

AP Psychology Exam Cram Sheet

PEOPLE

- **Wundt**- "Father of Psychology": Introspection
- **Wertheimer**- Gestalt Psychology
- **Titchner**- Structuralism
- **James**- Functionalism
- **Watson**- Behaviorism; "Little Albert Study"
- **Freud**- Psychoanalytic; dream analysis; free association; structure of personality; stages of development; defense mechanisms
- **Milgram**- Obedience; Ethics
- **Broca**- left frontal lobe: associated with expressive language
- **Wernicke**- left frontal lobe: receptive language
- **Pavlov**- Classical conditioning; dogs
- **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 and Koko**- apes from language studies
- **Jung**- Collective unconscious; archetypes; Psychoanalytic
- **Horney**- Basic childhood anxiety; Psychoanalytic
- **Erickson**- Life crisis; psycho-social development; Psychoanalytic
- **Adler**- Inferiority Complex; Psychoanalytic
- **Piaget**- Stages of Cognitive Development; Cognitive theorist
- **Rogers**- Client-centered; unconditional positive regard; transactional Analysis
- **Ellis**- Rational Emotive Therapy; Cognitive Theorist
- **Maslow**- Hierarchy of Needs; Humanistic
- **Binet**- I.Q.
- **Eysenck**- Biological model of Personality; Trait-type hierarchy
- **Harlow**- Monkey Studies; Attachment
- **Lorenz**- "Survival of the Fittest Theory" and imprinting
- **Phineas Gage**- Railroad spike; damaged (limbic system), emotions/motivational control center
- **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
- **Gilligan**- examined moral differences between boys and girls based on social rules and on ethic of caring and responsibility (turtle and Hare scenario)

PERSPECTIVES

General

- Behaviorism- learning; environmental; nurture
- Biological- physiology; genetics; nature
- Cognitive- mental processes
- Psychoanalytic- unconscious conflicts
- Humanistic- freewill; self-direction; basis goodness of people
- 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

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Humanistic/Existential Model- Results from Failure to fulfill ones potential

Therapy/Treatment

Psychoanalysis- Alleviate unconscious conflicts

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

Behavior Therapy-application of learning principles

- a) Systematic desensitization
 - 1) In vivo desensitization
 - 2) Counter-conditioning
- b) Flooding- real event
- c) Implosive therapy- imagine the event
- d) Aversion therapy

Cognitive-Behavior Therapy-thoughts and behavior

- a) Cognitive therapy- used for depression; requires the restructuring of persons invalid perceptions of self, future and the world or experience
- b) modeling and role play
- c) Rational-emotive therapy-forces a more realistic look in the evaluating circumstances

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

- a) Rogers' client-centered therapy
 - 1) unconditioned positive regard

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

- 1) Psychosurgery (ablation)
 - Surgical destruction of involved brain tissue
- 2) Electroconvulsive therapy (ECT)
 - Major depression
- 3) Psychopharmacological treatment
 - A) Neuroleptics (antipsychotics) i.e. Thorazine, Haloperidol, Clozapine
 - B) Antidepressants i.e. Tricyclic compounds, selective serotonin reuptake inhibitors, Prozac
 - C) Lithium Carbonate (treat bipolar disorder)
 - D) Anxiolytics (anti anxiety) such as Valium or other benzodiazepines

The Experiment:

- I. Two variables are studied for cause and effect
 - a. Independent variable-manipulated by experimenter
 - b. Dependent variable- assumed to be affected by IV; 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
 - 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

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THEORIES

Piaget's Theory of Cognitive Development

- a) Sensorimotor- Schema assimilation and accommodation
Object permanence
- b) Preoperational- egocentrism
Animism
Artificialism
- c) Concrete- Operational-reversibility
Conservative problems
- d) Formal- Operational-personal fable

Kohlberg's Moral Judgment

- a) Preconventional-good and bad, right and wrong
- b) Conventional-social rules
- c) Postconventional-universal principles

Erickson's Psychosocial Development

- Infancy**
 - a) trust vs. mistrust
 - b) Autonomy vs. shame and doubt
- Childhood**
 - c) initiative vs. guilt
 - d) Industry vs. territory
- Adolescence**
 - e) identity vs. role confusion
- Adulthood**
 - f) intimacy vs. isolation
 - g) Generality vs. stagnation
 - h) Ego integrity vs. despair

Kubler-Ross' Stages of Death

- 1) denial
- 2) anger
- 3) bargaining
- 4) depression
- 5) 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 Nonresponding 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; Thorndike
- **Premack principle**-states that any high-probability behavior can be used as a reward for any lower-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
- **Decay theory**-forgetting caused by learning similar materials
- proactive-initially
- retroactive-previously
- **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 event thoughts and feelings

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- **Schachter's Cognitive-Physiological Theory**-bodily changes, current stimuli, events, and memories combine to determine behavior
- **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
- **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 v. 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 Prison Study**-effect of roles
- **Hawthorne Effect**-people change their behavior when they think that they're being observed
- **Dailey and Latane's Bystander effect**-diffusion of responsibility (Kitty Genovese Case Study)
- **Asche Conformity Study**-Lines of different lengths 75% at least once
- **Milgram's Obedience Study**-Shocking the confederate 65% delivered full range
- **Festinger** – cognitive dissonance

Social Pressure:

1. Conformity-occurs when individuals adopt the attitudes or behavior of others because of real or imagined pressure
2. Social Norms-shared standards of behavior
3. Reciprocity norm-people tend to treat others as they have been treated
4. Compliance-to get along with a request made of you from a person who does not have authority over you, techniques include:
 - a. *Foot in the door technique*-if a small request is made first a larger request will be easier to fill later
 - b. *Door in the face technique*-making a larger request first then making a smaller one which will seem more reasonable
 - c. *Low balling*-getting agreement first, then adding specifics later
5. Obedience-compliance with someone who has authority

Altruism: Self concern for others

1. Bystander intervention-will individuals intervene in a harmful situation to another
2. 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
3. Social facilitation-tendency to do better on well-learned tasks when another person is present
4. Social loafing-reduction in effort by individuals when they work in groups compared to by themselves
5. Risky shift-groups often arrive at riskier decisions than do individuals
6. Deindividuation-loss of identity as a result of being part of a group
7. Groupthink-members of a cohesive group emphasize agreement at the expense of critical thinking