

## Unit 1 - Careers in Psychology

**Francis Bacon** = one of founders of modern science; ideas later added by Locke to form modern *empiricism* (knowledge is from experience, science rely on observation and experimentation)

**John Locke** (cognitive) = mind is a blank state (Aristotle's *tabula rasa*); *empiricism* (knowledge acquired by careful observation)

**Edward Titchner** = *structuralism* (study human mind via introspections); *introspection* (looking inward)

**Margaret Washburn** = first woman to receive psych Ph.D.; synthesized animal behavior research in "The Animal Mind"; couldn't join *experimental psychologists* (study of behavior and thinking using experiment)

**Sigmund Freud** = *Freudian psychology* (emphasized ways our unconscious thought processes and our emotional responses to childhood experiences affect our behavior); psychodynamic approach

## Unit 4 - Parts of Eye and Ear

### Parts of Eye:

pupil = adjustable opening in center of eye through which light enters

iris = ring of muscle tissue that forms colored part of eye around pupil and controls size of pupil opening

### Parts of Ear:

outer ear = eardrum (a tight membrane that vibrates)

middle ear = chamber btwn eardrum and cochlea containing 3 tiny bones (*hammer, anvil, stirrup*) that concentrate vibrations of eardrum on cochlea's oval window

## Unit 4 - Parts of Eye and Ear (cont)

lens = transparent structure behind pupil that changes shape to help focus images on retina

retina = light-sensitive inner surface of eye, containing receptor rods & cones plus layers of neurons that begin the processing of visual info

accommodation = eye's lens changes shape to focus near/far objects on the retina

### the retina:

rods = retinal receptors that detect black, white and gray (*shade*)

cochlea = coiled, bony, fluid-filled tube in inner ear; sound waves traveling through cochlear fluid trigger nerve impulses

inner ear = contains cochlea, semicircular canals, and vestibular sacs

pitch = a tone's experienced highness/lowness; depends on frequency

frequency = number of complete wavelengths that pass a point in a given time

**place theory** = links the pitch we hear with the place where the cochlea's membrane is stimulated

## Unit 4 - Parts of Eye and Ear (cont)

cones = retinal receptor cells that function in daylight, detecting fine detail and color

**frequency theory** = the rate of nerve impulses traveling up the auditory nerve matches frequency of a tone, allowing us to sense its pitch

optic nerve = the nerve that carries neural impulses from eye to brain

blind spot = point the optic nerve leaves the eye where no receptor cells are located there

fovea = central focal point in retina around where cones cluster

## Unit 5 - States of Consciousness

**consciousness** = our awareness of ourselves and our environment

**circadian rhythm** = biological clock; regular bodily rhythms

**REM** = rapid eye movement; recurring sleep stage which vivid *dreams* occur; muscle relax but other body systems are active (paradoxical sleep)

**alpha wave** = relatively slow brain waves; relaxed, but awake state

**delta wave** = large, slow brain waves associated with deep sleep

**NREM sleep** = (non-rapid eye movement); encompasses all sleep stages except REM; *deep sleep*

**Sleep Stages** = every 90 mins, 8 full cycles; leaving alpha waves to irregular brain waves of non-REM stage 1-> NREM 1; NREM2 spend most time here (20mins), sleep spindles; NREM3



### Unit 7 - Memories

**memory** the persistence of learning over time through the encoding, storage, and retrieval of info

**encoding** the processing of info to the memory system

**mnemonics** memory aids; techniques that use vivid imagery/organizational devices

**the spacing effect** the tendency for distributed study/practice to yield better long-term retention than is achieved through massed study/practice

**belief perseverance** to continue believing in something even though there was evidence that supports its contradiction

**morphemes** in a language, the smallest unit that carries meaning (may be a word or a part of a word)

**syntax** the ordering of words when making a sentence

### Unit 9 - Developmental Psychology

**3 issues of developmental psychologists** nature and nurture, continuity and stages, stability and change

### Unit 9 - Developmental Psychology (cont)

**Kohlberg** moral reasoning; preconventional (self interest), conventional (uphold laws and social), postconventional (ethics)

**Erik Erikson** psychosocial; basic trust, autonomy, initiative, competence, identity, intimacy, generativity, integrity

**Piaget** cognitive; sensorimotor (0-2 yrs, object), preoperational (2-7), concrete operational (7-11), formal operational (12-)

