

## A.P. Psychology Crib Notes @ The Sultztonian Institute

### **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- Ape 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

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

Lorenz- "Survival of the Fittest Theory" and imprinting

Phineus Gage- Railroad spike; damaged (limbic system), 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

Gilligan- examined moral differences between boys and girls based on social rules and on ethic of caring and responsibility (turtle and Hare scenario)

## Approaches:

### General:

- Behaviorism- Environmental: learning; nurture
- Biological- Physiology; genetics; nature
- Cognitive- Mental Processes
- Psychoanalytical- Unconscious, childhood
- Humanistic- Freewill; basis 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
    - 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) modeling and role play
- b) Rational-emotive therapy-forces a more realistic look in the evaluating circumstances
- c) Stress- inoculation therapy-retractors 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) Rogers' client-centered therapy
  - 1) unconditioned positive regard
- b) Frankl's existential analysis-treatment attempts to help client gain sense of purpose and meaning
- c) Gestalt therapy- client comes into contact with the whole self

Gestalt- focuses on integrating the whole person

- a) Developed by Fritz Perls
- b) Utilizes role playing and acting out
- c) Focuses on the "now" experience

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

- 1) Psycho-surgery (ablation)
  - Surgical destruction of involved brain tissue
  - Obsessive-compulsive disorder
- 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:**

1. Two variables are studied for cause and effect
  - a. Independent variable-manipulated
  - b. Dependent variable- the response to be manipulated; 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
- j. Null hypothesis- negatively expressed hypothesis; X will not change Y

**Theories:**

**Piaget's Cognitive-Development Theory:**

- a) Sensory Motor- Schema assimilation and accommodation  
Circular reaction  
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 survived 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

a) proactive-initially

b) 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

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

Sherif-"Autokinetic phenomenon", conformity studies. Social Psychologist

### **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