial expression are innate/unlearned - facial expression of emotions does not vary significantly across cultures 	919. happiness set point	one's basic level of happiness when one is not intentionally trying to increase happiness
910. display rules	sociocultural standards that determine when, where, and how emotions should be expressed; varies by culture	920. hedonic treadmill	belief that any aspect of one's life that enhances one's positive feelings is likely to do so only for a short time because eventually the body adjusts and returns to one's happiness set point
911. emoticons	characters made through typing that show emotion over computer communication	921. goals and happiness (relationship)	<ul style="list-style-type: none"> -happiness comes from having meaningful/personal goals that reflect intrinsic needs of relatedness, competence, and autonomy -goals should be moderately challenging and connected to one another -goals change by life experience, so less susceptible to hedonic treadmill = more happy -goals can make us feel happy or unhappy if not accomplished, which keeps life interesting and their effect on happiness does not wear off! - engaging in altruistic behavior increases happiness
912. valence	<ul style="list-style-type: none"> - in reference to emotions, categorizes them as either positive (positive affect) or negative (negative affect) - does not reference the intensity of emotion 	922. personality	a pattern of enduring, distinctive thoughts, emotions, and behaviors that characterize the way an individual adapts to the world
913. negative affect	part of valence; unpleasant emotions such as anger, guilt, and sadness	923. psychodynamic perspectives	<ul style="list-style-type: none"> theoretical views emphasizing that personality is primarily unconscious (beyond awareness) - natural human reactions, etc. --> pertains to biology
914. positive affect	part of valence; pleasant emotions such as joy, happiness, and interest	924. unconditional positive regard	<ul style="list-style-type: none"> Rogers; experience of being treated with warmth, respect, acceptance, and love regardless of their feelings, attitudes and behaviors; example: I may not agree with what you do, but I love you can matter what - application: according to the humanistic perspective, a child who receives unconditional positive regard from her parents is likely to avoid the problems associated with conditions of worth
915. arousal level	the degree to which the emotion is reflected in an individual's being active, engaged, or excited v. passive, disengaged, or calm		
916. circumplex model of mood	<ul style="list-style-type: none"> - (a.k.a. wheel model of emotions) uses both valence and arousal level to identify emotions - ecstasy and excitement- high arousal positive emotions - contentment and tranquility- low arousal positive emotions - rage, fury, and panic- high arousal negative emotions - irritation and boredom- low arousal negative emotions 		

925. Thematic Apperception Test (TAT)	projective personality test; developed at Harvard by Murray and Associates; 20 cards with figures in ambiguous situations; person is asked to interpret the card (tell what is happening, leading up to and following the image); examined for content, language, consistency, organization, and originality - applicaiton: not a self-report test	932. anal stage	Freud, psychosexual stage of development; age: 18 months-3 years; focus: anus-retention/expulsion of species; task: to successfully learned toilet training; conflict: id derives pleasure from retention/expulsion, whereas ego and superego represents society the practical/societal pressures to control bodily functions; if child fails to complete the task,(s)he becomes fixated; fixations-anal expulsion-messy, disorganized, reckless, careless, defiant; anal-retentive-neat, precise, orderly, stingy, obstinate, meticulous, passive-aggressive
926. Rorschach test	projective personality test; Hermann Rorschach, Swiss psychiatrist; inkblot test; person specifies what they see in each blot; and MMPI 2 is more valid - not reliable, not valid - application: tell a story that you think is happening in the picture	933. libido	Freudian idea that energy is from sexual instinct; Jungian idea that energy is everything
927. psychoanalysis	Freud's theory of personality and form of therapy; based on bringing the conscious unconscious; uses techniques such as free association, dream interpretation, and transference	934. psychodynamic theories	theories that behavior results from the psychological forces that interact within the individual, often outside conscious awareness; linked by Freud
928. unconscious	prominent in Freudian theory; ideas, thoughts, feelings of which we are not aware normally; basis of psychoanalysis	935. self-actualizing tendency	Rogers; drive of an individual to achieve his/her self-concept or self image; living up to the image of yourself that you create
929. id	Freudian; unconscious urges and desires; selfish needs; operates on pleasure principle-any means to satisfy need; which fulfillment-mental object/situation to relieve the feeling	936. MMPI	Minnesota Multiphasic Personality Inventory (2), revised in 1980s; objective tests; most widely used object of personality test; originally developed as an aid in diagnosing psychiatric disorders; two versions-adult and adolescent
930. fixation	Freudian; partial or complete halt at one of the psychosexual stages of development; when individual fails to complete the psychosexual task successfully; can be expressed as personality traits	937. expectancies	Bandura; personal references; how people write their behavior in a variety of situations to help guide behavior in the future
931. oral stage	Freud, psychosexual stage of development; age: 0-18 months; focus: oral cavity; task: transition from bottle/breast to solid food; conflict: id derives pleasure from sucking/excepting into mouth; if child fails to complete tasks, (s)he becomes fixated; fixations-underindulged oral-suspicious, sarcastic, pessimistic, trust issues; overindulged oral-clingy, optimistic, gullible, needy	938. projective tests	personality tests that consists of a simple ambiguous stimuli to elicit a number of responses; advantages-flexible, can take in a relaxed atmosphere, but this event may not know the purpose of the test (less likely to be of eight); examples-Rorschach, Rotter sentence completion test, TAT
		939. persona	Jung; our public self; the mask we wear to project that part of our personality outward towards others
		940. Anima	Jung; female archetype as expressed in a man; masculine side of a woman; originates in the collective unconscious; comes from women's experiences with men which create the concept of men, appears in dreams, visions, fantasies

