JR Tucker List Part 2

151. **Karen Horney** (HORN-eye)(1932) was a brilliant woman psychoanalyst who split with Freud as she disagreed with a number of Freud's basic ideas. First, she emphasized "social", not sexual, tensions as being critical for personality formation. She also countered Freud's assumptions that women have weak superegos and suffer "penis envy," and she attempted to balance the bias she detected in this masculine view of psychology. She stated "The view that women are infantile and emotional creatures, and as such, incapable of responsibility and independence is the work of the masculine tendency to lower women's self-respect." That's a bold statement for a woman in 1932! Taking on Freud takes guts.

152. **Kinesthetics** is one of the senses people don't even realize they have. It's the sense of knowing where all your body parts are. Your brain is always in touch with where your arms, legs, joints, hands are and this sense of body position works with your vestibular system to keep you balanced and in alignment.

153. **Lawrence Kohlberg** was an important American psychologist who pioneered the study of moral reason-ing. He developed his three basic levels of moral reasoning: Preconventional, Conventional and Post-conventional level. I'd look these up if I were you so you can distinguish the kinds of thinking between them.

154. **Elisabeth Kubler-Ross** is a famous Swiss-American psychiatrist who pioneered the study of the terminally ill. Her book On Death and Dying developed the famous Five Stages of Dying: Denial, Anger, Bargaining, Depression and Acceptance. I'd look these up and be familiar with the kind of thinking representative of each.

155. **L-dopa** is an interesting chemical. Unlike a lot of drugs, it can cross the brain-blood barrier and then it gets converted into dopamine in the brain. It has been used with some success in treating Parkinson's and other illnesses.

156. The "**learning curve**" was first developed by Pavlov to describe the processes of: Acquisition, Extinction, Relearning, Reextinction and Spontaneous Recovery. From this curve one can measure the amount of time and reinforcement needed to learn a skill and the extinction rate.

157. The **limbic system** is a very ancient but powerful system in the brain that plays an important role in survival behaviors (eating, mating, fighting) as well as memory. It includes structures such as: hypothalamus, thalamus, amygdala, hippocampus and pituitary gland.

158. **Linear perspective** is created by converging lines in the distance. It's an important feature allowing us to perceive depth and size.

159. **Linkage analysis** is a kind of statistical study to determine the role that genetics might play in a trait or illness, such as depression or schizophrenia.

160. **Lithium** is a common mineral salt that is often prescribed for the treatment of bi-polar disorders. But it's a trick chemical, and one has to take the right dose, at the right time and under the right conditions.

161. We can tell where a sound is coming from (**localization**) by the differential arrival time that sound waves hit one ear versus the other ear. The brain does the calculus and immediately tell us that the sound is coming from one direction or the other.

162. **Long term potentiation** is the neurological term to describe the lining up of neurons and their firing in a certain pattern which forms the neural basis for how memories are formed. So, every time you really learn something new, what's really happening is that the little neural networks are learning to communicate with each other in a certain pattern, and the more you drill the behavior, the stronger the firing (potentiation) becomes. Thus, a well learned behavior has a corresponding very developed pattern of firing.

163. A **longitudinal study** is one that reflects the study of a group or an individual over a long period of time.

164. Information doesn't stay very long in **short-term memory**. It only lasts about 20 seconds before decaying and we can only store 7 plus or minus 2 items in it (5-9).

165. Some of the major **neurotransmitters** that play a very important role in human behavior would include: serotonin, dopamine, acetylcholine, GABA, epinephrine, norepinephrine. Do you know what they do? Do you know what mental illnesses are associated with their presence or absence?

166. **Martin Seligman** is a famous American psychologist (Professor at Pennsylvania University) who is credited with, among other things, the development of the concept of "Learned Helplessness". Do you know what that is?

167. The three **measures of central tendency** in statistics are the: mean (average), mode (most frequently occuring event) and the median (midpoint). These measures tend to tell us something about the "center" of a set of statistics. On a curve of normal distribution, they all fall on the same point.

168. **Measures of variability** such as: range and standard deviation, tell us how the scores vary in relation to the mean. The range is the difference between the highest and lowest value and the standard deviation tells us where the scores "hang" in relation to the mean.