**prenatal development** zygote (fertilized egg) -> embryo (developing human organism) -> fetus

**Harlow** known for his maternal-separation, dependency needs, and social isolation experiments on rhesus monkeys, which manifested the importance of caregiving and companionship to social and cognitive development

### Unit 9 - Developmental Psychology (cont)

**critical period** an optimal period early in the life of an organism when exposure to certain stimuli/experiences produces normal development

**transgender** an umbrella term describing ppl whose gender identity/expression differs from that associated with their birth sex

### Unit 2 - Research Methods

**hindsight bias** *i-knew-it-all-along* phenomenon

**mean** the arithmetic avg of a distribution by adding the scores and then dividing by the number of scores

**mode** the most frequently occurring score(s) in a distribution

**median** the middle score in a distribution; half the scores are above it and half are below it

**range** the difference between the highest and lowest scores in a distribution

**standard deviation** computed measure of how much scores vary around the mean score

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## Unit 2 - Research Methods (cont)

**phrenology (Franz Gall)** studying bumps on skull could reveal a person's mental abilities and character traits

## Unit 4 - Sensation & Perception

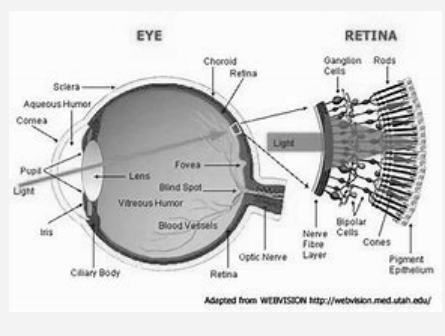
**top-down processing** info processing guided by higher-level mental processes, as when we construct perceptions drawing on our experience & expectations

**bottom-up processing** analysis that begins with the sensory receptors and work up to the brain's integration of sensory information

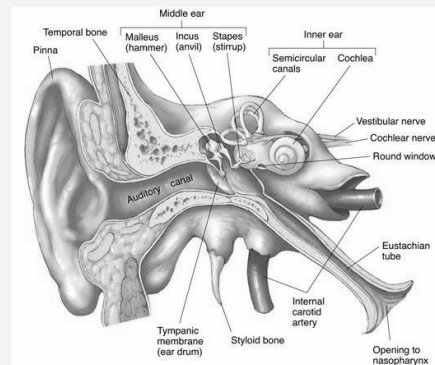
**sensation** process which our sensory receptors and nervous system receive and represent stimulus energies from our environment

**perception** process of organizing and interpreting sensory info, enabling us to recognize meaningful objects/events

## Parts of Eye



## Parts of Ear



## Unit 5- Sleep Disorders

**insomnia** recurring problems in falling/staying asleep

**narcolepsy** uncontrollable sleep attacks, lapse directly to REM

**sleep apnea** temporary stop breathing during sleep and waking up

**night terrors** high arousal & appearance of being terrified; occur during NREM3 within 2-3 hrs of sleep

**somnambulism** sleepwalking, sleep talking/eating/driving

## Unit 6 - Learning

**learning** process of acquiring new and relatively enduring info or behaviors

**classic conditioning** associating two stimuli and anticipate events

**operant conditioning** associating a response with a consequence

**reinforcement schedule** a pattern that defines how often a desired response will be reinforced

## Unit 6 - Learning (cont)

**law of effect** (Thorndike) the idea that responses that led to positive effects are repeated and vice versa

**Skinner box** in operant conditioning research containing a bar/key that an animal can manipulate to obtain a food/water reinforcer; attached devices record animal's rate of bar pressing/key pecking

**learned helplessness** the hopelessness and passive resignation one learns when unable to avoid repeated aversive events

**external locus of control** the perception that chance/outside forces beyond our personal control determines our fate

## Unit 10 - Personality

**personality** an individual's characteristic pattern of thinking, feeling, and acting

**repression** in psychoanalytic theory, the basic defense mechanism that banishes from consciousness anxiety-arousing thoughts, feelings, and memories

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## Unit 10 - Personality (cont)

**Big Five** Costa & McCrae; CANOE: Conscientiousness, Agreeableness, Neuroticism (emotional stability vs instability), Openness, Extraversion

**Maslow's self-actualization** one of ultimate psychological needs that arises after basic physical & psychological needs are met and self-esteem is achieved; the motivation to fulfill one's potential ->self transcendence

