

People:

Wundt	“Father of Psychology”; introspection
Wertheimer	Gestalt psychology
Titchner	Structuralism
James	Functionalism
Watson	Behaviorism; “Little Albert Study”; aversion therapy
Freud	Psychoanalytic; dream analysis; free association; structure of personality; stages of development; defense mechanisms
Milgram	Obedience; Ethics; 65%
Broca	Left frontal lobe; if Broca’s is broken, no words are spoken
Wernicke	Left temporal lobe; receptive language
Pavlov	Classical conditioning; dogs (bells)
Thorndike	Instrumental learning; cats; law of effect
Skinner	Operant conditioning; rats and pigeons; behaviorist
Tolman	Latent learning; cognitive maps
Bandura	Observational learning; Bobo dolls; social-cognitive theory
Ebbinghaus	Forgetting; decay model
Chomsky	Native theorist; inherent existence of sets of cognitive structures
Whorf	Linguistic relativity hypothesis
Washoe, Sara, Koko	Ape language studies
Jung	Collective unconscious; archetypes; psychoanalytic
Horney	Basic childhood anxiety; psychoanalytic
Erickson	1-bun, 2-shoe, etc. psycho-social development
Adler	Inferiority complex, psychoanalytic
Piaget	Stages of cognitive development; cognitive theorist
Rogers	Client-centered; unconditional positive regard; transactional analysis
Albert Ellis	Rational emotive therapy; cognitive theorist
Abraham Maslow	Hierarchy of needs; humanistic
Sheldon	Somatotyping; endomorph, mesomorph, ectomorph
Binet	I.Q.
Eysenck	Biological model of personality; trait-type hierarchy
Harlow	Monkey studies; attachment; contact comfort
Lorenz	“survival of the fittest” and imprinting
Phineus Gage	Railroad spike; damaged limbic sys, emotions/motivational control center
Aaron Beck	Cognitive therapy treating depression
Murray	Need to achieve; TAT
Allport	Trait approach; cardinal, central, secondary
Cattell	Crystallized fluid intelligence
Kelley	Personal construct theory
Mishel	Social-learning theory; people are not consistent (look at past performance)
Gilligan	Examined moral differences between boys and girls based on social rules and on ethic of caring and responsibility
Ainsworth	Infant attachment styles
Kohlberg	Moral development (preconventional, conventional, postconventional)
Asch	Conformity; people give obviously wrong answer

Kubler-Ross	Stages of death (denial, anger, bargaining, depression, acceptance)
Zimbardo	Prison study; roles and role conflict
Ekman	Changes in facial expression brings about emotion like changes in the body
Hubel & Wiesel	Discovered feature detectors
Rosenhan	“fake” psychiatric patient study
Vygotsky	Cognitive dev. based on zone of proximal development
Loftus	Eyewitness testimony & constructive memory

Approaches:

General:

Behaviorism: environmental; learning; nurture

Biological: physiology; genetics; nature

Cognitive: mental processes

Psychoanalytical: unconscious; childhood

Humanistic: freewill; basic goodness

Multicultural: sociocultural; role of structure

Gestalt: emphasizes the organization process in behavior; focuses on problem of perception

Personality:

Psychoanalytic: people are driven by instincts, largely sexual

Behaviorist: behavior is personality; determined by history of reinforcement

Humanistic: people are inherently good, society ruins them, people strive to satisfy a hierarchy of motives toward self-actualization

Cognitive: people are rational and want to predict and control their world, personal constructs help in this process

Biological: biological factors such as body type or genetics

Abnormal:

Psychoanalytic: emerge from initial psychological conflicts that are unconscious, often arising from childhood trauma

Biomedical: traceable to physical abnormalities, biochemistry, structural defects

Cognitive: results from unusual ways of thinking, inappropriate belief system

Behavioral: results from faulty contingencies of reinforcement contexts contribute to the development of psychological disorders

Cultural: variables such as social class, gender, and rural-urban contexts contribute to the development of psychological disorders

Humanistic/Existential Model: results from failure to fulfill ones potential

Treatment:

- Biomedical
 - a) ECT
 - b) Psychosurgery; ablation
 - c) Chemotherapy
 - d) Intensive light therapy (S.A.D.)