941. Animus	Jung; male archetype as expressed in a woman; feminine side of man; originates in the collective unconscious; comes from men's experiences with women which combine into the concept of women; shows as an image of feelings/mood	948. personality traits	dimensions or characteristics that account for personality differences; examples-dependency, anxiety, sociability; Allport created a list of thousands
942. archetypes	Jung; thought forms or collective memories passed down from generation to generation and stored in the collective unconscious; ancient/archaic images derived from the collective unconscious; examples-mother Earth, father Time, hero, wise old man, trickster, the Joker	949. factor analysis	Cattell (1965); statistical technique; find that 200 traits tend to cluster in groups (traits are from Allport's/Odbert's lists)
943. phallic stage	Freud, psychosexual stage of development; age: 3-6 years; focus: genitals; task: Explorer genital region, develop a relationship with parents, especially same gender parent; conflict: Oedipus/Electra complex-child competes with same-sex parents were opposite sex parent's attention; fixations-male-Castration Anxiety-because father possesses mother and therefore has power, dad "castrates" sign (removes power), must prove self, dominant, marries mother figure; female-penis envy-according to Freud penis equals power, submissive, dates older men	950. cognitive-social learning theory	behavior is a product of the interaction of cognitive (thinking), learning, and past experiences; unique to each person
944. Personality	individual's unique patterns of thought, feelings, and behavior that persist over time; unique, stable, enduring	951. 16 personality factor questionnaire	Cattell; personality boils down to 16 basic dimensions of personality; questionnaire used in universities and businesses for personnel selection and research
945. Extrovert	aspect used in MBTI; Jung; one of two general attitude types; taken at the interest in the world and events around them, turn attention toward external world; energy is gained from outside or external sources; everyone contains both, one is dominant (extro-, introvert)	952. locus of control	Rotter; cognitive strategies; used to evaluate situations, reinforcement comes in two ways: internal-you control your fate, external-chance & fate, behavior of others determine destiny
946. Anxiety	powerful motivating force; individuals reaction to real/imagine dangers; Freud says anxiety emerges from sexual conflicts; Horney says that comes because children depend on adults for survival, one defenses are threatened anxiety occurs	953. self-efficacy	Bandura; cognitive social learning theory; expectancy that one's efforts will be successful
947. humanistic personality theory	- normally associated with Maslow and Rogers - any personality theory that emphasizes that people are positively motivated and progress towards higher levels of functioning (more to human existence than dealing with hidden conflicts) - stresses people to potential for growth and change as people experience life - people have the innate ability to cope with stress on to control their lives - asks question: can changing your feelings about yourself increase happiness	954. objective tests	personality test that is administered and scored in a standard way; personality inventory; yes/no are typical answers; most widely used; drawbacks-self-report, familiarity with other tests may affect individuals answers; examples-16 PF, and MBTI, MMPI(2), and NEO-PI-r
		955. neurotic trends	Horney; neuroses = anxiety; 3 strategies for coping with neuroses created by unmet needs: a) moving towards people-submission-given in, having a dominant partner; be) moving against people-aggression-anger, violence, altercation; see) moving away from people-detachment-withdrawal, isolation
		956. pleasure principle	Freud; id process by which the id seeks immediate gratification by any means necessary to receive pleasure and avoid pain; done in two ways-which fulfillment (day dream/dreams), ego processes
		957. ego	Freud; part of the personality that mediates between the selfishness of the id and the conscientiousness of the superego; uses the reality principle to satisfy id without harming superego's ideals; "self" - referee - application: considers the problems with/trouble you could get into by doing what the id wants

958. reality principle	Freud; ego process; means by which the ego satisfies the id without compromising the value/morals are the superego	968. irrational individuals	Jung; further division of people who base actions on perceptions, includes senses/sensation or unconscious/intuition; aspect used in MBTI
959. super ego	Freud; "moral watchdog"; governs behavior by reality and morality, often taught by parents, church and/or community; standards develop through interaction; conscience; ego ideal - application: makes you feel guilty	969. compensation	Adler; a person's effort to overcome imagined or real personal weakness: inferiority complex or superiority complex
960. ego ideal	Freud; ideal of perfection; part of the superego that consists of the standards of what you would like to be	970. inferiority complex	Adler; fixation on feelings of personal inferiority that result in emotional and social paralysis
961. Oedipus/Electra complex	Freud, conflict of psychosexual stages; phallic stage, ages 3-6; consists of a transition in the phallic stage; child competes the same-sex parent were opposite gender parent's attention; can manifest in later personality-male: castration anxiety, dominant, tries to prove self, marries "mom"; female: penis envy, submissive, dates older men (like dad)	971. big five	type of trait theory; five basic traits: extroversion (where you draw energy from), conscientiousness (dependability), agree ability (how you get along with others), emotional stability (self-explanatory), openness (culture, new experiences)
962. Latency period	Freud, psychosexual stage of development; age: 6-12; sexual drive lies dormant, focuses on social nature and development of friendships, seen as period of repression (as sexual drives), all libido energy is poured into school and sports	972. conditional positive regard	Rogers; experience that love, acceptance, respect, and warmth, with the condition (or price tag); example: mommy doesn't love girls who do..., if you love me then..., that's nice but wouldn't you rather...
963. genital stage	Freud, psychosexual stage of development; age: 12+; focus: genitals; task: intimate and sexual relationships; conflict: if fixated in previous stages, it may reappear	973. actualizing tendency	Rogers; drive of individual to reach the biological potential or blueprint; capability of what someone can the calm
964. personal unconscious	Jung; one of two levels; contains individuals repressed thoughts, forgotten experiences, and undeveloped ideas; can be triggered; similar to Freud's unconscious and preconscious	974. sex (according to Freud)	Anything pleasurable
965. collective unconscious	Jung; memories/behavior patterns inherited from past generations; shared by all humans; deep roots in the ancestral past an entire species; manifest as archetypes, myths, and legends	975. repression	the master defense mechanism; the ego pushes unacceptable impulses out of awareness, back into the unconscious mind. - application: not remembering a traumatic event
966. introvert	aspect used in MBTI; Jung; one of two general attitude types; caught up in personal world, unsociable, lack confidence in dealing with people; energy is gained from within self, long exposure to people is draining; one is dominant (extro-, introvert)	976. rationalization	the ego replaces a less acceptable motive with a more acceptable one
967. rational individuals	Jung; further division of people who regulate actions by thinking and feeling; aspect used in MBTI	977. displacement	the ego shifts feelings toward an unacceptable object to a more acceptable object.
		978. sublimation	the ego replaces an unacceptable impulse with a socially acceptable one - application: feelings of violence --> playing video games
		979. projection	the ego attributes personal shortcomings, problems and faults to others - application: you cheated or wanted to cheat --> accusing significant other of cheating
		980. reaction formation	the ego transforms an unacceptable motive into its opposite.

981. denial	the ego refuses to acknowledge anxiety-producing realities - application: working on a bomb squad/as a fireman/etc. --> not worrying about safety	996. self-concept	our conscious representation of who we are and who we wish to become, during childhood
982. regression	the ego seeks the security of an earlier developmental period in the face of stress - application: acting like a child - application: finding comfort in childhood places	997. personal growth	includes activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations.
983. erogenous zones	parts of the body that have especially strong pleasure-giving qualities at particular stages of development.	998. self-determination	is a macro theory of human motivation and personality, concerning people's inherent growth tendencies and their innate psychological needs.
984. castration anxiety	refers to the boy's intense fear of being mutilated by his father	999. innate sense	belief that people have a feeling of whether something is morally right or wrong?
985. penis envy	the intense desire to obtain a penis by eventually marrying and bearing a son	1000. Abraham Maslow	heierarchy of needs and self actualization
986. castration complete	because girls dont have a penis they experience this	1001. Carl Rogers	believed we have the raw ingredients to succeed in life we just need the right environment
987. anal retentive	someone who is obsessively neat and organized	1002. Gordon Allport	Father of american psychology did not believe in psychodynamic approaches. Trait personality- lexical approach
988. Sigmund Freud	...Psychodynamic approach- obsessed with sex	1003. strong vs weak tendency	strong trait vs. weak traits?
989. Karen Horney	While Horney followed much of Sigmund Freud's theory, she disagreed with his views on female psychology. She rejected his concept of penis envy, declaring it to be both inaccurate and demeaning to women. Horney instead proposed the concept of womb envy in which men experience feelings of inferiority because they cannot give birth to children.	1004. lexical approach	allport pulled out all the words that could be used to describe the person. started with 18000 words and pulled it down to 4500
990. Carl Jung	...Carl Jung's work left a notable impact on psychology. His concepts of introversion and extraversion have contributed to personality psychology and also influenced psychotherapy.	1005. openess	related to liberal values, open-mindedness, tolerance and creativity. associated with superior cognitive functioning and IQ across the life span.
991. Alfred Adler	- birth order was important to personality development and individual psychology - people are primarily motivated to overcome perceived shortcomings	1006. conscientiousness	a key factor in a variety of life domains. positively related to grades and better friendships forgiving attitude and higher levels of religious faith. dress neatly etc. - application: most important in terms of health and longevity
992. birth order (according to Adler)	middle child is most successful. first born is more likley to be the problem child amd the youngest is spoiled	1007. extraversion	more likely than others to engage in social activities and to experience gratitude and a strong sense of meaning in life
993. humanistic perspectives	theoretical views stressing a persons capacity for personal growth and positive human qualities.	1008. agreeableness	related to generosity and altruism, to reports of religious faith and to more satisfying romantic relationships
994. third force	maslow referred to humanistic psychology as this psychology because it stressed neither freudian drives nor the stimulus-response principles of behavioralism		
995. peak experiences	breath taking moments of spiritual insight		

