AP PSYCHOLOGY REVIEW RESOURCES

History and approaches

Structuralism– **Wilhelm Wundt**
Introspection - **Edward Titchener** -
Functionalism – **William James** Stream of consciousness

EVOLUTIONARY APPROACH

Main Person	Charles Darwin
Main Idea	Behavior and thoughts are a result of **natural selection**. We are still cave people who live in modern society. People act, think and feel due to ancient processes that customized human beings to survive in a certain environment.
Mental Illness	Mental illness according to this approach is the result of having the wrong species in the wrong environment.
Treatment	There are not any Evolutionary therapists because a therapist cannot change species-specific instincts.
Advantage	There is lots of evidence for this theory from, biology, anthropology and archeology. The theory seems to explain quite a bit.
Disadvantage	This is only a theory. It is not **empirical** and cannot be tested in a laboratory. This theory does not explain individual thoughts and behaviors very well. It only suggests that since cave-males might have acted a certain way, modern males act that way too.

PSYCHODYNAMIC APPROACH

Main People	Sigmund Freud and **neo-Freudians** such as: Alfred Adler, Karen Horney, Carl Jung, Erik Erikson
Main Idea	Behavior and thoughts are a result of **unconscious conflicts** that stem from early childhood experiences and from the conflict between society's rules that we have all learned the (**super ego**) and animal instincts that we all have from our biological ancestors (**id**).
Mental Illness	Mental illness is due to unconscious urges rising up and affecting emotions, thoughts, and feelings in a negative way.
Treatment	Treatment is to have the client be aware of and resolve the unconscious struggles through **hypnosis, dream analysis, projective tests.**
Advantage	This is a flexible approach that can be used to explain nearly any troublesome trait a person might have.
Disadvantage	This is not **empirical**. The unconscious cannot be proven and is very difficult to study.

BEHAVIORAL APPROACH

Main People	Ivan Pavlov, John Watson, Edward Thorndike, B.F. Skinner
Main Idea	Much of who and what we are can be reduced to reflexes and behaviors that are learned by either **classical conditioning** or **operant conditioning**.
Mental Illness	Mental illness is the result of learning the wrong associations between stimuli. For example, phobias are learned associations between a stimulus that isn't naturally scary and one that is instinctually scar
Treatment	Treatment is focused on changing objectionable behavior such as smoking, no doing homework, being late, avoiding situations. Treatment might use **counter conditioning**, **positive reinforcement**, **exposure**, **desensitization**.
Advantage	This is **empirical** because behavior can be observed and measured.
Disadvantage	Focusing on the behaviors might be too simplistic and might ignore the thoughts and biological functions.

COGNITIVE APPROACH

Main People	Albert Ellis, Aaron Beck, Jean Piaget, Noam Chomsky
Main Idea	People are the products and result of their thoughts. Our thoughts about certain things are called **cognitive appraisal** and account for our individuality and our identity.
Mental Illness	Thoughts come before and often cause negative feelings and behaviors. So, mental illness according to this approach is thinking of things the wrong way.
Treatment	Treatment according to this approach is to teach the client how to think in ways that are healthier. This is called **cognitive restructuring.**
Advantage	This approach is flexible and can easily explain how people might have maladaptive thoughts, feelings, and behaviors.
Disadvantage	Thoughts cannot be measured. It is difficult to prove aspects of this theory in a laboratory.

HUMANISITC APPROACH

Main People	Carl Rogers, Abraham Maslow
Main Idea	People are fundamentally positive and have a **natural tendency to grow**. Maladaptive thoughts, behaviors, and feelings are the result of obstacles that prevent people from improving and growing.
Mental Illness	According this approach mental illness is when life circumstances block a person from growing towards their natural goodness and potential.
Treatment	The treatment is to remove such obstacles and to help the client deal with life events. Therapists might use **unconditional positive regard**.
Advantage	This theory assumes that all people can and will improve given the right circumstances.
Disadvantage	This theory is not empirical. It can gloss over personal responsibility and focus on **external locus of control**.

BIOLOGICAL APPROACH

Main People	Michael Gazzaniga, Oliver Sacks
Main Idea	People are the result of **chemical reactions** that happen between body parts such as **glands**, **neurons**, and **specialized brain structures**.
Mental Illness	Illness, according to this paradigm is chemical imbalances and malfunctioning parts of the nervous and endocrine system.
Treatment	The treatment is to use psychoactive drugs to restore the chemical balances and to use electro-based treatments such as **deep brain stimulation** and **transcranial stimulation**.
Advantage	This approach is empirical. Hormones, neurotransmitters, and electrical activity can be measured.
Disadvantage	The disadvantage to this approach is that many believe that people and their experiences are more than simple chemical reactions. The disadvantage to this treatment is that medicines are imprecise, expensive and have side effect.

