PSYCH 1: General Psychology
Study List for FINAL EXAM

Below are listed terms, concepts, names, and topics you will need to be familiar with to perform well on the final exam. Note that you may be asked to apply a term conceptually—so you should understand the terms in a way that lets you use them and apply them, not just recite their definition.

These terms, concepts, names, and topics include those that were covered in the textbook and/or class. Not all of these items will be on the test, which will be comprised of 90 multiple-choice questions (approximately 50 based on new material and 40 based on past material) plus a few extra credit questions. Note that this list may not be 100% inclusive, so you may still want to review your previous study lists.

NEW MATERIAL:
- Defining "abnormal" and "normal"
- Psychopathology and medical, psychological, and sociocultural perspectives
- Culture-bound syndromes
- Diathesis (vulnerability)-stress model
- Pros and cons of diagnosis
- DSM 5
- Symptoms and possible causes of—Anxiety disorders: Generalized anxiety disorder, panic disorder, phobic disorders (e.g., claustrophobia, agoraphobia, acrophobia, aerophobia, ophidiophobia, social phobia), obsessive-compulsive disorder, posttraumatic stress disorder
- Somatoform disorders: Hypochondriasis, conversion disorder
- Dissociative disorders: Amnesia, fugue, dissociative identity disorder
- Mood disorders: Depression, bipolar disorder
- Schizophrenia (including different types)
- Personality disorders (e.g., antisocial, histrionic, borderline)
- Autism spectrum disorder, attention deficit hyperactivity disorder
- Drug abuse and addiction
- Professionals providing treatment: Psychiatrists, clinical and counseling psychologists, social workers, counselors
- Recommendations for how to make treatment more culturally responsive
- Psychotherapy
- Approaches to treatment and techniques—Psychodynamic or psychoanalytic approach: Psychoanalysis, catharsis, insight, free association, dream interpretation, transference, resistance, variations of psychoanalysis
- Cognitive-behavioral approach: Classical conditioning, systematic desensitization, flooding, graded exposure, aversive conditioning, operant conditioning, token economy, skills training, Beck's cognitive therapy, rational-emotive behavior therapy
- Humanistic approach
- Family and marital therapy
- Group therapy
- Biological approach: Drugs (e.g., Prozac, Xanax, Valium, Thorazine, lithium) electroconvulsive therapy, psychosurgery
- Comparison of approaches and eclectic approach
- Social psychology
- Social perception
- Social comparison
- Attribution theory and fundamental attribution error
- Effects of attribution
- How do attitudes guide actions: Minimal outside influence, attitude specifically relevant to behavior, keen awareness of attitude
- How do actions affect attitudes: Foot-in-the-door, role-playing (e.g., Stanford Prison Study), cognitive dissonance
- Persuasion (e.g., ways to influence attitudes)
- Familiarity effect
- Stereotypes
- Prejudice
- Social categorization
- Ingroups and outgroups
- Theories on altruism
- Bystander effect
- Diffusion of responsibility
- Perspectives on aggression
- Social loafing
- Groupthink
- Conformity (e.g., Asch's research)
- Obedience (e.g., Milgram's research)
- Attraction: Proximity, physical attractiveness, similarity
- Romantic love: Passionate and companionate love
- Sternberg's triangular theory of love
- Attachment theory of love
- Biology, gender, culture, and love

PAST MATERIAL:
- Approaches to psychology
- Areas of specialization
- Experimental method: Independent and dependent variables, validity, reliability
- Correlational research
- Divisions of the nervous system
- Neurons, receptors, and neurotransmitters
- Thalamus, amygdala, hippocampus, hypothalamus
- Frontal, parietal, occipital, and temporal lobes
- Lateralized brain
- Absolute threshold and just noticeable difference
- Rods and cones
- Gestalt psychology and laws of grouping: Figure-ground, proximity, similarity, continuity, closure, simplicity
- Top-down and bottom-up processing
- Levels of consciousness
- REM sleep
- Dreams and theories about dreaming
- Sleep disturbances
- Classical conditioning
- Unconditioned stimulus, unconditioned response, conditioned stimulus, conditioned response
• Pavlov's experiment
• Watson and Little Albert
• Acquisition, generalization, discrimination, extinction, spontaneous recovery
• Operant conditioning
• Positive and negative reinforcement
• Positive and negative punishment
• Schedules of reinforcement: Continuous, partial, fixed and variable ratio, fixed and variable interval
• Observational or social learning (e.g., Bobo dolls studies)
• Information-processing (three-box) model: External stimuli, sensory memory, short-term memory, long-term memory
• Immediate memory span
• Chunking
• Maintenance and elaborative rehearsal
• Depth of processing
• Serial-position curve, recency and primacy effects
• Episodic, semantic, and procedural memory
• Explicit and implicit memory
• Flashbulb memories
• Schemas
• Free recall and recognition
• Tip-of-the-tongue phenomenon
• Case of Clive Wearing
• Concept and prototype
• Heuristic, means-end analysis or decomposition, analogy, incubation
• Functional fixedness, confirmation bias
• Representativeness and availability heuristics
• Phonemes and morphemes
• Language development
• Theories of motivation: Drive, arousal, incentive
• Maslow's hierarchy of needs
• Basic emotions and facial expression of emotions: Joy, sadness, surprise, disgust, fear, anger, contempt
• General Adaptation Syndrome (Hans Selye)
• Basic categories of stressors: Catastrophes, major life events, daily hassles/microstressors
• Coping strategies: Problem-focused, emotion-focused, proactive, cognitive, behavioral, physical
• Theories of intelligence: Spearman's Two-Factor, Gardner's Multiple Intelligences, Sternberg's Triarchic
• Stanford-Binet Intelligence Scale
• Culture and testing
• Sigmund Freud
• Iceberg analogy
• Life and death instincts
• Id, superego, ego
• Pleasure principle, reality principle
• Stages of psychosexual development and fixation
• Examples of various defense mechanisms: Repression, denial, projection, reaction formation, displacement, rationalization, sublimation, regression
• Carl Jung (collective unconscious)
• Projective tests: Rorschach, TAT
• Criticisms of Freudian theory
• Social-learning theory and modeling (Bandura)
• Trait approach to personality
• Big Five model
• Biological roots of personality
• Developmental issues (e.g., nature/nurture)
• Twin-study method and adoption studies
• Legacy and criticisms of Jean Piaget's theory
• Assimilation and accommodation
• Piaget's stages of cognitive development and characteristics of each stage: Sensorimotor, preoperational, concrete operational, formal operational
• Object permanence
• Egocentrism
• Conservation tasks
• Attachment and behavioral milestones, e.g., separation protest, stranger anxiety
• Contact comfort (Harry Harlow)
• Ethological perspective (Konrad Lorenz, John Bowlby)
• Strange Situation (Mary Ainsworth)
• Attachment styles: Secure attachment, insecure-avoidant, insecure-anxious/ambivalent (resistant), insecure-disorganized/disoriented
• Attachment and later development
• Baumrind's parenting styles: Authoritarian, authoritative, permissive, uninvolved
• Clique and crowd
• Moral development, e.g., Kohlberg's theory
• Erikson's psychosocial stages
• Social/cultural norms
• Individualism and collectivism