169. **Sensory memory** only holds information for a split second, it's the lingering of an image on the retina. Short-term memory is good for about 20 seconds, and long-term memory might last a lifetime.

170. The concept of "**mental age**" was developed by Alfred Binet and Theodore Simon developed this term which refers to the chronological age typical of a given performance. Or, what kinds of thinking should a typical 9 year boy be capable of? If his performance was above or below what he should be able to do for that age, he would excel or struggle doing schoolwork or the kinds of thinking expected of him for his age group.

171. The term "**mental set**" is often used with the term "perceptual set". It refers to a collection of beliefs (schema) or predispositions based on prior experience that one might use to solve a problem or interpret a situation. It's sort of like a bias, or a way of interpreting things.

172. **Metacognition** is a term that refers to our knowledge about cognition and an understanding of the ways in which we can control our thought processes. Or, our knowledge about the thinking processes.  Developing a plan of action, Maintaining/monitoring the plan and Evaluating the plan.

173. **Method of loci** is a mnemonic system based on visual imagery involving a series of loci (places) that are firmly fixed in memory. To remember a list of words, you create a mental image for each of the words and "place" each image in one of your loci. Then to recall the list, you take a "walk" past your loci and see what images they contain.

174. **Milieu/Community Therapy** can be defined as the type of treatment in which the patient's social environment is manipulated for his benefit. One type of this treatment is the therapeutic community, in which patients stay at a residence where they lead a highly structured life. All of their interactions and relationships are geared toward helping them get better. This approach can be used for substance abusers, or people with severe disorders that impair their ability to function in normal living. Milieu is the French word for "environment."

175. **The Minnesota Multiphasic Personality Inventory (MMPI**) is the most widely researched and clinically used of all personality tests. Originally developed to identify emotional disorders (still considered its most appropriate use), this test is now used for many other screening purposes. It measures such things as the degree of depression, psychopathic deviancy, masculinity/femininity scale, paranoia, schizophrenia, social introversion and hypochondriasis.

 175: **MMPI**: This is the most researched and commonly used of all personality tests.  It is empirically-derived, which means that research is done to identify questions that clearly distinguish different groups.  It is a diagnostic tool for identifying emotional disorders.

176.**Misinformation Effect**-is a term used to describe the phenomenon which occurs when exposure to new information (including one's own thoughts) after witnessing an event can lead people to believe that they have seen or experienced something they never did.

177.**Modeling**- adopting the behavior of a person or reference group. This is one component of observational learning.  People can bring behavior change by modeling a desired behavior.

178.**Monocular vs binocular depth** cues- One can see or perceive more depth with binocular because one is using both eyes.

179.**Motion Aftereffect**- Motion aftereffects have the paradoxical quality that allows you to see motion where there is no motion.

180.**Motion Parallax**- Motion parallax is a depth cue that results from our motion.  As we move, objects that are closer to us move farther across our field of view than do objects that are in the distance.

181. **Myelin sheath**: Layer of fatty tissue that sometimes surrounds the axon fibers of a neuron, which increases the speed of neural messages

182. **Narcissism**: This term refers to an inflated but defensive sense of self-importance; a narcissist tends to ONLY view events in terms of how they influence him/her or how they make him/her look without regard for others.  Narcissists are extremely sensitive to criticism or PERCEIVED disapproval from others.

183: **Nature versus nurture controversy**: This is a key debate in psychology related to the degree to which a person’s thoughts, feelings and actions are the result of one’s heredity and biology (NATURE) or one’s environment (NURTURE).

184: The **nervous system** is divided into…YOU SHOULD ALREADY KNOW THIS!!!!  In case you don’t…(yikes!), you should know the 2 MAJOR DIVISIONS: the CENTRAL NERVOUS SYSTEM (brain and spinal cord) and the PERIPHERAL NERVOUS SYSTEM (everything else!).  The peripheral nervous system is further subdivided into the AUTONOMIC NERVOUS SYSTEM (which involves involuntary behavior) and the SOMATIC NERVOUS SYSTEM (voluntary behavior). Finally, the AUTONOMIC NERVOUS SYSTEM is subdivided into the SYMPATHETIC NERVOUS SYSTEM (“fight or flight response”) and the PARASYMPATHETIC NERVOUS SYSTEM (calming response).  \

185: The three major parts of a nerve cell are…YOU SHOULD ALREADY KNOW THIS!!!! (dendrite, cell body & axon)

186: The major **neurotransmitters** are Ach (acetylcholine), dopamine & serotonin.  You already have notes to study, but review them carefully!  (You should also look up GABA)

187: Newborn baby reflexes include the **rooting reflex** (know this!), the sucking reflex, the grasping reflex, the startle reflex and the Babinsky response.