SOCIO-CULTURAL APPROACH

Main People	Solomon Asch, Stanley Milgram, Muzafer Sherif, Leon Festinger
Main Idea	People are reflections of their social environment. Humans have roles and **groups. Conforming** to those groups roles defines and guides people.
Mental Illness	According to this approach mental illness is acting according to the wrong role or reacting to the wrong type of social influence.
Treatment	The treatment is getting a client to act according to a socially acceptable role.
Advantage	The advantage is that there is quite a bit of data the measures how people act in different social situations.
Disadvantage	This disadvantage is that this approach is based on large data sets and what most people do in most situations. It has some problems with explain why an individual might follow social trends or not.

RESEARCH METHODS

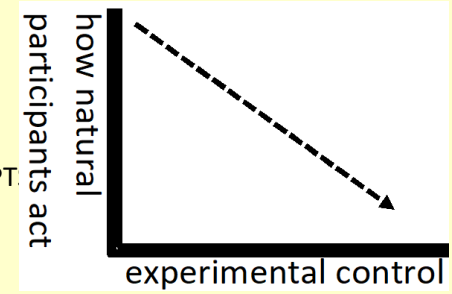
Applied Research
Basic Research
Theory
Null hypothesis
Alternative hypothesis
Significance
***p*-value**
Independent variable
Dependent variable
Confounding variable
Lurking variable
Operational definition
Validity
Construct validity
Criterion validity
Reliability
Population ***N***
Sample ***n***
Random sample
Representative sample
Random assignment
Control Group / placebo group
Experimental group
Hawthorne effect (demand characteristic)
Single blind procedure
Deception

	EXPERIMENT
Advantage	Can find **causality** which mean the **independent variable** causes a change in the **dependent variables**.
Disadvantage	Difficult to do with people because do not live in a laboratory.
Confounding variables	If people know they are being observed, they will not act naturally. This is known as the **Hawthorn Effect** which is a **confounding variable**.

	NATURALISTIC OBSERVATION
Advantage	People act naturally. Other words for **Hawthorne Effect** are **demand characteristics, observer effect.**
Disadvantage	There is little or no manipulation of variables. There can be no causality.
Confounding variables	**Ethics**! Do people have a right to know they are being studied? If so, enough information must be provided so that they can provide consent. (**informed consent**) But if, they agree to being watched, they will not act naturally.

	FIELD EXPERIMENT
Advantage	People act naturally but there is still a degree of causality.
Disadvantage	Because there is not 100% experimental control, causality might not be **valid** because there could be other **lurking variables** the research does no know.
Confounding variables	**Ethics**! Do people have a right to know they are being studied? If so, enough information must be provided so that they can provide consent. (**informed consent**) But if, they agree to being watched, they will not act naturally.

	CASE STUDY
Advantage	Can use detailed reports, interviews, test results over a long period of time to get an in-depth idea of a person of interest. It is good for studying unusual people such as those with rare conditions or behaviors.
Disadvantage	Case studies usually only focus on one or a few people because it takes time and resources to gather that much detailed information.
Confounding variables	Case studies cannot be used to **infer** or to **generalize** the information about the unusual subject to the greater population.



	PSYCHOLOGICAL TESTS
Advantage	1. A standardized test can turn psychological information into numbers that can be compared and shared. Keep reading to the statistics subsection of this chapter to see how. 2. A well-designed test gives **reliable** results. That means the results are stable over time.
Disadvantage	Psychological tests are expensive, require experts to create them, administer them, and evaluate the results.
Confounding variables	Reducing complex psychological phenomenon like stress, depression and intelligence to a number might make the results not **valid**. Does an IQ score really measure intelligence?

Experimenter bias
Double-blind procedure
Survey
Naturalistic observation
Case study
Experiment
Experimental control
Causation
Measure of central tendency
Mean
Skewed
Median
Mode
Regression to the mean
Range
Standard Deviation
Z-score

	SURVEY
Advantage	1. Surveys are easy and inexpensive compared to other methods of research. 2. Surveys can collect lots of data.
Disadvantage	Participants can lie or misunderstand questions which might affect **validity**.
Confounding variables	The wording of the questions might let the survey participants know what is being sought by the researchers. Such cues are called **demand characteristics**. If participant respond to demand characteristics instead of answering honestly, that introduces a confounding variable which affects **validity**.

	Interview
Advantage	With an interview, body language, tone of voice, and follow up questions can help give detailed, in-depth information.
Disadvantage	1. Interviews do not allow for anonymity. 2. Interviews take time. It is difficult to gather lots of information about a lot of people using interviews.
Confounding variables	Without anonymity, participants might not answer honestly for sensitive questions, thus reducing **validity**.

