

CH1 **Common goal of psychology and philosophy:** understanding the limitations of theories. **Plato** believed that we can use logical or rational thinking to discover “core ideas” buried within the human soul. **Philosophy** is defined as the study of knowledge, reality, and the meaning of life. The first experimental psychology laboratory was established by **Wundt**. **Titchener** founded the school of structuralism. **Functionalism:** examining how the mind adapts to changing environments. **Behaviourism** focuses on observable, not abstract processes. **Reinforcement:** enforces behaviours. **Punishment:** enforces the opposite behaviour. **Bandura:** children often seem to learn by social observation or modelling. **Cognitive:** means by which info is stored. The advent of computer technology in the 1950s and 1960s spurred growth in the field of **cognitive psych**. More recently, advances in imaging have sparked the field of **neuroscience**. **Positive psychology** studies human strengths, fulfillment, and creativity.

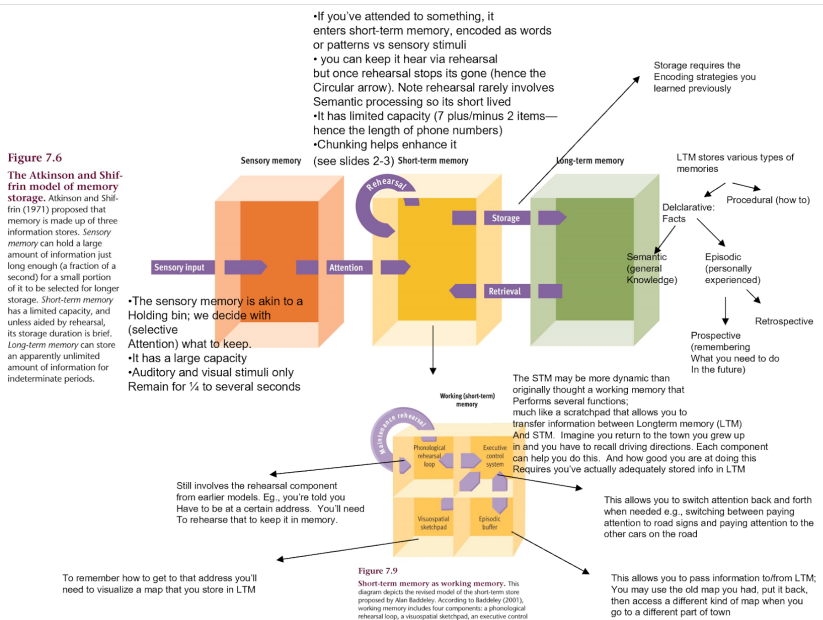
CH2 **Inductive reasoning:** controlled direct observations to generate broad conclusions. A given field of study is defined as a **science** by virtue of its methods. An idea about laws that govern phenomena is called a theory. The main difference between **descriptive** and **experimental** research methods is the ability to determine cause and effect. A **case study** focuses on a single person. In **naturalistic observations**, researchers watch while people behave as they normally do. In a **survey**, researchers ask people a series of questions. **Positive correlation:** both variables increase or decrease. **Negative correlation:** one variable increases as the other decreases or vice versa. A **correlation** measures the relationship between variables and a **t-test** measures the difference between group means. The order of events in a **typical experimental session:** informed consent → experiment → debriefing.

CH4 **Cross-sectional research:** compare diff groups to one another at a single point in time. **Longitudinal research:** follow the same group over a period of time. **Cohort-sequential design:** 2 or more long studies, same spans of time, diff age groups. **Nature-nurture controversy:** the extent to which individuals are controlled by nature (genetics) or nurture (environment). **Quantitative theory:** ind diff in the timing of milestones. **Discrete:** product of a single gene pair. **Polygenic:** combined traits of multiple genes. **DNA:** deoxyribonucleic acid. **Alleles:** variations of the same gene. **Gene:** most basic building block. **Dominant:** overrules other (recessive) gene. **Heterozygous:** combinations of 2 diff alleles. **Homozygous:** 2 matching alleles. **Proximodistal:** gain control over torso before extremities. **Cephalocaudal:** gain control over upper before lower body. **Object permanence:** realizing objs exist even when you can't see it. **Ainsworth:** secure, avoidant, ambivalent. **Assimilation:** include new info into existing schemes. **Accommodation:** add to their schemes. **Egocentrism:** everyone views the world from your perspective. **Concrete operational period:** think ab ideas. **Formal op stage:** inc understanding of abs concepts. **Vygotsky's theory:** learn through interactions. **Adolescent egocentrism:** imaginary audience. **Disequilibration:** more diff to assimilate, cogn discomfort, must modify schemes. **Erikson's stages:** birth-age 1 (Trust vs. Mistrust). 1-3 (Autonomy vs Shame/doubt). 3-6 (Initiative vs Guilt). 6-12 (Industry vs. Inferiority). 12-20 (Identity vs Role Confusion). 20-30 (Intimacy vs Isolation). 30-65 (Generativity vs Self-absorption). 65+ (Integrity vs Despair).