188: **Next-in-line-effect**: YOU SHOULD KNOW THIS!!!  When group members introduce each other, people generally experience encoding failure for the information presented just before them, so their recall is very poor for this information.

189: **Normative social influence**: Conforming to a standard based on one’s desire to gain social approval and acceptance.

190: **Norm**: A standard of behavior expected in a given culture or society.  (For ex: Being relatively quiet in an elevator.)

191. **Novelty Preference** is a measure of his or her preference for the novel stimulus.

180.**Motion Parallax**- Motion parallax is a depth cue that results from our motion.  As we move, objects that are closer to us move farther across our field of view than do objects that are in the distance.

191. **Novelty Preference** is a measure of his or her preference for the novel stimulus.

192. **Obesity**(role of hypothalamus)- Obesity is an excess of body fat. Most everything concerning weight management, weight loss or weight control  is related to the hypothalamus.

193. **Obsessive Compulsive Disorder** (OCD)- A mental disorder characterized by obsessions- recurrent thoughts, images or impulses that recur or persist despite efforts to suppress them and compulsions, repetitive; purposeful acts performed according to certain roles or in a ritualized manner.

194. **occipital lobe**- rearmost region of the brain, contains primary visual cortex.

195. **Oedipal Conflict**- When a little boy discovers his genitals, they discover that they have a new toy, and they figure out how to make it work pretty quickly using only trial-and-error experimentation. Now, the little boy starts to wonder if he can get his mommy to play with his great new discovery. He seeks the love of his mother, but he perceives that Mom is already taken by his father. Deep down, he wants to kill his father and have sexual relations with his mother.

196.**One-Eye Problem**- You wouldn't be able to see or perceive depth.

197.**Operationalizing** a definition- helps set up a way to measure something that you otherwise can't measure directly.

198. **Opponent-process theory** of emotions- states that when one emotion is experienced, the other is suppressed. For example, if you are frightened by a mean dog, the emotion of fear is expressed and relief is suppressed.

199. **Opponent-process theory** of visual processing(after images)- the theory that all color experiences arise from three systems, each of which includes two "opponent" elements(red vs.green, blue vs. yellow, black vs. white)

200. **Optic disk**- the area where the optic nerve leaves each eye. It may be called the blind spot. It has no receptor cells at all.

201. **Optic nerve**-ganglion cell that carry information from the eye toward the  brain

202. **pancreas**- organ that contains glands that produce hormones which regulate glucose metabolism

203. **panic attacks**- begin with feelings of intense aprehension, fear, or terror. Physical  symptoms accompanying are anxiety (rapid heart rate), dizziness, faintness, or  sensations of choking or smothering. They are unexpected.

204. **paradoxical sleep** (REM sleep)- it was originally called paradoxical sleep because the  EEG patterns during REM sleep greatly resemble those when one is awake

205. **paresis**-General paresis is a disorder characterized primarily by impaired mental  function caused by damage to the brain from untreated syphilis.

206. **perceptual constancy**- the ability to retain an unchanging percept of an object despite  variations in the retinal image, especially size,shape and color

207. **perceptual set**-  temporary readiness to detect a particular stimulus in a given  situation

208. **personal space**- the space that one needs to feel comfortable

209. **perspectives in psychology**- 7 major views on human nature are: biological; psychodynamic; behavioral; humanistic; cognitive; evolutionary; social-cultural

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210. **phenylketonuria (PKU**)- a gentic inborn metabolism that is detectable right after birth,  people diagnosed with PKU have a deficiency of an enzyme that is responsible for  processing essential amino acid phenylalanine

211. **Phi Phenomenon**- the simplest form of apparent motion; i.e. lights in sequence appearing to be moving light.