BIOPSYCHOLOGY

Dendrites
Myelin Sheath
Axon
Sensory Neurons (afferent)
Interneuron
Motor Neurons (efferent)
Excitatory post synaptic potential
Inhibitory post synaptic potential
Action potential
Depolarization
Threshold
Action Potential
All-or-none law
Reuptake
Repolarize
Recharge
Refractory period
Agonist
Antagonist
Acetylcholine
Dopamine
Endorphins
Serotonin
Norepinephrine
Central nervous system

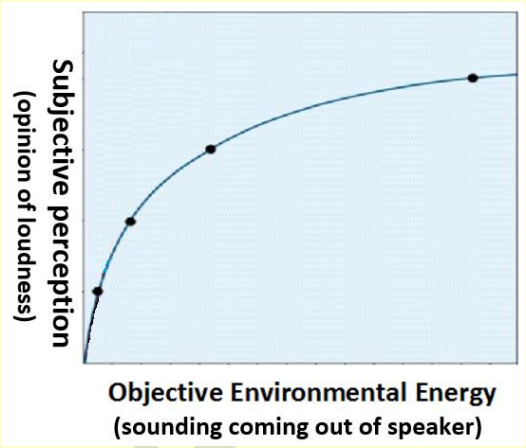
Peripheral nervous system (peripheral theory of emotion, peripheral route of persuasion)
Autonomic
Somatic
Sympathetic
Parasympathetic NS
EEG
PET
MRI
fMRI
Medulla
Reflex arc
Reticular Formation
Pons
Cerebellum
Periaqueductal grey
Tectum
Limbic system
Amygdala
Thalamus
Hypothalamus
Pituitary
Hippocampus
Cerebral cortex
Sulci / gyri
Occipital lobe
Parietal lobe
Sensory cortex / sensory strip
Homunculus
Frontal lobe
Broca's Area
Motor strip / motor cortex
Temporal lobe
Wernicke's Area
Split Brain
Corpus Callosum

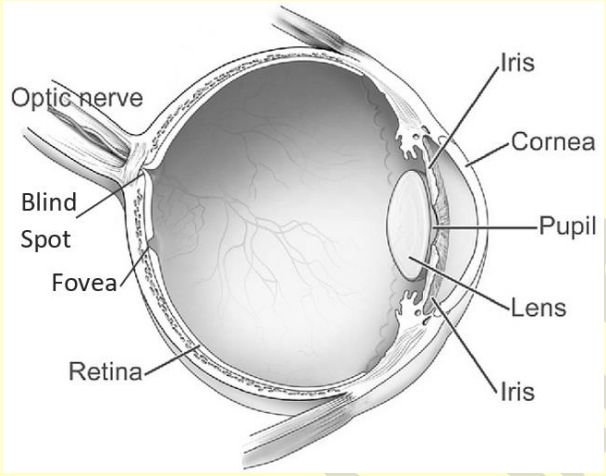
SENSATION & PERCEPTION

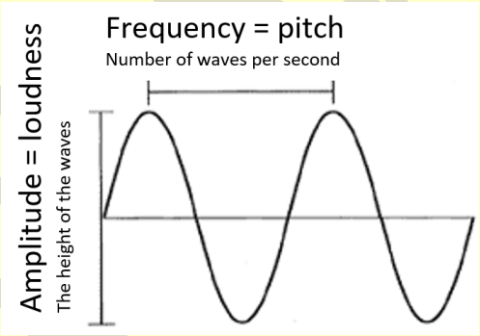
Transduction
Absolute threshold
Differential threshold
Just-**N**oticeable-**D**ifference
Weber's Law
Inattentive blindness
Change blindness

Sensory adaptation	Don't notice	You might not notice the sounds of your mom in the kitchen.
Sensory habituation	Don't react	You might not answer back when she calls you to do some chores.

Signal detection theory
Sensory Adaption
Top down
Perceptual Set
Parallel Processing
Bottom up
Retina
Cornea
Lens
Iris
Fovea
Pupil
Blind spot
Optic nerve
Rods
Cone
Ganglia
Bipolar
Trichromatic theory
Opponent Process Theory
Afterimage
Myopia
Hyperopia
Visual Cliff
<u>Hearing</u>
Amplitude - loudness / brightness
Frequency - pitch / color / hue
Timbre
Tympanic membrane
Hammer
Anvil
Stirrup
Oval window
Basilar membrane
Tonotopic organization / spatial coding
Vestibular system
Olfaction
Sensory Deprivation







Tri-Chromatic theory **Young - Helmholtz Theory**	**Opponent Processing Theory** **Hering theory**
There are three types of cells (**cones**) that, when stimulated send signals to the brain. The brain processes these signals into what we call color. The three cones respond to different wavelengths of radiation. • short wavelengths = blue, • medium wavelengths = green • long wavelengths = red The mix of afferent signals sent from the cones in different ratios can produce the perception of any color. Our idea of yellow comes from the stimulation of both red and green cones. Advantage: This theory is that it is based on how cones work.	There are neural circuits that, when *excited*, cannot process certain colors, because that processes *inhibited*. For instance, when your blue circuits are active, you cannot simultaneously see yellow. You can see opposites next to each other but not at the same exact spot. • blue & yellow are opponent pairs • red & green are opponent pairs • black & white are opponent pairs Advantage: This theory is that it explains **after-images**. An after image is what happens when one side of the pair is excited for a long time. The rebound of seeing the opposite is called the after image.