1009. neuroticism	related to feeling negative emotion more often than positive emotion and more lingering and negative states - application: someone high on this might be anxious and insecure	1024. external locus of control	behavioral control coming from outside the person
1010. HEXACO model	incorporates a sixth dimension, honesty/humility, to capture the moral dimensions of personality	1025. Walter Mischel	social cognitive theory- situationism, cross-situationalism etc..... situationalism - personality varies considerably from one context to another (impacted by family influence, genetics, current environment, etc.)
1011. Henry Murray	first criminal profile thing? - made TV show Criminal Minds possible--thanks!	1026. cross-situational consistency	person should behave consistently in different situations (Mischel)
1012. personology	- study of the whole person - coined by Henry Murray - used to make the first criminal profile on Hitler during WWII	1027. discriminative	- a person looks at each situation and responds accordingly
1013. need for achievement	an enduring concern for attaining excellence and overcoming obstacles - application (presidents):	1028. situationism	mischels view- the idea that personality and behavior often vary considerably from one context to another
1014. need for affiliation	an enduring concern for establishing and maintaining interpersonal connections - application (presidents):	1029. CAPS theory	Mischels theoretical model for describing that our thoughts and emotions about ourselves and the world affect our behavior and become linked in ways that matter to behavior
1015. need for power	An enduring concern for having impact on the social world - application (presidents):	1030. Hippocrates	the father of medicine, described human beings as having one of four basic personalities based on levels of particular bodily fluids
1016. Dan McAdams	developed the life story approach to identity	1031. Hans Eysenck	developed an approach to extraversion/introversion based on reticular activation system (RAS)
1017. life story approach	centers on the idea that each of us has a unique life story, full of ups and downs. our life story represents our memories of what makes us who we are. our life story is our identity	1032. reticular activation system (RAS)	Extraverts and introverts differ with respect to the baseline level of arousal -extraverts wake up under aroused and spend the day looking for more stimulation -introverts wake up over aroused and do not seek more arousal throughout the day
1018. intimacy motive	enduring concern for warm interpersonal encounters for their own sake	1033. reinforcement sensitivity theory	Gray posited that two neurological systems -BAS and BIS- could be viewed as underlying personality.
1019. psychobiography	a means of inquiry in which the personality psychologist attempts to apply a personality theory to a single persons life	1034. Jeffrey Gray	proposed a neuropsychology of personality, called reinforcement sensitivity - interested in amygdala and how damage to one's amygdala can effect personality
1020. Albert Bandura	behavioralist - social cognitive theory (Behavior, environment, and person/cognitive factors are all linked) - associated with observational learning	1035. behavioral activation system (BAS)	-sensitive to: environmental reward -Behavior: seek positive rewards/consequences -Emotion: positive Personality trait: extraversion
1021. reciprocal determinism	banduras term to describe the way behavior, environment, and person/cognitive factors interact to create personality.	1036. behavioral inhibition system (BIS)	-Sensitive to: environmental punishment -Behavior: avoid negative punishments/punishments -Emotion: Negative -Personality trait: Neuroticism
1022. personal control	control our own behavior		
1023. internal locus of control	sense of behavioral control as coming from inside the person		

1037. dopamine (on personality)	"Feel Good" neurotransmitter vital to learning that certain behaviors are rewarding and sending the message to "Do it again" related to extraversion	1049. personological and life story (on personality)	to understand personality we must understand the whole person. we all have unique life experiences and the stories we tell about those experiences make up our identities
1038. serotonin (on personality)	Related to neuroticism - individuals who have less circulating serotonin are prone to negative moods, it is also implicated in aggressive behavior	1050. social cognitive (on personality)	- personality is the pattern of coherence that characterizes a persons interactions with the situations he or she encounters in life. The individuals beliefs and expectations rather than global traits, are the central variables of interest. - application: explains why people behave differently in different situations
1039. heritability of personality	- approximately 50 percent for the 5 factors	1051. biological (on personality)	personality characteristics reflect underlying biological processes such as those carried out by the brain, neurotransmitters, and genes. differences in behaviors, thoughts, and feelings depend on these processes.
1040. social desirability	when motivated individuals will say what they think the researcher wants to hear or what they think will make them look better	1052. self-efficacy condition	individuals were told they had been chosen for the study because they had great potential to quit smoking - more likely to have quit smoking than the other conditions
1041. Neuroticism Extraversion Openess Personality Inventory-- Revised (NEO-PI-R)	...?	1053. treatment-alone condition	participated in the program but were told they were randomly chosen for the study
1042. Barnum effect	the tendency to accept certain information as true, such as character assessments or horoscopes, even when the information is so vague as to be worthless.	1054. no-treatment control condition	individuals did not participate in the program
1043. confirmation bias	the tendency to interpret new evidence as confirmation of one's existing beliefs or theories.	1055. optimism	Factor linked to positive functioning and adjustment - expectancy that good things are more likely to occur in the future
1044. reliability	Reliability refers to the consistency of a measure. A test is considered reliable if we get the same result repeatedly	1056. pessimism	negative feelings
1045. validity	Validity is the extent to which a test measures what it claims to measure. It is vital for a test to be valid in order for the results to be accurately applied and interpreted.	1057. Type A behavior pattern	A cluster of characteristics - such as being excessively competitive, hard driven, impatient, and hostile - related to the incidence of heart disease
1046. psychodynamic approach (on personality)	personality is characterized by unconscious processes. childhood experiences are of great importance to adult personality	1058. Type B behavior pattern	A cluster of characteristics - such as being relaxed and easygoing - related to good health
1047. humanistic approach (on personality)	personality evolves out of the persons innate, organismic motives to grow and actualize the self. these healthy tendencies can be undetermined by social pressure.	1059. subjective well-being	A persons assessment of his or her own level of positive affect relative to negative affect, and the individuals evaluation of his or her life in general
1048. trait perspective (on personality)	personality is characterized by five general traits that are represented in the natural language that people use to describe themselves and others - most likely to use a self-report test	1060. conditions of worth	- application: joining the football team to please father