212. **Phoneme vs Morpheme**- Phonemes are minimal units of speech in any language that make a meaningful difference between production and reception “/r/ vs. /l/.”  Morphemes are the smallest distinct unit of grammar.  Bins = bin+s

213. **Photoreceptors**- Cells in the retina receptive to light (rods and cones)

214. **Piaget’s** stages of cognitive development-

·Sensorimotor (0-2) limited inborn schemes, learns of “object permanence”

·Preoperational (2-7) Egocentricism, little symbolic thought

·Concrete Operations (7-11) Understanding of conservation, can reason with respect to physical objects

·Formal Operations (11+) Develops ability for abstract thought

215. **Pineal Gland**- Located in the base of the brain; releases melatonin; deals with Circadian Rhythm

216. **Pitch**- Sound quality of highness or lowness, dependent of frequency

217. **Pituitary Gland**- Located in brain, secretes Human Growth Hormone; regulates other hormonal secretions

218. **Plasticity**- Variability in learning; the brain's ability to adapt once damaged

219. **Positive reinforcement**- A behavior followed by a pleasant (desired) stimulus, increasing probability of that behavior in the future

220. **Posttraumatic stress disorder**- (PTSD) an anxiety disorder characterized by chronic reexperiencing of traumatic events though dreams, hallucinations, etc.  Develops in response to rapes and similarly serious experiences.

221. **Premack Principle**: The Premack principle suggests that a more probable activity can be used to reinforce a less probable one.  In his initial research, Premack found that water-deprived rats learned to increase their running in an exercise wheel when their running was followed by an opportunity to drink.  Conversely, exercise-deprived rats learned to increase their drinking when that response was followed by a chance to run.  Thus, the reinforcer may be any event or activity valued by the organism.

222. **Primacy effect**: This theory states that when given a list of items or phrases a person is more likely to show improved memory for items at the beginning of the list.

223. **Projective Tests**: TAT and Rorschach: Standardized personality tests; Rorschach is a test made up of inkblots on a few index cards and is given for someone to evaluate what they perceive the inkblot to be and why they see it as that.  TAT, Thematic Apperception Test, a person is shown a picture and is asked to generate an in detail story about the picture from how it all started to how they perceive it to end and all the emotions in between.

224. **Prosocial Behavior**: A behavior in which is carried out with the goal or intention of helping another person.  Reciprocal altruism for example, is when someone carries out a behavior with the benefit of another person because they believe that person will do the same for them.

225. **Proximity**:  a Gestalt principle stating that a person generally perceives objects (or people) that are physically close as being part of the same group.  In social psychology, this physical closeness (living in the same neighborhood, for example, or being in the same class or classes) is a factor strongly correlated with friendship, as we <span>tend</span> to befriend those (physically) close to us whom we encounter regularly.

226. **Prototype**: A “classical” example of an object used to help with categorization; when trying to determine a classification for an object or animal, for example, you compare one item to others in that category (ie, when deciding if a penguin is a bird, your “classic” example or prototype of a bird might be a robin, against which you would compare the penguin)

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227. **Punishment**: an action delivered by a punisher in consequence to an act carried out by the punished.  Punishment may be both positive and negative.  It may be used to show the difference in good and bad and to put a stop in bad behavior, but it also allow the punished to find loop holes where they can continue there behavior and also not suffer.

228. **Rational Emotive Therapy**: A comprehensive system of personality change based on changing irrational beliefs that cause undesirable, highly charged emotional reactions such as severe anxiety.

229. **Reality Principle**: a principle governing one’s ego which puts reasonable choices before pleasurable demands.

230. **Recessive vs. Dominant genes**: genes are the biological units of heredity: discrete sections of chromosomes responsible for transmissions of traits.  Recessive and dominant genes are the genes that determine which traits will physically appear.  For example if a person has the genes for both blue and brown eyes the more dominant gene will physically appear which is usually brown, but they will always have the possibility of giving the recessive gene of blue eyes onto their own children.

231. **Reflex arc**- A somatic reflex arc is one in which there is the simplest possible arrangement of elements to permit a response to stimuli, and in which the final element in the chain is skeletal muscle.  One must view the sensory stimulus, central connections and motor responses not as separate and complete entities in themselves, but as divisions of labor, or function factors, within the single concrete whole.

232.  **Reliability**- The degree to which a test produces similar scores each time it is used.