Psychoanalytic Therapy – alleviate unconscious conflicts

- a) Free association
- b) Dream analysis
- c) Transference
- d) Symptom substitution

Behavior Therapy – application of learning principles

- a) systematic desensitization
 - a. in vivo desensitization
 - b. counter conditioning
 - c. flooding (real event)
 - d. implosive therapy (imagine the event)
 - e. aversion therapy

Cognitive-Behavior Therapy – thoughts and behavior

- a) modeling and role play
- b) rational emotive therapy: forces a more realistic look in the evaluation circumstances
- c) stress inoculation therapy: retracts inappropriate thinking
- d) cognitive therapy: used for depression; requires the restructuring of persons invalid perceptions of self, future, and the world or experience

Humanistic – focuses on getting the person to accept the responsibility for their improvement

- a) Roger' client centered therapy (unconditioned positive regard)
- b) Frankl's existential analysis treatment: help client gain sense of purpose and meaning
- c) Gestalt therapy: client comes into contact with the whole self

Biomedical Treatment – includes medical procedures and medication that can help alleviate symptoms of psychological disorders

- a) psycho-surgery (ablation)
 - a. surgical destruction of involved brain tissues
 - b. obsessive-compulsive disorder
- b) electroconvulsive therapy (ECT)
 - a. major depression
- c) psychopharmacological treatment
 - a. neuroleptics (antipsychotics) i.e. thiorazine, haldol, clozril
 - b. antidepressants i.e. tricyclic compounds, selective serotonin reuptake inhibitors, prozac
 - c. lithium carbonate (bipolar disorder)
 - d. anxiolytics (anti anxiety) i.e. valium, benzodiazepines

The Experiment:

1. Two variables are studied for cause and effect
 - a) Independent variable – manipulated
 - b) Dependent variable – the response; measured
 - c) Confounding variable – other variables that may influence results
 - d) Experiment group – exposed to manipulation of independent variable
 - e) Control group – an unaffected comparison group
 - f) Subject bias – a subject’s behavior changes due to believed expectations of experiment (**Demand characteristics**)
 - g) Researcher bias – expectations influence what is recorded
 - h) Double-blind technique – control for bias by keeping placement of subject secret
 - i) Placebo – inactive substance unknowingly given in place of drug
 - j) Null hypothesis – negatively expressed hypothesis; X will not change Y

Theories

Piaget’s Cognitive-Development Theory:

Sensory Motor: schema assimilation and accommodation; circular reaction; object permanence
Preoperational: egocentrism; animism; artificialism
Concrete: operational-reversibility; conservative problems
Formal: operational-personal fable

Kohlberg’s Moral Judgment:

Preconventional: good and bad; right and wrong
Conventional: social rules; follow the law
Postconventional: universal principles

Erickson’s Psychosocial Development:

INFANCY	trust vs. mistrust
	Autonomy vs. shame and doubt
CHILDHOOD	initiative vs. guilt
	Industry vs. territory
ADOLESCENCE	identity vs. role confusion
ADULTHOOD	intimacy vs. isolation
	Generality vs. stagnation
	Ego integrity vs. despair

Kubler-Ross’ Stages of Death

- a) Denial
- b) Anger
- c) Bargaining
- d) Depression
- e) Acceptance

Theories:

Weber's law: just noticeable difference

Young-Helmholtz Color Theory: (trichromatic theory) color determined by the relative activity in red, blue, or green sensitive cones

Opponent-Process Color Theory: color information is organized into 3 antagonistic pairs

Place Theory: relates perceived pitch to region

Frequency Theory: related pitch to the frequency of sound waves and frequency of neuron firing

Facial Feedback Hypothesis: sensations from the face provide cues to the brain that help us determine what emotion we are feeling (Ekman)

Statistical Significance: .05 chance accounts for results less than 5% of the time

Template-Matching Theory: stored copies

Prototype-Matching Theory: recognition involves comparison

Feature-Analysis Theory: patterns are represented and recognized by distinctive features

