Below are listed terms, concepts, names, and topics you will need to be familiar with to perform well on the 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 50 multiple-choice questions. Also note that this list may not be 100% inclusive. By NOT listing a term or concept, I do not imply that it will definitely not be on the exam.

- How intelligence is defined
- Theories of intelligence: Spearman's Two-Factor, Thurstone's Primary Mental Abilities, Sternberg's Triarchic, Gardner's Multiple Intelligences
- History of intelligence testing
- How IQ was and is calculated
- Stanford-Binet Intelligence Scale
- Infant and children's IQ tests
- Controversies surrounding IQ testing and scores, e.g., bias
- Early intervention programs, e.g., Head Start
- Learning disabilities
- Intellectual disability
- Gifted children
- Fluid and crystallized intelligence
- Cognitive functioning in adulthood
- Milestones in socioemotional development, e.g., social smile, stranger anxiety (wariness), separation anxiety
- Early development of emotions: Basic emotions, smiling, crying, sensitivity to others, social referencing, social interactions, interactive synchrony, display rules
- Later development of emotions (including in middle childhood and adolescence): Complex emotions, linguistic and cognitive skills, emotional self-regulation
- Emotions in adulthood
- Temperament and its components
- Temperament profiles: Easy, difficult, slow-to-warm-up
- Goodness of fit
- Attachment and its importance
- Phases of attachment: Asocial, indiscriminate, specific, multiple
- Measuring attachment in children and adults, e.g., the Strange Situation, the Attachment Q-set, and the Adult Attachment Interview
- Attachment styles: Secure, insecure resistant, insecure avoidant, insecure disorganized
- Factors influencing attachment styles
- Attachment and later development
- Internal working models
- Erikson’s theory of psychosocial development and personality theories moving beyond Erikson
- Trait approaches to personality
- Developing a sense of self: Linguistic markers, emotional markers, cognitive-behavioral markers
- Mirror self-recognition (rouge test)
- Self-concept
- Age differences in self-descriptions
- Cultural differences in self-descriptions
- Sex and socioeconomic differences in self-descriptions
- Self-esteem and its measurement
- Factors associated with self-esteem (e.g., social comparison)
- Research on self-esteem development
- Establishing identity
- Marcia’s approach to identity development
- Identity, race, and ethnicity
- Self in adulthood
- Career choices (e.g., Ginzberg’s theory) and challenges of work
- Moral reasoning
- Kohlberg's theory of moral development: Preconventional, conventional, postconventional levels
- Carol Gilligan's ethic of caring
- Development of prosocial behavior
- Altruism
- Perspective-taking
- Empathy
- Religion and spirituality across the lifespan
- Forms of aggression
- Roots of aggressive behavior
- Effects of interventions on aggression