         Validity- The extent to which a test measures what it was intended to measure.

233. **REM sleep**- Sleep during which the sleeper is likely to be experiencing dreamlike mental activity.

234. **Repression**- Unconsciously pushing out or barring from awareness unwanted memories.

235. **Reticular formation**- The region of the brain stem that alerts the cerebral cortex to incoming sensory signals and is responsible for maintaining consciousness and awakening from sleep.

236. **Retinal disparity**- The displacement between the horizontal positions of corresponding images in the two eyes.

237. **Robert Rescorla’s findings**- CS reliably precedes UCS.  Because it does, the CS predicts the UCS.  During conditioning the brain learns to expect that the UCS will follow the CS.  As a result, the brain prepares the body to respond to the UCS.

238. **Rods and cones**- Photoreceptors.  Rods are in the periphery of the retina (cones in the center).  Rods are active in dim light, cones in normal light.  We have 120 million thin rods and 7 million fat cones.

239. **Rooting reflex**- The neonatal reflex elicited by a light touch to the cheek causing the infant to turn toward the object and attempt to nurse.

240. **sample**- A subset of a population selected as participants in an experiment.

241. **Scatterplot**: Most often used to plot correlations.

242. **Schedules of reinforcement**: In operant conditioning, the patterns of delivering and withholding reinforcement. There are five types of schedules: fixed-ratio schedule. variable-ratio schedule, fixed-interval schedule, and variable-interval schedule.  Responses acquired under schedules of partial reinforcement are more resistant to extinction that those acquired with continuous reinforcment.

243. **Schema**: General conceptual frameworks, or clusters of knowledge regarding objects, people, and situations; knowledge packages that encode generalizations about the structure of the environment.

244. **Schizophrenia**: Severe form of psychopathology characterized by the breakdown of integrated personality functioning, withdrawal from reality, emotional distortions, and disturbed through process.

245. **Selective attention**: To select some part of the sensory input for further, and more in-depth processing.

246. **Self-efficacy**: The set of beliefs that one can perform adequately in a particular situation.

247. **Self-fulfilling prophecy**: A prediction made about some future behavior or event that modifies interactions so as to produce what is expected.

248. **Self-serving bias**: A class of attributional biases in which people tend to take credit for their successes and deny responsibility for their failures.

249. **Semantic memory**: Generic, categorical memories, such as the meanings of words and concepts.

250. **Serial position effect**: A characteristic of memory retrieval in which the recall of beginning and end items on a list is often better that recall of items appearing in the middle.

251- **set point**- Set Point The optimum value of the system variable in a regulatory mechanism. The set point for human body temperature, recorded orally, is approximately 98.6°F.

252. **sexual characteristics**- Primary sexual characteristics – natural or biological differences between males and females, such as genitalia and body shape and development.

Secondary sexual characteristics-  behavioral differences between males and females, developing both from natural designation of function, and a societal designation.

253. **sexual identity v. gender identity**- Sexual identity- what an individual desires sexually,.  (e.g.  Homosexuality is an example of ones sexual identity.)

Gender identity- similar to sexual identity, except instead of being attracted sexually to individuals of the same sex, the individual actually believes or feels that he or she is of the opposite sex.

254. **shaping**- A behavioral method  that reinforces responses that successively approximate and ultimately match the desired response. For example, to train a rat to press a lever during an experiment, the researcher may reward the rat when it makes any movement at all in the direction of the lever. Then, the rat has to actually take a step toward the lever to get rewarded. Then, it has to go over to the lever to get rewarded (remember, it will not receive any reward for doing the earlier behaviors now…it must make a more advanced move by going over to the lever), and so on until only pressing the lever will produce reward. The rat’s behavior was “shaped” to get it to press the lever.

255.**signal detection theory**- A systematic approach to the problem of response bias that allows an experimenter to identify and separate the roles of sensory stimuli and the individual’s criterion level in producing the final response. Signal Detection Theory holds that the detection of a stimulus depends on both the intensity of the stimulus and the physical and psychological state of the individual.  Your ability or likelihood to detect some stimulus is affected by the intensity of the stimulus (e.g., how loud a noise is) and your physical and psychological state (e.g., how alert you are).