CH5 **Absolute Threshold:** minimal stimulus necessary for detection by an ind. **Just noticeable:** min diff btw 2 stimuli nec for detection of diff btw the 2. **Sensation and perception:** detection vs interpretation of sensory stimuli. **Top-down processing:** prev acquired knowledge. **Bottom-up:** sensing the visual stimulus and its perception. **Anosmia:** loss of smell. **Ageusia:** loss of taste. **Free nerve endings:** density determines the skin sensitivity. **Focus of gate control theory of pain centre:** neurotransmitter act in the brain. **Auditory:** vibrations in the air to neural impulses; loudness is due to the amplitude of sound waves. **Freq theory of audition:** diff F converted into diff rates of action potential. **Moon illusion:** size. **“Where” pathway:** occipital to parietal lobes. **Law of closure:** fill small gaps to identify them. **Forea:** sharpest vision. **Theory of colour vision:** afterimages. **Not monocular:** convergence.

CH8 **working memory:** lost after 30 sec unless repeated. **Info processing:** working, sensory, long term memory. **PDPM:** new info immediately joins. **Massed practice:** dec the likelihood of entering long term. **Semantic:** rely on the meaning of info. **Automatic:** info not encoded {brief info is easier to store}. **Spering:** presence of sensory mem. **Schemas:** prior exposure to sim experiences. **Explicit:** solve problems w info from a long time ago (biking, long div). **Implicit:** tip of the tongue. **Retrieval:** looks familiar. **Retroactive interference:** new info disrupts past info. **Proactive:** old info disrupts past info. **Repression:** emotional forgetting. **Hippocampus:** recall info. **LTP:** affects single neurons. **Organic mem:** dementia. **Dissociative mem:** dissociative amnesia. **Estrogen:** affects women more. Alzheimer's is a form of dementia, higher levels of ace and glutamate.

APP B This is mainly stats involved info. Mean, mode, median, standard deviation. **Hypothesis testing:** testing a statement or claim about a population using a sample and, in its simplest form, looking at experimental and control group differences. **Null hypothesis:** an assertion that in the underlying population from which the sample was obtained, there is no difference btw the avg performance of individuals in one group compared to another. **Alternative hypothesis:** an assertion that in the underlying population from which the sample was obtained, there is difference btw the avg performance of individuals in one group compared to another. **Sampling distribution:** the theoretical distribution of a sample statistic. **Significance/rejection level:** the level of risk researchers would be willing to take in terms of making an incorrect conclusion. **Effect size:** a standardized measure that reflects the degree of relationship or size of the diff btw 2 or more variables.



CH 9 **Symbolic:** it is a set of sounds and words that represent things. **Semantics:** how words convey meaning. **Phoneme:** smallest unit of sound in a lang (ba, ta). **Morpheme:** how words that convey meaning. **Syntax:** system for using words (**semantics**) and word order to convey meaning (**grammar**). **Pragmatics:** Practical aspects of language usage (speech pace, gestures, body lang.) **Prevocal learning** (2-4 mnths) able to perceive phonemes of every language. **Cooing** (2 mnths) begins to make a vocalization that sounds like vowels. **Babbling** ("babaaababa") Our vocal capacity is growing with the control of lips and throat, babies are just testing. **Deaf babies** physically show babbling through their hands. **(10 mnths/1yr)** begins to **recognize words** and use **symbolic gestures (shrugging, pointing)**. (18-24 mnths) has **vocabulary spurt** (their words grow exponentially. Mistakes are done to help them learn grammar. **Telegraphic speech** speaks in two-word sentences. (~6yr) **metalinguistic awareness:** an awareness of how language works. **Linguistic relativity hypothesis:** The more words we have available to us related to a single concept the more complex and detailed our thoughts have to be about the object/idea. **Controlled processing:** effortful and relies on a limited-capacity syst. **Automatic processing:** Not usually disrupted very much if we are distracted by other tasks. **Dysexecutive syndrome:** damage to frontal lobe → impairments in cognitive func. that depends on control. **Mental set:** use problem-solving strategies that have worked in the past. **Bounded rationality:** Our ability to make decisions in a rational, logical way is limited by incom., limits decision making.