1061. social psychology	- the study of how people think about, influence, and relate to other people - application: may pose questions about how people will respond in different settings (different social environments)/when the situation is altered slightly	1072. stable/unstable causes	- is the cause relatively enduring and permanent, or is it temporary? - application: if a behavior is consistent, attribute behavior to a stable cause; if a behavior is inconsistent (occurring once and out-of-character), attribute behavior to an unstable cause
1062. social cognition	- a sub-topic of social psychology that focuses on how people process, store, and apply information about other people and social situations. It focuses on the role that cognitive processes play in our social interactions	1073. controllable/uncontrollable causes	- we perceive that people have power over some causes but not all - picnic example: can control food, what you bring, etc., can't control the weather
1063. person perception	- refers to the process by which we use social stimuli to form impressions of others.	1074. fundamental attribution error	- observers overestimation of the importance of internal traits and the underestimation of the importance of external situations when they seek explanations of an actor's behavior.
1064. "beautiful is good" stereotype	- research has shown that attractive people may indeed possess a number of positive characteristics	1075. false consensus effect	- observers' overestimation of the degree to which everybody else thinks or acts the way we do - application: in a group, group members assume that the attitudes over everyone in the group align with the group if not contradicted - application: believing that people agree with you more than they actually do (overestimating similarity)
1065. stereotype	- a generalization about a group's characteristics that does not consider any variations from one individual to another - can be positive or negative - not limited to racial/ethnic/sociocultural implications, can be appearance (jock, geek, beautiful people, etc.)	1076. self-esteem	- confidence in one's own worth or abilities.
1066. self-fulfilling prophecy	- in a self-fulfilling prophecy, expectations cause individuals to act in ways that serve to make the expectations come true	1077. positive illusions	- positive views of the self that are not actually rooted in reality - application: having a very high opinion of self most likely indicates positive illusions
1067. attractive faces	- average, symmetry, youthfulness	1078. average	- the view that we are average in our traits and our number of valued characteristics.
1068. first impressions	- 100 milliseconds - can have lasting effects		
1069. attribution	- the process by which we come to understand the causes of others' behavior to form an impression of them as individuals.		
1070. attribution theory	- the view that people are motivated to discover the underlying causes of behavior as part of their effort to make sense of the behavior.		
1071. internal/external causes	- internal attributions include all the causes inside and specific to the person, such as his or her traits or abilities. External attributions include all causes outside the person, such as social pressure, aspects of social situation, money, and or luck.		

1079. self-serving bias	<ul style="list-style-type: none"> - the tendency to take credit for our successes and to deny responsibility for our failures - application: doing well on test --> studied and knew content; not doing well on test --> busy this week, test was hard, etc. 	1089. effort justification	- one type of dissonance reduction, means rationalizing the amount of effort we put into something.
1080. internal attributions	<ul style="list-style-type: none"> - EX. "I'm smart" or "I knew that stuff" - You taking credit 	1090. self-perception theory	<ul style="list-style-type: none"> - Bem's theory on how behaviors influence attitudes, stating the individuals make inferences about their attitudes by perceiving their behavior. - application - How do I feel... Well what do I do? I guess that's how I feel.
1081. external attributions	<ul style="list-style-type: none"> - EX. "The test was too hard" - You blaming you failures on external factors out for your control 	1091. persuasion	<ul style="list-style-type: none"> - 2 questions: What makes an individual give up on an original attitude and adopt a new one? - What makes a person decide to act on an attitude that he or she has not acted on before?
1082. self-objectifications	<ul style="list-style-type: none"> - the tendency to see oneself primarily as an object in the eyes of others - application: school uniforms are seen as a way to reduce this (not purchasing super-expensive and name-brand clothing) 	1092. the communicator	- whether your audience believes you will depend in large on part on your credibility- how much other students trust what you say. Trustworthiness, expertise, power, attractiveness, likability and similarity are all credibility characteristics that change people's attitudes or convince them to act.
1083. stereotype threat	<ul style="list-style-type: none"> - an individuals fast acting, self-fulfilling fear of being judged based on a negative stereotype about his or her group - problematic to ask ethnicity questions before a test 	1093. the medium	- technology used to get the message across
1084. living "down" to expectations	- a person who experiences stereotype threat is well aware of stereotypical expectations for him or her as a member of the group. In stereotype-relevant situations, the individual experiences living down to expectations in order to meet group stereotype.	1094. the target (audience)	- age and attitude strength are two characteristics of the audience that determine whether the message will be effective. Younger people are more likely to change their attitudes than older ones. It is easier to change weak attitudes than strong ones.
1085. social comparison	<ul style="list-style-type: none"> - the processes by which individuals evaluate their thoughts, feelings, behaviors, and abilities in relation to other people - application: comparing individuals behavior against others while not taking into consideration the circumstances - application: gaining self-knowledge by evaluating self against others 	1095. the message	- some messages involve strong logical arguments, and others focus on exciting emotions such as fear and anger in the audience.
1086. attitudes	- our feelings, opinions, and beliefs about people, objects and attitudes	1096. elaboration likelihood model	- theory identifying two ways to persuade: a central route and a peripheral route
1087. attitudes predicting behavior	<ul style="list-style-type: none"> - when a person's attitudes are strong - when a person shows strong awareness of his or her attitudes and when the person rehearses and practices them - when the person has a vested interest 	1097. central route	- works by engaging someone thoughtfully with a sound logical argument
1088. cognitive dissonance theory	<ul style="list-style-type: none"> - an individuals psychological comfort (dissonance) caused by two inconsistent thoughts - individuals try to make attitudes conform to behavior - application: rationalization - I may engage in _____ negative/unhealthy behavior, but I'll die having a good time. 	1098. peripheral route	<ul style="list-style-type: none"> - involves non-message factors such as a source's credibility and attractiveness or emotional appeals - application: best if person you want to persuade is distracted by a task, lack of interest, etc.
		1099. successful persuasion	- whether or not you can persuade someone to do something
		1100. foot-in-the-door	- a strategy that involves making a smaller request at the beginning, saving the biggest demand for last.

1101. door-in-the-face	- a strategy that involves making the biggest pitch at the beginning, that the consumer will probably reject, and then making a smaller, "concessionary" demand	1112. media's influence on altruism	- media that promotes prosocial behavior = increase in prosocial behavior - media that involves aggression = more aggression etc...
1102. inoculation	- giving people a weak version of a persuasive message and allowing them time to argue against it can help individuals avoid persuasion - resistant to a persuasion (particular form of persuasion)	1113. aggression	- social behavior whose objective is to harm someone either physically or verbally - aggression must include intent - associated with low levels of serotonin
1103. altruism	- unselfish interest in helping another person - associated with prosocial behavior	1114. neurobiological factors of aggression	- aggressive behavior often results when areas such as the limbic system are stimulated by electric currents - frontal lobe problems = aggression - low levels of serotonin = aggression - testosterone = related with aggression
1104. prosocial behavior	- potentially altruistic behavior	1115. frustration	- frustration may lead to aggression or passiveness
1105. egoism	- giving to another person to ensure reciprocity; to gain self esteem; to present oneself as powerful competent or caring or to avoid censure from oneself and others for failing to live up to society's expectations -	1116. frustration-aggression hypothesis	- states that frustration always leads to aggression -not true
1106. reciprocity	- helping another person because we want to increase the chances that the person will return the favor one day - the "Golden Rule" - "do unto others as you would have them do unto you"	1117. cognitive determinants	- aspects of the environment may prime us to behave aggressively - if person perceives something as unfair = can lead to aggression
1107. feelings of elevations	the feelings we have when we see someone else do a good deed - increases the chances that we will in turn do something kind ourselves	1118. Bobo doll study	- kids watch adults hit bobo doll = kids hit bobo doll
1108. empathy	- a feeling of oneness with the emotional state of another person - application: most likely when when sharing a similar experience	1119. culture of honor on aggression	crime rates higher if gap between rich and poor is big. some cultures honor = aggression, honor killings, suicide... etc.
1109. sociocultural factors in altruism	- market economies (U.S.) - encourage the principle of reciprocity to strangers. also our economy requires trust. prosocial behaviors are more common in communities characterized by market economies and by investment in established religion	1120. media violence on aggression	media is violent = more people violent
1110. altruism and gender	- women help more when the context involves nurturing men help more in situations in which perceived danger is present and in which they feel competent to help	1121. rape myth	- the false belief that women desire coercive sex
1111. bystander effect	- the tendency of an individual who observes an emergency to help less when other people are present than when the observer is alone	1122. conformity	- a change in a person's behavior to coincide more closely with a group standard - associated with Asch's experiment (lines)
		1123. Asch's experiment	- 3 lines. which line is bigger... 35% of people conformed - associated with conformity
		1124. informational social influence	- the influence other people have on us because we want to be right