256.**sleep disorders**- Insomnia- One can’t sleep.  Narcolepsy- One sleeps during the day.

 Sleep apnea- One stops breathing while asleep.

257.**sleeper effect**- Identified by the American psychologist C I Hovland (1912-61). This effect was devised to describe the 'hidden' impact that a mass communication or propaganda message can have on its audience. The attitude change produced by the message is frequently not detectable until a period of time has passed, hence the term 'sleeper effect'.

258.**social cognitive theory**- Response consequences (such as rewards or punishments) influence the likelihood that a person will perform a particular behavior again in a given situation. Humans can learn by observing others, in addition to learning by participating in an act personally. Learning by observing others is called vicarious learning. Individuals are most likely to model behavior observed by others they identify with. Identification with others is a function of the degree to which a person is perceived to be similar to one's self, in addition to the degree of emotional attachment that is felt toward an individual.

259.**social exchange theory**- Social exchange theory is based on a central premise: that the exchange of social and material resources is a fundamental form of human interaction. One studies how interaction patterns are shaped by power relationships between individuals, and the resulting efforts to achieve balance in exchange relations.

260.  **social facilitation**-

261. **social loafing**- Less work is done working in a group than working alone.

262. **social trap**- A social trap is any situation that rewards immediate actions that will have undesired effects in the long run. People are enticed into drinking too much at parties, because their pleasure is immediate and their discomfort – a hangover – comes later. Some tend to enjoy eating goodies, but pay for it later with the problems associated with obesity. Many people go into debt to own many desirable goods, but later they suffer when the staggering credit card bill arrives. For immediate pleasure of sexual intimacy, many teenagers later pay the price of pregnancy, forced marriage, early divorce, curtailed education, sexually transmitted diseases (STDs) and so on.

263.**somatoform disorders**- are characterized by the presence of physical symptoms that cannot be explained by a medical condition or another mental illness. Thus, physicians often judge that such symptoms result from psychological conflicts or distress. For example, in conversion disorder, also called hysteria, a person may experience blindness, deafness, or seizures, but a physician cannot find anything wrong with the person. People with another somatoform disorder, hypochondriasis, constantly fear that they will develop a serious disease and misinterpret minor physical symptoms as evidence of illness.

264. **somatosensory cortex**- The region of the parietal lobes that processes sensory input from various body areas.

265. **stages of learning**- (In classical conditioning)  Acquisition-stage in which the CR is first elicited by the CS. Extinction- If the UCS is not used often enough in conjunction with the conditioned stimulus, then the CR with extinguish or become extinct.. Spontaneous recovery occurrs when the CR is stimulated by the conditioned stimulus at a time after the conditioning period has passed

266. **standard deviation**- (SD) The average difference of a set of scores from their mean; a measure of variability.

267.**Stanley Milgram’s** experiment- During the 1960s, Stanley Milgram, a psychologist at Yale University, conducted a study focusing on the conflict between obedience to authority and personal conscience. He examined justifications for acts of genocide offered by those accused at the World War II, Nuremberg War Criminal trials. Their defense often was based on "obedience" - - that they were just following orders of their superiors. In a famous series of experiments that attracted controversy about human research ethics, Milgram put each of 1,000 subjects into a situation in which they were ordered by an experimenter to administer painful electric shocks to a confederate (who did not actually receive any shocks). The subjects in these studies were led to believe that they were acting as "teachers" in a study of the effects of punishment on learning. Each time the "learner" made a mistake on a memory test, the subject was supposed to deliver a shock. The intensity of the shocks was to increase, beginning at 15 volts and continuing in 15-volt increments to 450 volts. In most situations, the subjects could not actually see the learner, but they could hear an audiotaped response that sounded increasingly serious with each successive shock. The learner's protests would begin with grunts of pain, progress to shouting and sometimes even complaints of heart trouble, and eventually turn to agonized screams of “Let me out of here!” After the teacher passed the 330-volt level, the learner would fall silent and give no further responses. Yet at each step, an experimenter ordered the subject to raise the level of shock to the learner.

Sixty percent of the "teachers" obeyed orders to punish the learner to the very end of the 450-volt scale! No subject stopped before reaching 300 volts!

