
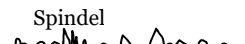
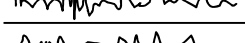
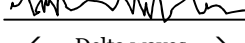
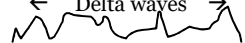


Terms you need to know for the AP Psychology National Exam
[Thursday, May 9th]

215. Maslow's Hierarchy of Needs – physiological needs (food, water) → safety needs (security, shelter) → belongingness needs (friends, family, community) → esteem needs (achievement, flattery for mastery) → self actualization!!!!
216. Self-actualization – the motivation to achieve one's full potential
217. Sexual response cycle – by Masters and Johnson – Excitement → Plateau → Orgasm → Resolution
218. Refractory Period – the resting period after an orgasm in which one cannot be achieved
219. Homeostasis – a tendency to maintain a balanced or constant internal state; the regulation of any aspects of body chemistry
220. Stress – the process by which we respond to certain events that we appraise as threatening or challenging
221. GAS – General Adaption Syndrome – made by Hans Selye responses to stress – alarm → resistance → exhaustion (very vulnerable to disease)
222. Intrinsic motivation – desire to perform behavior for own sake
223. Extrinsic motivation – desire to perform behavior for reward at end
224. Bulimia – eating a large amount of food and then purging (barf) it up
225. Anorexia – not eating food at all (staving)
226. Obesity – overeating and gaining excessive amount of weight
227. Drive reduction Theory – physiological need creates an aroused tension states (drive) that motivates an organism to satisfy that need
228. James-Lange Thy – experience of emotion is our awareness of our physiological response to emotionally arousing stimuli (stimuli *then* response *then* emote)
229. Cannon-Bard Thy – emotionally arousing stimuli simultaneously trigger both a physiological response and emotion (stimuli *then* response *and* emote)
230. Schacter & Singer / 2 Factor Thy – emotion must be physically aroused and cognitively labeled before emotion (stimuli *then* response *and* label *then* emote)
231. Consciousness – our awareness of ourselves and our environment
232. Conscious level – the info about yourself and your enviro. you are currently aware of
233. Nonconscious level – body processes controlled by your mind that we are not aware of (heartbeat, respiration, and digestion)
234. Preconscious level – info about yourself and environment that you are currently not thinking about
235. Subconscious level – info that we are not completely aware of but we know exists due to our behaviors
236. Unconscious level – reservoir of mostly unacceptable thoughts, wishes, feelings, and memories in which we are ashamed of, that why we repressed them their
237. Stage 1 onset of sleep; twilight; alpha waves
238. Stage 2 small bursts of activities – spindles, nonrem sleep
239. Stage 3 sections of delta waves, hard to wake up, wet bed & sleep walk in 3&4
- Stage 240. 4 all delta waves – deep sleep, growth

- REM  241. sleep rapid eye movement, paradoxical sleep
242.  Spindel Nightmare – a scary dream that wakes up the child
243.  Night terror – a high-arousal dream that terrifies a child due to the fact that it occurs in Stage four sleep, your most relaxed state
244.  ← Delta waves → Insomnia – reoccurring difficulties either falling asleep or staying asleep
245.  Narcolepsy – uncontrollable sleep attacks, person randomly collapses into REM sleep
246. Sleep apnea – temporary cessations of breathing during sleep
247. Somnambulism – sleep walking
248. Dreams – “the highway to the unconscious”, sequence of images, emotions, and thoughts passing through a sleeping person’s mind
249. Manifest Content – the story line of the dream
- 250 Latent Content – the underlying meaning of the dream
251. Hypnosis – a social interaction in which one person (the hypnotist) SUGGESTS to another person (the subject) that certain perceptions, feelings, thoughts, or behaviors will spontaneously occur
252. Agonists – excite, by causing neurotransmitters to hit site multiple times 253. Antagonists – inhibits, by blocking neurotransmitters
253. Psychoactive drugs – a chemical substance that alters perceptions and mood (You really only need to know the stated items)

Drug	Type	Ingredients
Meth	stimulant	meth/ <i>dopamine</i>
Cocaine*	stimulant	cocaine/ <i>dopamine</i>
Tobacco	stimulant	tobacco/ <i>dopamine</i>
Caffeine	stimulant	caffeine/ <i>dopamine</i>
Alcohol*	depressant	<i>GABA/glutamate</i> /alcohol
Barbiturates	depressant	<i>tranquilizers</i>
Opium & Heroin	depressant	heroin/opium/ <i>dopamine</i>
LSD*	hallucinogen	LSD/ <i>serotonin</i>
Marijuana*	hallucinogen	<i>dopamine/THC/anandamine</i>
Ecstasy*	hallucinogen	ecstasy/ <i>serotonin</i>