1125. normative social influence	<ul style="list-style-type: none"> - the influence others have on us because we want them to be like us - application (positive): performing at a high level in classes because taking AP courses and surrounded by AP students - application (negative): acting less intelligent/like you don't know the answer to seem like your friends 	1135. group polarization effect	<ul style="list-style-type: none"> - the solidification and further strengthening of an individuals position as a consequence of a group discussion or interaction - application: a conservative group will make a conservative decisions; a liberal group will make liberal decisions
1126. obedience	<ul style="list-style-type: none"> - behavior that complies with the explicit demands of the individual in authority - associated with Stanley Milgram 	1136. groupthink	<ul style="list-style-type: none"> - the impaired group decision making that occurs when making the right decision is less important than maintaining group harmony - application: wants everyone to "get on board"; punitive to people who disagree
1127. Stanley Milgram	<ul style="list-style-type: none"> - learner and teacher.. teacher shocks learner if they are wrong... people did it - associated with obedience 	1137. majority influence	<ul style="list-style-type: none"> - majority usually wins - normative or informational influence
1128. group influence	<ul style="list-style-type: none"> - the influence a group has on a person 	1138. minority influence	<ul style="list-style-type: none"> - informational influence NOT normative
1129. deindividuation	<ul style="list-style-type: none"> - the reduction in personal identity and erosion of the sense of personal responsibility when one is part of a group - acting out of character when in a group: concert; Mardi Gras, lynching, etc. 	1139. group identity	<ul style="list-style-type: none"> - the group
1130. social contagion	<ul style="list-style-type: none"> - imitative behavior involving the spread of actions, emotions and ideas - application: spreading of eating disorders, spread a unhealthy behavior, fads, etc. 	1140. social identity	<ul style="list-style-type: none"> - the way we define ourselves in terms of our group membership
1131. group performance	<ul style="list-style-type: none"> -social loafing -social facilitation 	1141. in-group	<ul style="list-style-type: none"> - the group that the individual belongs to - Tajfel's research demonstrates favoritism, even when arbitrarily assigned
1132. social facilitation	<ul style="list-style-type: none"> improvement in an individuals performance because of the presence of others 	1142. out-group	<ul style="list-style-type: none"> - any group with which an individual does not identify - a social group toward which a person feels a sense of competition or opposition
1133. social loafing	<ul style="list-style-type: none"> - each persons tendency to exert less effort in a group because of reduced accountability for individual effort - explains why group projects are sometimes worse than individual projects 	1143. ethnocentrism	<ul style="list-style-type: none"> - the tendency to favor ones own ethnic group over other groups
1134. risky shift	<ul style="list-style-type: none"> - the tendency for a group decision to be riskier than the average decision made by the individual group members 	1144. prejudice	<ul style="list-style-type: none"> - an unjustified negative attitude toward an individual based on the individuals membership in a particular group
		1145. explicit racism	<ul style="list-style-type: none"> - persons conscious and openly shared attitude which might be measured using a questionnaire
		1146. implicit racism	<ul style="list-style-type: none"> - attitudes that exist on a deeper hidden level
		1147. Implicit Association Test (IAT)	<ul style="list-style-type: none"> - a computerized survey that assesses the ease with which a person can associate a black or white person with good things or bad things
		1148. stereotyping	<ul style="list-style-type: none"> - generalization about a population that deny variations within the group
		1149. discrimination	<ul style="list-style-type: none"> - an unjustified negative or harmful action toward a member of a group simply because the person belongs to that group

1150. Gordon Allport (1954)	- theorized that particular aspects of the contact between groups could help reduce prejudice - reducing prejudice: encourage belief of equal status of all members, organize activities the promote cooperation, belief the friendships can emerge	1164. social psychology on health and wellness	- loneliness = bad for health
1151. task-oriented cooperation	- working together on a shared goal	1165. scientific management	the managerial philosophy that emphasizes the worker as a well-oiled machine and the determination of the most efficient methods for performing any work-related task
1152. Sherif's Robbers Cave Study	- 2 groups of 11-year-old boys against each other at summer camp (Eagles vs. Rattlers) - after competitions / be relations emerged, task-oriented cooperation was used to improve relations	1166. ergonomics	also called human factors, a field that combines engineering and psychology and that focuses on understanding and enhancing the safety and efficiency of the human-machine interaction
1153. Aronson's jigsaw classroom	- all the students have to pull together the "Big picture" - brings kids together	1167. abnormal behavior	behavior that is deviant, maladaptive, or personally distressful over a relatively long period of time
1154. attraction	- the action or power of evoking interest, pleasure, or liking for someone or something	1168. deviant	Defining from the norm of from the accepted standards of society.
1155. proximity	- physical closeness	1169. maladaptive	Maladaptive behavior interferes with a person's ability to function effectively in the world.
1156. acquaintance	- person you know	1170. personal distress	An unpleasant state of arousal in which people are preoccupied with their own emotions of anxiety, fear, or helplessness upon viewing a victim's plight.
1157. similarity	- something in common	1171. context	The context if behavior may help determine whether the behavior is abnormal.
1158. mere exposure effect	- the phenomenon that the more we encounter someone or something the more probable it is that we will start liking the person or thing even if we do not realize we have seen it before	1172. medical model	the view that psychological disorders are medical diseases with biological origin
1159. consensual validation	- explains why people are attracted to others who are similar to them	1173. mental illness	From the perspective of the medical model, abnormalities are called mental illness.
1160. romantic love	- aka passionate love; love with strong components of sexuality and infatuation often dominant in the early part of a relationship	1174. patients	The afflicted individuals
1161. affectionate love	- aka compassionate love; love that occurs when individuals desire to have another person near and have a deep caring affection for the person	1175. doctors	The people who treat the afflicted individuals
1162. social exchange theory	- the view of social relationships as involving and exchange of goods the objective of which is to minimize costs and maximize benefits - the success of a relationship is a function of how you feel about the equity in the relationship	1176. biological approach (on psychological disorders)	Attributes psychological disorders to organic, internal causes,. This approach primarily focuses on the brain, genetic factors, and neurotransmitter functioning as the source of abnormality.
1163. investment model	- a model of long term relationships that examines the ways that commitment investment and the availability of attractive partners predict satisfaction and stability in relationships	1177. psychological approach (on psychological disorders)	Emphasizes the contributions of experiences, thoughts, emotions, and personality characteristics in explaining psychological disorders. -Childhood experiences - personality trait development
		1178. sociocultural approach (on psychological disorders)	Emphasizes the social contexts in which a person lives, including the individual's gender, ethnicity, socioeconomic status, family relationships, and culture.