CH 10 **Metacognition:** The ability to understand and control one's mental activities. **Factor analysis:** Method to determine whether different items on a test correlate with others. **G Factor:** underlies all distinct clusters of mental ability. **S Factor:** uniquely tied to a distinct mental ability. **Theory of multiple intelligences:** There is not a single unified intelligence, but many independent intelli. come from parts of the brain. **Triarchy theory(Internal/analytic):** acquiring information, monitoring, planning, evaluating problems/carry out directions. **External(creative):** must interact w// internal compon. **Experiential(practical):** Helps adapt/improve the environment/select new enviro. **Biological model:** Interact. Between innate potential abilities, enviro. Context and intern. Motivation. **Emotional Intelligence:** Ability to perceive, express, assimilate, regulate emotion in yourself and others. **Creativity(intrinsic motivation):** internal drive to create. **Game personality:** tolerates ambiguity, risk, initial failure. **Measure intelli.(psychometric approach):** attempts to measure intelli. w/ carefully constructed psychological tests. **Heritability coefficient:** indicate the contribution of heredity to some characteristic. **Reaction range:** high and low pnt of intelligence or other outcomes poss. by a children's genetic nature. **Nerve conduction velocity(NCV):** speed with which electrical impulses are transmitted along nerve fibres and across synapses.

CH 11 **Homeostasis:** A way that the body keeps it in a state of balance. **Yerkes-Dolson law:** Arousal increase perfor. Up to a point after which additional arousal impedes performance. **Intrinsically motivating:** engaging in the behaviour is satisfying in and of itself. **Incentives:** external motives that indir. Indicate reward. **Extrinsic motiv.:** engaging in behaviour due to the influence of factors outside ourselves. **Maslow hierarchy of needs(physiological needs):** hunger, thirst, and maintenance of internal state of body. **Safety needs:** to feel secure and safe, to seek pleasure and avoid pain. **Belonging and love needs:** to affiliate w/others, be accepted, and give and receive attention. **Esteem needs:** to achieve, be competent, gain approval, and excel. **Self-actualization:** find self-fulfillment and realize one potential. **Chem signals(ventromedial region of the hypothalamus:** area of the hypothalamus in signaling satiety. **Emotion:** response to external/internal event. **Physiological event:** changes in bodily arousal, i.e. increase. Heart rate, body temp, and respiration. **Cognitive event:** subjective appraisal and interpret of an individ feelings surrounding environ. **Behavioural event:** express of emotion through verbal/ non-verbal channels i.e smiling, frowning, whining, laughing, reflecting, or slouching. **James-Lange theory of emotion:** emotions result from physiological changes, rather than being the cause. **Cannon-Bard Theory:** person experiences of emotion and the activation of the sympathetic nervous sys (arousal) occur simultaneous. **Schacter and singer theory:** emotional state is a funct of both physio arousal and cognition. **Cognitive-mediational theory:** cognitive interpret, partic appraisals, of events are the keys to experiences of emotions. **Facial-feedback theory:** muscular activity can either strengthen or lessen the experience of emotions that are influence by sensory feedback we receive from our facial muscles.

CH 13 **Cognitive dissonance:** when we hold a belief that contradict our behav, we experience a state of emotional discomfort. **Self-perception theory:** when people are uncertain of their attitudes, they infer what the attitudes are by observing their own behaviour. **Implicit attitudes:** an attitude which the person is unaware. **Prejudice:** neg and unjust feelings abt individ based on their inclusion in a peculiar group. **Social identity theory:** emphasizes social cognitive factors in the onset of prejudice. **Attributions:** casual explanations of behaviour. **Fundamental attribution error:** the tendency to use dispositional attributions to explain the behaviour of other people. **Actor-observer effect:** The discrepancy between how we explain other people's behav and how we explain our own behaviour. **Self-serving bias:** we tend to attribute our success to internal causes and our failures to external ones. **Conformity:** tendency to yield to social pressure. **Group polarization:** initial tendency of individ group members is intensified after group discuss. **Altruism:** self-sacrif behaviour carried out for the benefit of others. **Triangular-theory of love:** love it composed of three elements(intimacy, passion, commitment).

CH 14 **Acute Stressor:** short term and has a certain endpoint. **Chronic stressor:** long term, lacks a certain endpoint. **Frustration/loss:** when you want something you can't have (frustration) or experiencing loss. **Approach-approach:** conflict occurs when a person must choose between two equally desirable opt. **Avoidance-avoidance:** cnflt occurs when a person must choose between two undesirable options. **Approach-avoidance:** cnflt occurs when any available choice has both desirable and undesirable qualities. **General adaptation syndrome:** Alarm; body mobilizes→ **resistance;** body adapts and copes w/ stressor, **exhaustion;** cont resis gives to exhaustion. **Primary appraisal:** examine stressor and asses how severe it is. **Secondary appraisal:** evaluate our own resource and ability to cope w/ a threat, challenge, or loss. **Type A:** competitive, impatient, anger, hostility. **Type B:** less aggress, more relaxed. **Type C:** difficulty in expressing/aknowledging neg feelings. **Type D:** neg affectivity(worry/gloominess, social inhibition). **Eustress:** optimal lvl of stress needed to promote phys and psych hlth. **Inoculation:** exposing to a low lvl sit to improve later performance in a more stressful situ.