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
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. Thorine, Holdol, Clozeril  
   B) Antidepressants i.e. Tricylis compounds, selective serotonin reuptake inhibitors, Prozac  
   C) Lithium Carbonate (treat bipolar disorder)  
   D) Anxiolytics (anti anxiety) such as Valium or other benzodiazepines

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**The Experiment:**

1. 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 placing of subject secret  
   i. Placebo - inactive substance unknowingly given in place of drug
## THEORIES

### Piaget's Theory of Cognitive Development
- Sensorimotor: Schema assimilation and accommodation
  - Object permanence
- Preoperational: egocentrism
  - Animism
  - Artificialism
- Concrete: Operational-reversibility
  - Conservative problems
- Formal: Operational-personal fable

### Kohlberg's Moral Judgment
- Preconventional: good and bad, right and wrong
- Conventional: social rules
- 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**: We 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
- **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

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