1179. biopsychosocial model (on psychological disorders)	Abnormal influence by biological factors, psychological factors, and sociocultural factors working together.
1180. Amok	...
1181. anorexia nervosa	...
1182. windigo	...
1183. DSM-V	The Diagnostic and Statistical Manual of Mental Disorders; the major classification of psychological disorders in the United States.
1184. anxiety disorders	Psychological disorders involving fears that are uncontrollable, disproportionate to the actual danger the person might be in, and disruptive to ordinary life.
1185. generalized anxiety disorder	Psychological disorder marked by persistent anxiety for at least six months in which the individual is unable to specify the reasons for the anxiety.
1186. etiology	...
1187. panic disorder	Anxiety disorder in which the individual experiences recurrent, sudden onsets of intense apprehension or terror, often without warning and with no specific cause.
1188. phobic disorder	Anxiety disorder characterized by an irrational, overwhelming persistent fear of a particular object or situation
1189. social phobia	...
1190. different types of phobias	- see figure 15.1, p. 495 - acrophobia - - aerophobia -
1191. obsessive-compulsive disorder	Anxiety disorder in which the individual has anxiety provoking thoughts that will not go away and/or urges perform repetitive, ritualistic behavior to prevent or produce some future situation
1192. obsessions	recurrent thoughts
1193. compulsions	recurrent behaviors
1194. post-traumatic stress disorder	Anxiety disorder that develops through exposure to a traumatic event that has overwhelmed the person's abilities to cope.

1195. PTSD symptoms	-Flashbacks in which the individual relives the event -Avoidance of emotional experiences and of talking about emotions with others -Reduced ability to feel emotions -Excessive arousal/ having trouble falling asleep -Difficulties with memory and concentration -Feelings of apprehension, including nervous tremors -Impulsive outbursts of behavior
1196. attention deficit hyperactivity disorder (ADHD)	...
1197. mood disorders	Psychological disorders- the main types of which are depressive and bipolar disorder- in which there is a primarily disturbance of mood: prolonged emotion that colors the individual's entire emotional state.
1198. mood	prolonged emotion that colors the individual's entire emotional state.
1199. depressive disorders	Mood disorders in which the individual suffers from depression- an unrelenting lack of pleasure in life.
1200. depression	an unrelenting lack of pleasure in life
1201. major depressive disorder (MDD)	Psychological disorder involving a significant depressive episode and depressed characteristics, such as lethargy and hopelessness, for at least two weeks.
1202. MDD symptoms	-Depressed mood for most of the day -Reduced interest or pleasure in all or most activities -Significant weight lost or gain or significant increase or decrease in appetite -Trouble sleeping or sleeping too much -Psychological and physical agitation, or, in contrast, lethargy -Fatigue or loss of energy -Feeling worthless or guilty in an excessive or inappropriate manner -Problems thinking, concentrating, or making decisions -Recurrent thoughts of death and suicide -No history of manic episodes
1203. dysthymic disorder (DD)	Mood disorder that is generally more chronic and has fewer symptoms than MDD; the individual is in a depressed mood for most of the days for at least two years as an adult and at least one year as a child or adolescent

1204.	DD symptoms	-Poor appetite or overeating -Sleep Problems -Low energy or Fatigue -Low self-esteem -Poor concentration or difficulty making decisions -Feelings of hopelessness	1220.	dissociative identity disorder (DID)	(formerly called multiple personality disorder) -
1205.	biological factors (in mood disorders)	...	1221.	schizophrenia	...
1206.	psychological factors (in mood disorders)	...	1222.	positive symptoms of schizophrenia	...
1207.	sociocultural factors (in mood disorders)	...	1223.	hallucinations	...
1208.	bipolar disorder	Mood disorder characterized by extreme mood swings that include one or more episodes of mania, an overexcited, unrealistically optimistic state.	1224.	delusions	...
1209.	Bipolar I disorder	...	1225.	thought disorder	...
1210.	Bipolar II disorder	...	1226.	neologisms	...
1211.	suicide	...	1227.	referential thinking	...
1212.	National Institute of Mental Health (NIMH)	...	1228.	catatonia	...
1213.	biological factors (of suicide)	...	1229.	disorders of movement	...
1214.	psychological factors (of suicide)	...	1230.	negative symptoms of schizophrenia	...
1215.	sociocultural factors (of suicide)	...	1231.	flat affect	...
1216.	dissociative disorders	...	1232.	cognitive symptoms of schizophrenia	...
1217.	dissociation	...	1233.	biological factors of schizophrenia	heredity - structural brain abnormalities - problems in neurotransmitter regulation -
1218.	dissociative amnesia	...	1234.	psychological factors of schizophrenia	...
1219.	dissociative fugue	...	1235.	diathesis-stress model	...
			1236.	sociocultural factors of schizophrenia	...
			1237.	personality disorders	...
			1238.	antisocial personality disorder (ASPD)	- - criteria:
			1239.	psychopaths	...
			1240.	borderline personality disorder (BPD)	- - five or more of the following symptoms:
			1241.	hypervigilance	...
			1242.	stigma	-