Depth perception cues

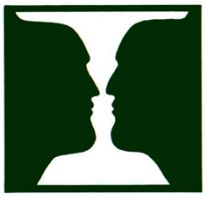
	MON(ocular)	**BI**(nocular)
	External or 1 sense organ	Internal (2 sense organs)
Aural (audition)	Sonar effect Doppler effect	Auditory Disparity
Ocular (vision)	1. relative size Ames room 2. height in visual field 3. interposition 4. linear perspective 5. atmospheric cues 6. light shadow 7. texture gradient 8. motion parallax	**bi**nocular vision retinal disparity muscular convergence

Gestalt cues

Grouping
- Proximity
- Similarity
- Continuity
- Closure
- Common fate
- Phi-phenomenon
  - Flashing lights look Like they're moving

Figure Ground

can't focus on more than one thing at the same time



Perceptual Constancies

shape
color
brightness
size

Wave Characteristics

	Another term	**what is message**	**Light**	**Sound**
Length of wave	frequency **number of waves**	**type of signal**	Color / hue	Pitch (*Hz*)
Height of wave	Amplitude	intensity	Brightness	Loud (*dB*)
Shape of wave	purity	Trumpet vs. clarinet	saturation	timbre

Consciousness

Theory of mind
Stream of consciousness
Cartesian theater
Multi-task vs. task switching
Stroop task
Cocktail Party Phenomenon
Priming
Mere exposure
Embodied cognition
Sleep cycle
NREM1
NREM2
NREM 3
R.E.M. / Saccadic
Manifest Content
Latent Content

Parasomnias

Nightmare
Night terror
Insomnia
Somnambulism

Narcolepsy
Sleep apnea
Induction
State Theory
Role theory
Antagonists
<u>Stimulants</u>
Cocaine
Caffeine
Nicotine
Meth
<u>Depressants</u>
Alcohol
Opium & Heroin
<u>Hallucinogens</u>
LSD
Marijuana
Ecstasy
Tolerance

<u>LEARNING</u>
Classical Conditioning / reflexive conditioning
US – UR – CS – CR –

	Conditioned Stimulus	Unconditioned Stimulus	Unconditioned response	Conditioned response
Natural untrained dogs		Food →	Drool	
During training	Sound +	Food →	Drool	
After training	Sound →			Drool

Acquisition –
Generalization –
Discrimination
Extinction –
Spontaneous Recovery –
John Watson / **Rosalie Raynor**
John Garcia

Aversive conditioning (therapy link)

Backward conditioning	If Pavlov gave the food (**US**) and then gave the sound (**CS**) This does not work very well.
Trace conditioning	If Pavlov gave the sound (**CS**), waited a bit, then gave the food (**US**).
Simultaneous conditioning	If Pavlov gave the sound (**CS**) and the food (**US**) AND took away the sound and the food at the same time
Delay conditioning	If Pavlov gave the sound (**CS**) and during that time when the sound was audible, he gave the food (**US**).

Biological preparedness
Higher order conditioning / second order conditioning
Thorndike's "law of effect"
Instrumental learning
Burrhus Frederic Skinner
Operant Conditioning –
Positive reinforcement
Premack principle
Negative reinforcement / omission training
Positive punishment
Negative punishment
Token economy
Latent learning (latent content, latent stage)
Learned helplessness
Shaping
Chaining
Successive approximations
Differential reinforcement
Continuous reinforcement
Partial reinforcement schedules
Variable Ratio
Fixed Ratio
Variable interval
Fixed interval
Extinguish / extinction
Social Learning **Albert Bandura** – BOBO dolls –
Insight learning – 'aha' moment

	Punishment	Reinforcement
Positive	• Add discomfort • Decrease chance of repeat behavior • more chores	• Add pleasure (reward) • Increase chance of repeat behavior • Get good grade
Negative	• Subtract pleasure • Decrease chance of repeat behavior • Phone taken away	• Subtract displeasure • Increase chance of repeat behavior • Stress removed

	Random	Certain
Time	**Variable interval** *Example:* The weather, it occurs randomly independent of behavior	**Fixed interval** *Example:* a paycheck is given every two weeks and is not linked to a behavior
Behavior to consequence	**Variable ratio** *Example:* gambling, because you don't know how many behaviors will lead to the reward	**Fixed ratio** *Example:* buy 3 get one free, you know exactly how many behaviors will lead to a reward

COGNITION
Ebbinghaus's theory on memory
parallel processing model
levels of processing model
information processing model
Sensory Memory
Iconic