**social-cognitive perspective** Bandura; views behavior as influenced by interaction btwn people's traits (and their thinking) and their social context; Bobo Doll experiment

## Unit 3 - Biological Psychology

**cerebral cortex** fabric of interconnected neural cells covering the cerebral hemispheres; the body's ultimate control and information-processing center; contain the lobes

**frontal lobes** involved in speaking and muscle movements and in making plans and judgments

**parietal lobes** receives sensory input for touch and body position

## Unit 3 - Biological Psychology (cont)

**occipital lobes** receive information from visual fields

**temporal lobes** auditory areas, each receiving info primarily from opposite ear

**right brain hemisphere** *perceptual* task; groups in categories like pen pencil book is school, make speech mean clear, help orchestrate our sense of self

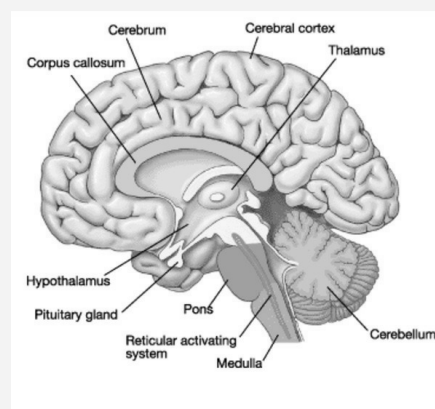
**left brain hemisphere** when the person speaks or calculates; make quick, literal interpretations of language

**hippocampus** processes conscious memories

**cerebellum** processes sensory input, coordinating mvmt and balance, & enabling nonverbal learning/memory

**hypothalamus** desires (urges, impulses), food, thirst, sex

## Brain Structure Image



## \*Unit 4 - Theories and Others

### Eye Vision:

**Young-Helmholtz Trichromatic (three-color) Theory** = retina contains three diff color receptors: red, green, blue; which, when stimulated can produce perception of any color

**opponent-process theory** = opposing retinal processes (r-g, y-b, w-b) enable color vision. I.e. some cells stimulated by green, inhibited by red

**gestalt** = an organized whole; emphasized our tendency to integrate pieces of info to meaningful wholes

**parallel processing** = doing many things at once

### Other Senses:

**gate-control theory** = accepting or denying pain to the brain

**McGurk Effect** = sensory integration = senses not lined up & seems off (ex. some hear may, some hear bay)

## Unit 5 - Addiction

**depressants** alcohol, barbiturates (tranquilizers), opiates; calm neural activity and slow body functions

**stimulants** caffeine, nic, amphetamines, cocaine, ecstasy, methamphetamine; excite neural activity and speed up body functions

**hallucinogens** psychedelic (mind-manifesting) drugs like LSD; distort perceptions and evoke sensory images in absence of sensory input

### Unit 8 - Motivation, Emotion, Stress

**motivation** a need or desire that energizes and directs behavior

**James-Lange** physical 1st, emotion 2nd; we observe our heart racing after a threat and *then* feel afraid

**two-factor** Schachter-Singer theory that to experience emotion, one must be physically aroused and cognitively label the arousal (heart began pounding as i experience fear)

**set-point** the point at which an individual's weight thermostat is set

**orexin** hunger-triggering hormone secreted by hypothalamus

**ostracism** an extreme form of rejection in which one is excluded and ignored in the presence of others

**emotion** a response of the whole organism involving physiological arousal, expressive behaviors, and conscious experience

**polygraph** machine commonly used in attempts to detect lies, that measures several physiological responses accompanying emotion

**Abraham Maslow** hierarchy of needs; bottom to top: physiological, safety, belongingness/love, esteem, self-actualization, self-transcendence

### Unit 11 - Intelligence

**intelligence** mental quality consisting of the ability to learn from experience, solve problems, and use knowledge to adapt to new situations

**Spearman** *general intelligence (g)* factor that underlies specific mental abilities & therefore measured by every task on an intelligence test; *factor analysis* used to identify diff dimensions of performance that underlie a person's total score

**Gardner** 8 mult intelligences: naturalist, linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, intrapersonal, interpersonal

**Sternberg** 3 intelligences: analytical, creative, practical

**Binet** *mental age*: chronological age that most typically corresponds to a given level of performance



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