Restorative Theory: we sleep in order to replenish

Adaptive Non-responding Theory: sleep and inactivity have survival value

Activation-Synthesis hypothesis: dreams are products of spontaneous neural activity

Thorndike's Law of Effect: reward and punishment encourages and discourages responding

Premack Principle: states that any high-probability behavior can be used as a reward for any low-probability behavior

Continuity vs. Discontinuity: theories of development, nature vs. nurture

Serial Position Phenomenon: sequence influences recall

Primacy Effect: enhanced memory for items presented earlier

Recency Effect: enhanced memory for items presented last

Atkinson-Shiffrin's 3 Stage Processing model of memory: sensory-STM-LTM

Linguistic Relativity Hypothesis: person's language determines and limits a person's experiences

Hull's Drive-Reduction Model: motivation arises out of need

Cognitive Consistency Theory: cognitive inconsistencies create tension and thus motivate the organism

Festinger's Cognitive Dissonance Theory: reconcile cognitive discrepancies

Arousal Theories: we all have optimal levels of stimulation that we try to maintain

Yerkes-Dodson Law: arousal will increase performances up to a point, then further increases will impair performance; inverted U function

Incentive Theory: behavior is pulled rather than pushed

James-Lange Theory: emotion is caused by bodily changes

Cannon-Bard's Thalamic Theory: emotional expression caused by simultaneous changing bodily events, thoughts, and feelings

Schachter's Cognitive-Physiological Theory: bodily changes, current stimuli, events, and memories combine to determine behavior- Schachter's 3-factors

Attribution Theory: explains how people make inferences about the causes of behavior; personal or situational; self-serving bias

Deindividuation: loss of self-restraint that occurs out of anonymity

Contact Theory: proposes that equal-status contact between antagonistic groups should lower tension and bring harmony
Selye's General Adaptation Syndrome- (GAS) emergency reaction to stressful situations; alarm reaction, resistance, and exhaustion (ARE bad)
Lazarus's Cognitive-Psychological Model: emphasizes the process of appraisal (primary and secondary) as the primary determinant of stress
Twin Studies: allows a researcher to test influence of heredity vs. environment
Personal Construct Theory: unique system of reality
Deinstitutionalization: occurred because of changes in political policy and development of new drug therapies
Ainsworth's Strange Situation: looked at attachment in young children to their parents

Social Psychology Studies:

Zimbardo's Stanford Prison Study: effect of roles
Hawthorne Effect: people change their behavior when they think that they're being observed
Latane & Darley's Bystander Effect: diffusion of responsibility (Kitty Genovese)
Asche's Conformity Study: lines of different length; 33%
Milgram's Obedience Study: shocking the confederate (65% delivered full range)
Sherif: Autokinetic Phenomenon; conformity studies
Jane Elliot's Blue Eyed/Brown Eyed Experiment: development of prejudice, scapegoating

Social Pressure

Conformity: occurs when individuals adopt the attitudes or behavior of others because of real or imagined pressure
Social Norms: shared standards of behavior
Reciprocity Norm: people tend to treat others as they have been treated
Compliance: to get along with a request made of you from a person who does not have authority over you, techniques include
Foot in the door technique: if a small request is made first, a larger request will be easier to fill later
Door in the face technique: making a larger request first then making a smaller one which will seem more reasonable (high balling)
Low balling: getting agreement first, then adding specifics later
Norm of Reciprocity-give something small expect something bigger in return
Obedience: compliance with someone who has authority
Social Traps: behave in an unproductive way because of fear others will

Altruism: self concern for others

Bystander intervention: will individuals intervene in a harmful situation to another

Bystander effect: people are less likely to help when several people witness an emergency due to diffusion of responsibility, thinking that someone else can be responsible

Social facilitation: tendency to do better on well-learned tasks when another person is present

Social loafing: reduction in effort by individuals when they work in groups compared to by themselves

Risky shift: groups often arrive at riskier decisions than do individuals

Deindividuation: loss of identity as a result of being part of a group

Groupthink: members of a cohesive group emphasize agreement at the expense of critical thinking

Superordinate goals: task completed only with complete cooperation of both parties