Echoic
short term memory
maintenance rehearsal
elaborative rehearsal
effortful encoding
long term memory
mood congruent / state dependent
distributed practice
massed practice
transfer appropriate processing
reconstructive memory
schema / script
semantic networks
Serial Position effect
Primary effect
Recency effect
eidetic
Mnemonic Devices
Peg method
Method of Loci
Chunking
Implicit memory
Over-learning
Procedural
Explicit memory
Declarative
Episodic
H.S.A.M.
Flashbulb Memory
Anterograde Amnesia
Retrograde Amnesia
Source Amnesia
Infantile Amnesia
Recall
Recognition
Proactive interference
negative transfer
Retroactive interference
Repression
Phoneme
Morpheme / proposition
grammar
syntax
surface structure

deep structure
cooing
babbling
holophrases
telegraphic speech
overgeneralization
critical periods / sensitive period
Noam Chomsky L.A.D.
Nativist
Sapir-Whorf hypothesis
Linguistic determination / linguistic relativism
expressive / Broca's aphasia
Wernicke's aphasia
Formal reasoning
logic
algorithm
bottom up
Deductive
prototype
artificial concept
Informal reasoning
intuition
inductive
top-down processing
heuristics
representativeness bias
anchoring bias
belief perseverance
confirmation bias
self-serving bias
self-consistency bias
hindsight bias
Representative Heuristic
Available Heuristics
Functional Fixedness
mental set

M.E.S.H.
1. James-Lange / peripheral theory of emotion
2. Cannon-Bard theory
3. Schacter-Singer / two-factor theory
4. Zajonc theory
embodied cognition
5. Yerkes-Dodson theory

Opponent-processing theory
Emotional intelligence Daniel Goleman
impulse control - marshmallow test
Paul Ekman micro expression
display rules
Stressor
Distress
Eustress
sympathetic response / sympathetic nervous system
parasympathetic response / parasympathetic nervous system
Han's Selye general Adaptive Syndrome
1. Alarm Stage
2. Resistance stage
3. Exhaustion stage
approach-approach
approach-avoidance
avoidance-avoidance
cognitive appraisal
Internal Locus of Control –
External Locus of Control –
ruminative thinking
catestrophizing
mood congruent memory
Harry Harlow

THEORIES OF MOTIVATION

1. instinct theory
fixed action patterns
2. hedonic theory
hedonic adaptation
pull factors - extrinsic motivation
3. Drive reduction theory
push factors
primary reinforcers
homeostasis
4. arousal theory
5. Humanistic theory
paraphilias
Sexual response cycle – by Masters and Johnson
Refractory Period

Hunger

stomach signals
low blood sugar
leptin
ghrelin

anorexia
Bulimia
obesity
set point theory
Non-physical motivation
intrinsic rewards
over-justification effect
self-efficacy
flow

DEVELOPMENT
Continuity view
quantitative change
stage theory / discontinuity view
qualitative change
Maturationalism
D.N.A.
Gene
Chromosome
genotype
phenotype
epigenetics
Zygote - 2weeks
embryo month and a half
fetal stage last seven months
cephalocaudal
proximal distal
Placenta
teratogens
Fetal alcohol syndrome –
synaptic pruning
Rooting Reflex
Moro Reflex
Babinski Reflex
Sucking Reflex
Grasping Reflex
facial mimicry
Temperament
Easy
Slow-to-warm-up
Difficult
Mary Ainsworth
strange situation
Secure attachment

insecure Avoidant
disorganized attachment
insecure resistant
Erik Erikson's stages
trust v Mistrust
Autonomy v shame/doubt
Initiative v guilt
Industry v inferiority
Identity v role confusion
Intimacy v isolation
Generativity v stagnation
Integrity v despair
Parenting Styles
Authoritarian
Permissive
Authoritative
Neglectful
Moral development
Lawrence Kohlberg
Heinz dilemma
preconventional stage 1 avoid punishment
stage2 rewards orientation
conventional stage 3 social norms
stage 4 duty orientation
postconventional stage 5 social contract orientation
stage 6 universal ethical principals
Carol Gilligan
Cognitive development
critical / sensitive period
Jean Piaget
schema
assimilation
accommodation
stage 1 sensorimotor
object permanence
stage 2 preoperational
conservation
stage 3 concrete operations
stage 4 formal operations
Lev Vygotsky
scaffolding
zone of proximal development
G. Stanley Hall
menarche

spermarche
primary sex characteristics
secondary sex characteristics
personal fable
imaginary audience
menopause