268. **Stanley Schacter’s Two factor** theory- People who are already physiologically aroused experience more intense emotions than unaroused people when both groups are exposed to the same stimuli. Two-factor theory demonstrates that emotion depends on the interaction between two factors, biology and cognition. (i.e. Emotions occur when physical arousal is labeled or interpreted on the basis of experience and situational cues.)

269. **stereotype**- Generalization about a group of people in which the same characteristics  are assigned to all members of a group.

270. **stimulus generalization**- This refers to the process that enables a person to respond to a new stimulus in the same way as learned with reference to a similar stimulus in the past.

271. **Stranger Anxiety**: Disorder in which one becomes tense, anxious, or distressed when meeting new people, “strangers.”

272. **Systematic desensitization**: a.k.a. a kind of counter-conditioning: Behavioral therapy where one is taught to prevent their anxiety by confronting their fear while relaxed

273. **Tay-Sachs disease**: An inherited disease in which the infant lacks an enzyme necessary for lipid metabolism.  Can lead to blindness or mental illness.

274. **Testable hypothesis**: a “guess” that can be researched and executed.

275. **Thalamus**: a brain

structure that channels incoming sensory information to appropriate areas of the cerebral cortex. ie. the thalamus relays information from the eyes to the cortical areas for vision.

276. **Thorndike’s Law of Effect**: where a response is followed by consequences.

277. **Thyroid Gland**: where thyrotrophic hormone energy is produced to become available for the body.

278. **token economy**: implemented by institutions, when a patient behaves in the manner the staff wants, the patient receives token payoffs to be exchanged for “goodies”

279. **Tourette’s Syndrome**: An inherited disorder in which the child suffers from a syndrome of facial and complex vocal tics.

280. Tragedy of the commons: Ecologist Garrett Hardin's "tragedy of the commons" (Hardin, 1968) has proven a useful concept for understanding how we have come to be at the brink of numerous environmental catastrophes. People face a dangerous situation created not by malicious outside forces but by the apparently appropriate and innocent behaviors of many individuals acting alone.

281.  Transduction- in sensory physiology, the conversion of one form of physical energy, such as light, to another form, such as neural impulses.

282.  **Turner's syndrome** (x with missing chromosome)-  Turner's Syndrome is a relatively common disease in females, affecting many body systems. In this genetic disorder, the absence of all or part of one sex chromosome is associated with short stature and failure to mature sexually, although there is a great variability in the severity of the abnormalities. Other problems can include learning difficulties, skeletal abnormalities, hearing loss, liver dysfunction, heart and kidney abnormalities, infertility, and thyroid dysfunction.

283.  **Validity**-  is the extent to which a test measures what it was intended to measure.  Face validity is the degree to which test items appear to be directly related to the attribute the researcher wishes to measure.  Criterion validity (predictive validity) is the degree to which test scores indicate a result on a specific measure that is consistent with some other criterion of the attribute being assessed.  Construct validity has to do with which other measures a test does or doesn't correlate with.

284. **Vestibular sense**- tells how one's own body is oriented in the world with respect to gravity.  The receptors are tiny hairs in the fluid-filled sacs in the inner ear.  Loss of vestibular sense results in dizziness.

285.  **Visual cliff**- consists of a board running across the middle of a solid glass surface; used in research of Gibson and Walk.  They found that fear of the deep end of the visual cliff depends on the child's crawling experience.  The children who have already begun to crawl are afraid of the deep end, whereas those who haven't crawled yet are not.  Wariness of heights is not pre-wired, but develops quickly as children begin to explore the world.

286.  **Water balance** (role of hypothalamus)- The hypothalamus maintains homeostasis in the body.  It serves as the relay station between the endocrine system and the CNS.  It also is the stress center because it controls the ANS and activates the pituitary gland in emergencies.

287.  **Weber's law**-  "The JND (Just noticeable difference) between stimuli is a constant fraction of the intensity of the standard stimulus."  The more intense the standard stimulus, the larger the increment needed to get a JND.  delta I / I = k

288.  **Wernicke's aphasia** (receptive) located in left temporal lobe-  Wernicke's area is where the acoustical code is decoded and interpreted.

289.  **Wilder Penfield's** research on the brain-He mapped the motor cortex

290.  **Wilhelm Wundt** (structuralism)- founded the first formal laboratory dedicated to experimental psychology; set up basic principles for structuralism (study of structure of mind and behavior; the view that all human mental experience is a combination of simple elements and events.)