1243. biological therapies	also called biomedical therapies, treatments that reduce or eliminate the symptoms of psychological disorders by altering aspects of body functioning	1250. selective serotonin reuptake inhibitors (SSRIs)	-targets serotonin, and work mainly by interfering only with the reabsorption of serotonin in the brain -figure 16.1 in the textbook shows how it works -side effects: insomnia, anxiety, headache, and diarrhea. It can also impair sexual functioning and produce severe withdrawal symptoms if the individual abruptly stops taking them - examples: Prozac (fluoxetine), Paxil (paroxetine), and Zoloft (sertraline)
1244. antianxiety drugs	commonly known as tranquilizers, drugs that reduce anxiety by making the individual calmer and less excitable	1251. lithium	The lightest of the solid elements in the periodic table of elements, widely used to treat bipolar disorder
1245. tranquilizers	also known as antianxiety drugs, they reduce anxiety by making the individual calmer and less excitable	1252. antipsychotic drugs	Powerful drugs that diminish agitated behavior, reduce tension, decrease hallucinations, improve social behavior, and produce better sleep patterns in individuals with a severe psychological disorder, esp. schizophrenia
1246. antidepressant drugs	-drugs that regulate mood -four main classes: tricyclics, tetracyclic, MAO inhibitors, and selective serotonin reuptake inhibitors (SSRIs)	1253. neuroleptics	-most extensively used class of antipsychotic drugs -in sufficient doses these reduce a variety of schizophrenic symptoms -very good ability to block dopamine's action in the brain -reduce length of hospital stays for schizophrenic patients -many patients feel as though they can stop taking these medications after symptoms go away because they feel as though the symptom is gone forever and the drug gives a side effect that produces a lack of pleasure
1247. tricyclic	-called so because of their three-ringed molecular structure -believed to work by increasing the level of certain neurotransmitters esp. norepinephrine and serotonin -reduce symptoms of depression in approx 60 to 70 percent of cases -these drugs usually take two to four weeks to improve mood -symptoms: restlessness, faintness, trembling, sleepiness, and memory difficulties	1254. tardive dyskinesia	-side effect of neuroleptic drugs -neuroleptic disorder characterized by involuntary random movements of the facial muscles, tongue, and mouth as well as twitching of the neck, arms, and legs
1248. -tetracyclic antidepressants	- also called noradrenergic and specific serotonergic antidepressants (NaSSAs) -have effects on both norepinephrine and serotonin enhancing brain levels of these neurotransmitters -Remeron (mirtazapine) is more effective in reducing depression than any other antidepressant drug	1255. atypical antipsychotic medications	-introduced in the 90s -much lower risk of side effects -appear to influence dopamine and serotonin - ex.) Clozaril (clozapine) and Risperdal (risperidone) these both show promises for reducing schizophrenia's symptoms without the side effects of neuroleptics
1249. MAO inhibitors	-they work because they block the enzyme monoamine oxidase which breaks down serotonin and norepinephrine -by blocking the action of MAO inhibitors the neurotransmitters can stick around in the brain's synapses and help regulate mood -not as widely used because they are potentially harmful to the body -especially risky because of their potential interactions with certain fermented foods (cheese) and drugs, leading to high blood pressure and risk of stroke		

1256. psychosurgery	<ul style="list-style-type: none"> -a biological therapy, with irreversible effects, that involves removal or destruction of brain tissue to improve the individual's adjustment -developed in 1930 by Antonio Egas Moniz -won nobel prize in 1949 for his work --> thought it should only be used as a last resort 	1264. social worker	<ul style="list-style-type: none"> -2-5 years -degree: MS W/DSW or PhD -graduate work in a school of social work including specialized clinical training in mental health facilities
1257. prefrontal lobotomies	<ul style="list-style-type: none"> -American physician and neurologist Walter Freeman became the "champion" of this -performed first prefrontal lobotomy in 1936 -once he got a technique down he traveled the country in a van "lobotomobile" to perform these surgeries -many individuals who received this surgery were left suffering from permanent and profound brain damage -not used anymore 	1265. psychiatric nurse	<ul style="list-style-type: none"> -0-5 years -degree: RN, MA, PhD -graduate work in nursing with emphasis on care of mentally disturbed individuals
1258. psychotherapy	<ul style="list-style-type: none"> -a nonmedical process that helps individuals with psychological disorders recognize and overcome their problems -number of clients in therapy have fallen by more than 12% in the time period of 1996-2005 	1266. occupational therapist	<ul style="list-style-type: none"> -0-5 years -degree: BS, MA, PhD -emphasis on occupational training --> stresses individuals get back into the mainstream of work
1259. cybertherapy (e-therapy)	<ul style="list-style-type: none"> -online source of help -controversial: does not always include basic information about the therapists' qualifications, at a distance excluding those contemplating suicide, confidentiality issues -positives: individuals may be able to reach out for help that is not face-to-face 	1267. pastoral counselor	<ul style="list-style-type: none"> -0-5 years -degree: none to PhD or DD - requires ministerial background and training in psychology
1260. clinical psychologist	<ul style="list-style-type: none"> -5-7 years of schooling -degree: PhD or PsyD -requires training in both clinical and research --> includes one year internship at a hospital or mental health facility 	1268. counselor	<ul style="list-style-type: none"> -2 years -degree: MA or MED -graduate work in the department of psychology or education
1261. psychiatrist	<ul style="list-style-type: none"> -7-9 years -degree: MD -four years of medical school plus internship and residency in psychiatry 	1269. psychodynamic therapies	<ul style="list-style-type: none"> -stress the importance of the unconscious mind, extensive interpretation by the therapist, and the role of early childhood experiences in the development of an individual's problems -goal: to help individuals recognize the maladaptive ways in which they have been coping with problems and the source of their unconscious conflicts
1262. counseling psychologist	<ul style="list-style-type: none"> -3-7 years -degree: MA, PhD, PsyD, EdD -similar to clinical psychologist 	1270. psychoanalysis	<ul style="list-style-type: none"> -freud's therapeutic technique for analyzing an individual's unconscious thoughts -only through extensive questioning, probing, and analyzing was freud able to put together pieces of the client's personality and help them become aware of how these early experiences were affecting present behavior -bring unconscious conflicts into conscious awareness
1263. school psychologist	<ul style="list-style-type: none"> -3-7 years -degree: MA, PhD, PsyD, EdD -training in graduate programs of education or psychology --> emphasis on counseling practices involving students' school related problems 	1271. free association	<ul style="list-style-type: none"> -a psychoanalytic technique that involves encouraging individuals to say aloud whatever comes to mind, no matter how trivial or embarrassing -this would allow deepest thoughts and feelings to emerge
		1272. interpretation	<ul style="list-style-type: none"> a psychoanalyst's search for symbolic, hidden meanings in what the client says and does during therapy

1273.	dream analysis	a psychoanalytic technique for interpreting ones dreams -dreams are our outlet to express our unconscious wishes	1283.	classical conditioning	-used to treat phobias -can be used through systematic desensitiation, flooding, and aversive conditioning
1274.	manifest content	remembered aspects of the dream, obvious components	1284.	systematic desensitization	-a method of behavior therapy that treats anxiety by teaching the client to associate deep relaxation with increasingly intense anxiety-producing situations -step one: order aspects of the feared situation from least frightening to most frightening -step two: recognize presence of muscular contraction or tension in various parts of the body and then contract and relax different muscles -step three: once relaxed, therapist asks him or her to imagine least feared and moves up the hierarchy as the person remains relaxed -eventually you are no longer as afraid of the stimulus as before
1275.	latent content	unconscious, hidden aspects that are symbolized by the manifest content	1285.	flooding	exposing individual to feared stimuli to an excessive degree while not allowing the person to avoid stimuli
1276.	transference	a client's relating to the psychoanalyst in ways that reproduce or relive important relationships in the individual's life -models the way that individuals relate to important people in their lives	1286.	desensitization hierarchy	order of your fears of the same stimulus from least to greatest ex.) in the same room as a spider, approaching a spider, touching a spider, etc.
1277.	resistance	a client's unconscious defense strategies that interfere with the psychoanalyst's understanding of the individual's problems	1287.	operant conditioning	-unlearning maladaptive behaviors -ex.) if someone has OCD and they have to touch a door handle 3 times, the therapist would show them that nothing bad happens to them if they don't touch it three times
1278.	humanistic therapies	-treatments, unique in their emphasis on people's self-healing capacities, that encourage clients to understand themselves and to grow personally -emphasis conscious rather than unconscious thoughts, the present rather than the past, and self-fulfillment rather than illness	1288.	cognitive therapies	-treatments that point to cognitions (thoughts) as the main source of psychological problems and that attempt to change the individual's feelings and behaviors by changing cognitions -focuses on overt symptoms and provides a more structured framework and more analysis -based on basic assumptions: humans beings have control over their feelings, and how individuals feel about something depends on how they think about it
1279.	client-centered therapy	-Also called Rogerian therapy or nondirective therapy, a form of humanistic therapy, developed by Rogers, in which the therapist provides a warm, supportive atmosphere to improve the client's self-concept and to encourage the client to gain insight into problems -places a lot of emphasis on the client's self-reflection -goal: to help the client identify and understand his or her own genuine feelings	1289.	cognitive restructuring	a general concept for changing a pattern of thought that is presumed to be causing maladaptive behavior or emotion
1280.	reflective speech	a technique in which the therapist mirrors the client's own feelings back to client ex.) if client has hint of angry in voice say, "you sound angry"			
1281.	insight therapies	-encourage self-awareness as the key to psychological health -ex.) psychodynamic and humanistic approaches			
1282.	behavior therapies	-treatments, based on the behavioral and social cognitive theories of learning, that use principles of learning to reduce or eliminate maladaptive behavior -changing behavior is key -ex.) to alleviate depression, they focus on eliminating the problematic symptoms or behaviors rather than on helping individuals gain an understanding of why they are depressed			