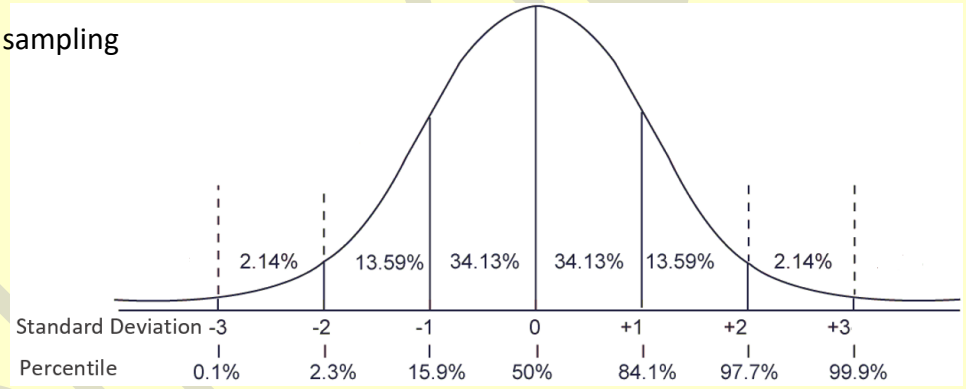
PERSONALITY

Freud Psychosexual stages
Oral
Anal
Phallic
Oedipus complex
Electra complex
Latent state
Genital Stage
Fixation
Type A – Type B
Free association
Id
Pleasure principle
Ego
Reality principle
Superego
Penis Envy
Neo-Freudian
Carl Jung - collective unconscious
archetypes
anima / animus
Alfred Adler inferiority complex
Karen Horney Womb Envy
Albert Bandura Self-efficacy
Anna Freud defense mechanisms
Defense Mechanisms –
Reaction Formation
Trait Theory
BIG 5
Agreeableness
Neuroticism
Openness
Extraversion
Intraversion
Projective Tests
MMPI

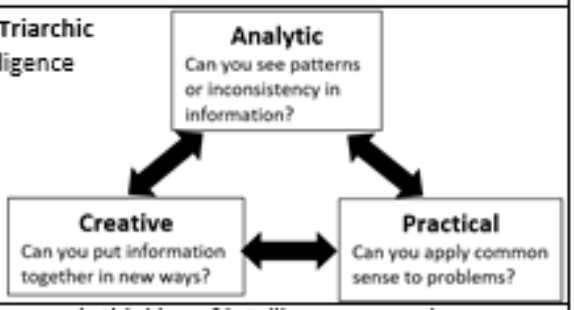
Thematic Apperception test
Rorschach

Content validity	Does the test ask about all the things that fall into the area that the test should asking about? What if the AP Psychology exam only asked about neural activity? Then it wouldn't have content validity.
Construct validity	Does the test measure what it says it measures? This idea rests on the idea of **operationalizing** a variable. How can the abstract idea of intelligence be translated into something that can be measured?
Criterion validity	Does the test match an independent measure? For instance, if a student is a genius on an online test, but consistently misspells IQ, that online test might not have criterion validity.
Predictive validity	Does the test offer information about what will probably happen? For instance, the SAT has high predictive value if the data set is large enough. If 100,000 people take the SAT, those who score higher will on average, do better in college. But it is important to note that predictive test lose their accuracy as the data set gets smaller and if it is used to predict a single individual.
Face validity	Does the test appear to measure what it says it measures? The AP Psychology curriculum is divided into units. Does the test have a proportional number of questions to match the curriculum goals?

INTELLIGENCE
psychometrics
heritability
monozygotic twins
reliability
Achievement test
aptitude test
ratio IQ
MA/CA*100 = IQ
deviation IQ
Standardization
Normal distribution / symmetrical / sampling
standard deviation
Z-score



factor analysis
Crystallized intelligence –
Fluid intelligence
Heritability –
Individualistic culture
Collectivist culture –
Divergent thinking –
Lateral thinking
convergent thinking
eugenics
stereotype threat

Theorist	Contribution
David Wechsler	He created the **Wechsler Adult Intelligence Scale** (**W.A.I.S**) It is the most common test. It has several sub tests to help provide more description about *how* a person is smart. For example, there are tasks that measure pattern recognition, general knowledge, spatial abilities, and similarities. There is a version for children called **Wechsler Intelligence Scale for Children**, (**W.I.S.C.**)
Charles Spearman	Using **factor analysis**, he found several related concepts that he blended together to call **G**, which is general mental ability. He also said it is possible to have a special intelligence which he called **S** that is not related to G. This theory is also called the **two-factor theory** of intelligence.
Raymond Cattell	There are two kinds of **G**. **Gf** is **Fluid intelligence** which is the ability to process information quickly. This includes thinking abstractly and reasoning quickly. Teenagers seem to have quite a bit of fluid intelligence. **Gc** is **Crystallized intelligence** which is the ability to use specific knowledge gained from experience. Your parents and grandparents have this. Although they think slower, they have experienced-based shortcuts called **heuristics** to help them solve problems.
Robert Sternberg	Three Level or **Triarchic Theory** of intelligence 
Howard Gardner	**Multiple Intelligences** is thinking of intelligence as made up many parts instead of one thing, **G** or one number **IQ**. He suggests there are 8 types of intelligences.
Daniel Goleman	**Emotional Intelligence** or **EQ** is more important to success, health and happiness that what is typically considered cognitive intelligence. Ideas such as delaying gratification, reading the emotions of others and responding to the group are part of EQ.