254. Tolerance – the diminishing effects with regular use of the same dose of a drug
255. Withdrawal – the discomfort and distress that follows discontinuing the use of an addictive drug, usually cause a person to go back on drug
256. Stimulants – drugs that excite neural activity and speed up body functions
257. Depressants – drug that reduce neural activity and slow body functions
258. ALCOHOL – a depressant **ALWAYS**, no matter the amount taken (will be on AP test!)
259. Hallucinogens – psychedelic drug that distorts perceptions and evoke sensory images in the absence of a sensory input
260. Opiates – opium and its derivatives, the depress neural activity, temporarily lessening pain and anxiety
261. Temperament – a person’s characteristic emotional reactivity and intensity
262. Heritability – the proportion of variation among individual that can attribute to genes

263. Culture – the enduring behaviors, ideas, values, attitudes, and traditions shared by a group
264. Norm – an understood rule for accepted and expected behavior
265. Individualism – giving priority to one's own goals over group goals and defining one's identity in terms of personal attributes rather than group identification
266. Collectivism – giving priority to the goals of one's group and defining personal identity as so

267. Spearman – proposed that general intelligence is linked to many clusters that can be analyzed by factor analysis (he made up factor analysis)
268. Factor analysis – a statistical procedure that identifies clusters on related items on a test
269. Gardner – wanted to broaden definition of intelligence, created 8 types of intelligence (Logical-Mathematical, Linguistic, Musical, Spatial, body-kinesthetic, intrapersonal (self), interpersonal (others), and naturalist)
270. Sternberg – created his three types of intelligences (analytical, creative, and practical)
271. Binet – published first useful test of general mental ability; broke kids up into 'bright' and 'dull' by how they compared with both their chronological age and mental age
272. Terman – made Binet's test Americanized
273. Wechsler – WAIS – study personal strengths and weaknesses in 11 different subjects
274. IQ formula – $\text{Mental age} / \text{Chronological age} \times 100$
275. Achievement Test – designed to determine what an individual has learned
276. Aptitude Test – designed to predict one's capacity to learn in the future
277. Divergent thinking – test has multiple possible answers (words that begin with s)
278. Convergent thinking – test only has one correct answer ($2+2=?$)
279. Nature v Nurture – the debate of whether you are shaped by your environment or genes
280. FAS – fetal alcohol syndrome – physical and cognitive abnormalities in children caused by a pregnant woman's heavy drinking
281. Rooting Reflex – when touched on the cheek, a baby will turn its head and seek a nipple
282. Moro Reflex – when startled, baby flings limbs out and slowly retract them
283. Babinski Reflex – when a baby's foot is stroked, he/she will spread their toes
284. Sucking Reflex – when an object is placed into baby's mouth, the infant will suck on it
285. Grasping Reflex – if an object is placed into baby's hand, the baby will try to grasp it
286. Crystallized intelligence – one's accumulated knowledge & verbal skill, increase with age
287. Fluid intelligence – one's ability to reason speedily & abstractly, decrease with age
288. Harry Harlow – created the Harlow monkey experiment, raise baby monkey's w/ a wire mother and bottle vs. a terry cloth mother, most monkey's liked the comfort rather than the food and necessary needs provided by the other mother
289. Mary Ainsworth – studied how different attachment styles affected kids
290. Secure attachment – confidently explore the novel environment while parents are present, are distressed when they leave, and come to parents when they return
291. Avoidant attachment – may resist being held by parent and will explore the novel environment. They do not go to parent for comfort when they return after absence
292. Anxious attachment – have ambivalent reactions to parents. They may show extreme stress when parents leave, but upon return resist being comforted by parent
293. Authoritarian – set strict standard & apply punishment for violations of rules (hard bed)
294. Permissive – do not set clear guidelines for kids & randomly enforce rules (soft bed)
295. Authoritative – have set standards, but able to explain them with kids when broken, encourage independence, but not too strict on punishments (just right bed)

Erik Erikson

296. Trust v Mistrust – birth to one year, infancy – if needs are dependably met, infants develop a sense of basic trust
297. Autonomy v shame/doubt – age 1 to age 2, toddlerhood – learn to exercise will and do things for themselves, or they doubt their abilities
298. Initiative v guilt – age 3 to 5, preschooler – learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent
299. Industry v inferiority – age 6 to puberty, elementary school – learn the pleasures of applying themselves to tasks, or they feel inferior
300. Identity v role confusion – teen years to early 20s, adolescence – work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are
301. Intimacy v isolation – 20s to early 40s, young adulthood – struggle to form close relationships and to gain the capacity for intimate love, or they feel isolated
302. Generativity v stagnation – 40s to 60s, middle adulthood – people discover a sense of contributing to the world, usually through family and work, or they feel a lack of purpose for their life
303. Integrity v despair – late 60s to death, late adulthood – when reflecting on their life, the older adult may feel a sense of satisfaction or failure