1290. Albert Ellis	-created the rational-emotive behavior therapy believed that individuals construct three basic demands "musterbating": 1.) I absolutely must perform well and win the approval of others 2.) other people must treat me kindly and fairly 3.) my life conditions must not be frustrating can create dysfunctional, exaggerated beliefs from these statements	1301. turn adversity into advantage	explore ways that difficult situations can be transformed to opportunities
1291. rational-emotive behavior therapy (REBT)	-a therapy based on Ellis's assertion that individuals develop a psychological disorder because of irrational and self-defeating beliefs and whose goal is to get clients to eliminate these beliefs by rationally examining them -goal: to get individuals to eliminate self-defeating beliefs by rationally examining them	1302. guided association	help the client see connections between different thoughts or ideas
1292. Aaron Beck	-developed a form of cognitive therapy to treat psychological problems esp. depression -similar to REBT -initial phase: individuals learn to make connections between their patterns of thinking and their emotional responses -feels emotions are a product of cognitions -goal: bring automatic thoughts into awareness so that they can be changed	1303. scaling	ask the client to rate her emotions or thoughts on scales to help gain perspective
1293. cognitive therapy techniques	list (p. 537) develop strategies to help change the way people think	1304. thought stopping	provide the client with ways of stopping a cascade of negative thoughts
1294. challenge idiosyncratic meanings	explore personal meaning attached to the client's words and ask the client to consider alternatives	1305. distraction	help the client find benign or positive distractions to take the attention away from negative thoughts or emotions temporarily
1295. question the evidence	systematically examine the evidence for the client's beliefs or assertions	1306. labeling of distortions	provide labels for specific types of distorted thinking to help the client gain more distance and perspective
1296. retribution	help the client distribute responsibility for events appropriately	1307. cognitive behavior therapy	-a therapy that combines cognitive therapy and behavior therapy with the goal of developing self-efficacy
1297. examine options and alternatives	help the client generate alternative actions to maladaptive ones	1308. self-efficacy	-Albert Bandura's concept that one can master a situation and produce positive outcomes -key to successful therapy
1298. decatastrophize	help the client evaluate whether he is overestimating the nature of the situation	1309. self-instructional methods	-cognitive-behavior techniques aimed at teaching individuals to modify their own behavior -promotes clients to change what they say to themselves
1299. fantasize consequences	explore fantasies of a feared situation: if unrealistic, the client may recognize this; if realistic, work on effective coping strategies	1310. reinforcing statements	-constructive statements which the client can repeat in order to take positive steps to cope with stress or meet a goal
1300. examine advantages and disadvantages	examine advantages and disadvantages of an issue, to instill a broader perspective	1311. integrative therapy	-a combination of techniques from different therapies based on the therapist's judgement of which particular methods will provide the greatest benefit for the client -openness to various ways of applying diverse therapies
		1312. dialectical behavior therapy (DBT)	-assumes that early childhood experiences are important to the development of borderline personality disorder -includes a variety of techniques, including homework assignments, cognitive interventions, intensive individual therapy, and group sessions with others with the disorder
		1313. group therapy	-a sociocultural approach to the treatment of psychological disorders that brings together individuals who share a particular psychological disorder in sessions that are typically led by mental health professionals -allows interpersonal relationships to develop

1314. 6 features of group therapy	<p>information - individuals receive information about their problems from either the group leader or other group members</p> <p>universality - many individuals develop the sense that no one else has frightening and unacceptable impulses</p> <p>altruism - group members support one another with advice and sympathy and learn that they have something to offer others</p> <p>experiencing a positive family group - a therapy group often resembles a family, with the leaders representing parents and the other members of the group representing siblings</p> <p>development of social skills - corrective feedback from peers may correct flaws in the individual's interpersonal relationships</p> <p>interpersonal learning - the group can serve as a training ground for practicing new behaviors and relationships</p>	1320. Community Mental Health Act of 1963	-when individuals with psychological disorders were taken out of mental hospitals and brought into the real world with help from community mental health places
1315. family therapy	group therapy with family members	1321. deinstitutionalization	-large numbers of individuals with psychological disorders were transferred from mental institutions to community-based facilities -has been implicated in rising rates of homelessness
1316. couples therapy	group therapy with married or unmarried couples whose major problem lies within their relationship	1322. collectivist cultures	-place more emphasis on group -family therapy is more effective in places where the culture places a high value on the family -ex.) latino and asian cultures
1317. family therapy techniques	<p>validation - the therapist expresses an understanding and acceptance of each family member's feelings and beliefs and thus validates the person</p> <p>reframing - the therapist helps families reframe problems as family problems, not as an individual's problems</p> <p>structural change - the family therapist tries to restructure the coalitions in a family</p> <p>detriangulation - in some families, one member is the scapegoat for two other members who are in conflict but pretend not to be</p>	1323. Dodo bird hypothesis	-all "win" and all must have "prizes" -all psychotherapy perspectives are just as helpful as the next -one should choose the psychotherapy that fits best with their personality and problem
1318. paraprofessionals	-individuals who have been taught by a professional to provide some mental health services but who do not have formal mental health training -some may have the disorder of the group they are the leader of	1324. common themes in effective psychotherapy	-Jerome Frank concluded that effective psychotherapies have the common elements of expectations, mastery, and emotional arousal -therapist increases the client's sense of mastery and competence -two key roles in successful therapy: therapeutic alliance and the client's willingness to participate
1319. Alcoholics Anonymous (AA)	-founded in 1935; one of the best-known self-help groups -many recommend this for those who struggle with alcoholism	1325. therapeutic alliance	-the relationship between the therapist and client -- an important element of successful psychotherapy -it is important that the therapist is supportive and always monitors the relationship
		1326. well-being therapy (WBT)	-a short-term, problem-focused, directive therapy that encourages clients to accentuate the positive -first step: recognize the positive in one's life when it happens -WBT is about learning to notice and savor positive experiences and coming up with ways to promote and celebrate life's good moments -effective in enhancing well-being