Abnormal Psychology

Biological approach	suggests mental illness is caused by abnormal chemical and electrical process in the nervous system
Learning or conditioning approach	suggests mental illness is the result of learning maladaptive behaviors through an unfortunate system of reinforcement and punishment
Evolutionary approach	suggests that mental illness results from the idea that we are still cave people who are living in an environment(society) for which we were not designed
Humanistic approach	suggests that mental illness is the result of society which demands and expects unhealthy thoughts, behaviors, and feelings
Socio-cultural approach	Suggests that mental illness is the result of acting, feeling, or thinking differently than the social situation expects or demands.
Psychodynamic approach	suggests that mental illness comes from unconscious mental processes (This was the dominant approach to viewing illness for decades.)

diathesis model
DSM-5
factor analysis
clusters of symptoms
negative symptom
positive symptom
medical model
Goldwater rule
Rosenhan study
<u>anxiety disorders</u>
Generalized anxiety disorder
Panic disorder
phobic disorder
agoraphobia
<u>obsessive disorders</u>
OCD
hoarding, hair pulling, skin picking
<u>Impulse control disorders</u>
Oppositional defiance disorder
Attention-based disorders
<u>Depressive disorders</u>
flat affect
Major depressive disorder
dysthymia
ruminate
catestrophizing

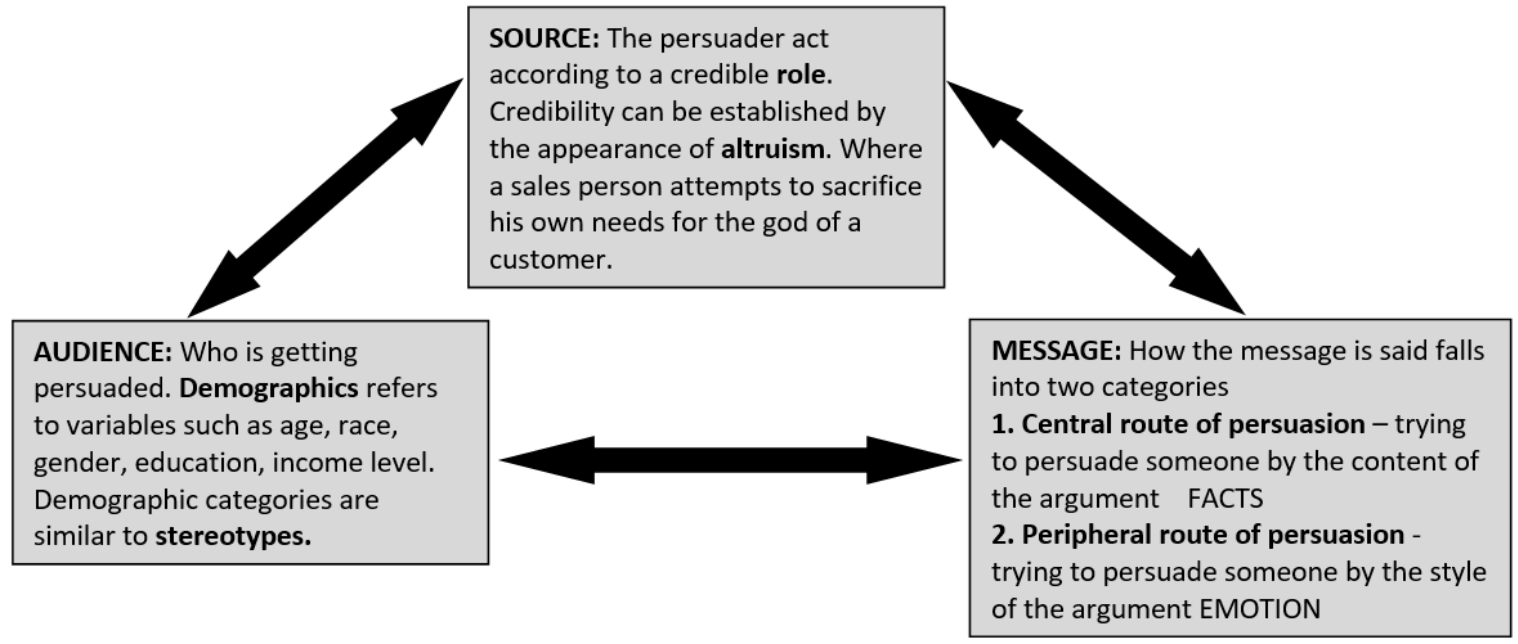
postpartum
Bipolar disorders
mania
flight of ideas
psychosis
rapid cycle
Dissociative disorders
amnesia
fugue
dissociative identity disorder
Schizophrenia disorders
clang associations
word salad
delusion
paranoia
grandeur
hallucination
psychosis
apathy
alogia
avolition
catatonia