291. **William James** – author: The Principles of Psychology(1890/1950) Functionalism – the perspective on mind and behavior that focuses on the examination of their functions in an organism’s interactions with the environment.

292. **Yerkes-Dodson Law** – states that when arousal (such as anger) is more intense, one is more able to perform a simple task, while they are less able to perform a difficult task.

293. **Zajonc’s** “Mere Expose Effect” – said that it is possible to have preferences without inferences, and to feel without knowing why. When his subjects were presented with very quick images, they were still able to express a preference without understanding why they had such a predilection.

294. **Zimbardo’s prison experiment**- A study that was abandoned because prison guards brutalized inmates.

295. **Androgyny** – neither specifically feminine nor masculine

296. **Catharsis** – process of expressing strongly felt but usually repressed emotions

297. **Haptic memory** – memory of or involving the sensation of touch

298. **Syllogism** - a deductive scheme of a formal argument consisting of a major and a minor premise and a conclusion

299. **Expectancy theory** – a cognitive theory of work motivation that proposes that workers are motivated when they expect their efforts and job performance to result in desired outcomes.

300. **Algorithm** – a step by step procedure that always provides the correct answer for a particular type of problem.

301. **Positive Symptoms** (mental disorders) - A symptom of schizophrenia. Generally involves the experiences of something in consciousness that should not normally be present (i.e., hallucinations)

Negative Symptoms (mental disorders) - Deficit in motivation and spontaneity. Reflects absence of thoughts and behaviors that would otherwise be expected.

302. **Conductive Deafness** - Occurs as a result of an abnormality or pathological condition in the external or middle ear which interferes with the conduction of sound from the outside world to the inner ear.

Nerve Deafness- Hearing loss caused by damage to the auditory nerve.

303.  **Intrinsic Motivation**-  Rewards we get internally such as enjoyment or satisfaction.

**Extrinsic Motivation**-  motivators/rewards that we get for accomplishments from outside ourselves. (i.e., grades, salaries)

304. **Divergent Thinking**- Occurs when we start with a stimulus, and rather than look for one answer, we instead generate many ideas or possible solutions.  Convergent thinking occurs when a person gathers facts, evidence, or experiences from a variety of sources to solve a problem.

305. **Flynn Effect** - James Flynn observed in the 1980 that the scores of different groups of people on standardized intelligence test had consistently increased over the past decades.  Earlier researchers failed to pay attention to that trend. For example, if a person’s IQ scores were compared with the average for the corresponding group tested one generation earlier, the final score would be higher.

306. **Tip Of The Tongue phenomenon** - Temporal difficulty in accessing a word or the meaning of a word.  Extreme form of pause when the word takes a noticeably long time to come out. People have a strong feeling of knowing what the word is but can’ t say it.

307. **Primary Reinforcers** - These are biological rewards or reinforcers. (I.e., food, drink and pleasure)

Secondary Reinforcers - Most human reinforcers and rewards are secondary, or conditioned, and are external rewards. (i.e., money, grades in school, and tokens)

308.**Cooper’s research on visual processing**- After the discovery of feature detector cells in human eyes in the 1960s, researchers studied the vision of cats.  They patched one eye for weeks on end, and blurred an eye with contact lenses. Afterwards they recorded the effect of these procedures by measuring the responses of the cells in the visual cortex. These altered visual experiences changed how the cells fired. Cells that used to respond to the input from either eye (binocular cells) now only responded to the input from one ey, and there was a loss in depth perception. Autopsies of the animals demonstrated the cells associated with seeing and binocular vision became smaller in size. These results only occurred if the disruption in the visual experience happened early in life**.** Thus, early visual experience changed how the cells responded, what the animals saw, and how the cells looked. Altering visual experience via patching, blurring of vision or surgery did not affect older animals as much. The period of time in which the cells changed from alteration of visual experience is known as the critical period, which is the time of maximum neurological plasticity.

309. **Agonistic Chemicals** - Psychoactive drugs which when it acts on the synapse between neurons, it facilitates postsynaptic events.

**Antagonistic Chemicals**- Psychoactive drugs that act on the synapse between neurons and blocks the action of another drug.