Cluster A	Odd/Eccentric
Paranoid Personality Disorder	The person is irrationally suspicious and mistrustful of others, frequently questions the loyalty of peers and frequently reads hidden meanings into neutral remarks or events.
Schizoid personality disorder	While this shares the same prefix as schizophrenia, this is an unrelated condition. Adjectives that describe this type of personality disorder are cold, secretive, and having limited interest in social activities.
Schizotypal personality disorder	This condition has similar types of symptoms of schizophrenia disorders. Such as unusual or eccentric beliefs, dressing in strange ways, like wearing dirty or mismatching clothes, belief in special powers. However, these symptoms are often less severe than those of a schizophrenic disorder and people with this disorder can often think rationally about their delusions whereas someone with a schizophrenic disorder often cannot.
Cluster B	Dramatic, emotional or erratic disorders
Antisocial Personality Syndrome	The non-technical erm for this is sociopathy or psychopathy. There is a consistent pattern of disregard for the rights of others. There is little sense of shame of guilt and little fear of anticipated punishment. It is important to note that someone with this disorder is not evil. In fact, these traits can allow a person to do highly stressful jobs without emotional distractions
Borderline personality disorder	There is a consistent pattern of emotional instability and instability in relationships This can be mistaken for **bipolar disorder**, but the key with this pattern of symptoms is **relationship instability**. Often the person will "test" the relationship by saying things like "if you love me you would…."
	There is an intense fear of abandonment. used to be considered borderline schizophrenia
Narcissistic Disorder	This might seem more common, but only because the central characteristic is to be noticed. People with this disorder are characterized by extreme self-love and neglect of others . They require excessive admiration and often have a sense of entitlement. They are often envious of others or believe others are envious of the
Histrionic Personality Disorder	This quite similar to borderline but people are more "positive and outgoing." They use the social skills to get attention. They often us flirtatious, sex seeking behavior even though the goal is not sex. There is the rapid shifting of emotions of borderline personality disorder with the desire for attention that is most closely identified with narcissistic personality disorder.
Cluster C	Chronic Fearful/avoidant
Dependent	Often displays a "weak" personality that not only allows others to make decisions but often works to have others make all decisions for them
Avoidant	Avoids situations which might lead to humiliation or rejection. Ironically the person wants to belong, but is socially withdrawn
Obsessive-compulsive	This is not the same as obsessive compulsive disorder, but there are similarities. Preference for details, schedules, lack of enjoyment and seems to prefer rules over people

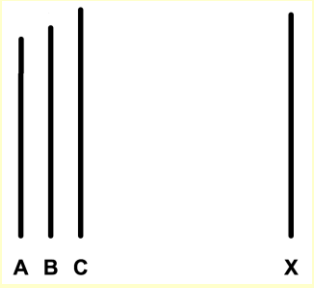
TREATMENTS
stigma
deinstitutionalization
relationship
eclectic
psychoanalytic approach
unconscious processes
hypnosis
free association
Rorschach inkblot test
dream analysis
manifest content
latent content (latent stage, latent learning)
transference
interpersonal psychotherapy
<u>Behavioral approach</u>
counter conditioning
exposure therapy
systematic desensitization
flooding
implosion therapy
In-vivo therapy
aversive conditioning
Cognitive behavioral therapy
<u>humanistic approach</u>
person-centered / client-centered
ideal self
true self
unconditional positive regard
Gestalt therapy
<u>Biological treatments</u>
agonist
L-Dopa
antagonist
anti-psychotics
dopamine hypothesis
tardive dyskinesia
Serotonin Reuptake inhibitor
lithium
Electro**c**onvulsive therapy
Deep **b**rain **s**timulation
Biofeedback

Transcranial **m**agnetic **s**timulation

SOCIAL PSYCHOLOGY
situational attribution
dispositional attribution
fundamental attribution error
just world phenomenon
central route
peripheral route (peripheral theory of emotion, PNS)
door in the face
low-ball technique
foot in the door



cognitive dissonance
Reciprocity
normative social influence
informational social influence
Solomon Ashe line experiment
social facilitation
instrumental aggression
hostile aggression
displacement aggression
scapegoat theory



Diffusion of responsibility	is an overarching theme that applies to each of the terms below. It suggests that people feel less responsible to do the right thing or even not do the wrong thing because they seem spread their own moral reasoning among the crowd. Consider when people say the phrase, "Someone should do something about that."
Deindividuation:	a temporary loss of the sense of self due to immersion in a powerful social situation. This anonymity can lead to anti-social behavior. Think of how badly some people act or the horrible things they yell when they are in emotional crowd of excited fans.
Social loafing:	occurs when members of a group don't work as hard as they would if they had to complete the task by themselves. Think of group projects that teachers assign to groups of students.

Social trap	occurs when competing groups or individuals focus too much on winning short-term conflicts and do not see (or care) that they are damaging longer term goals. If everyone on a team competed to score goals, their individual stats might look good, but the team would lose because no one played defense.
Groupthink	is NOT simply group members agreeing with each other. It occurs when members of a group act to show how much they believe in to the group. As each member proves how far he is willing to go to support the group, the group becomes a more extreme example of itself. This prevents any doubt in the group's methods or goals and prevents disagreement. Consider republicans or democrats who try to prove they are the true examples of their party. As they move further from center each party becomes more extreme.
Bystander Effect:	if a large group of people witness an event where someone desperately needs assistance, each individual person is less likely to intervene than if they were alone

implicit bias
contact theory / mere exposure
superordinate goal
Interdependence
social trap
non-zero sum game