

AP Psych Spring Final Study Guide

This study guide was created to help *guide* you when you're studying. This does not contain everything that will be on the test, but it is a good place to start.

Ways to help you study: 1. Practice terms on Quizlet. 2. Read through your notes, documents from class, and the textbook. 3. Ask Mrs. Feldman for help if you need it.

Unit 6 Developmental Psychology (*Unit 9 in book- Plus Module 36*)

Know the following terms/names:

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| <ul style="list-style-type: none"> <input type="checkbox"/> Chronological development <input type="checkbox"/> Lifespan development <input type="checkbox"/> Stability and change <input type="checkbox"/> Nature v. nurture <input type="checkbox"/> Continuous development <input type="checkbox"/> Discontinuous development <input type="checkbox"/> Teratogens <input type="checkbox"/> Fetal alcohol syndrome <input type="checkbox"/> Fine Motor coordination <input type="checkbox"/> Gross Motor coordination <input type="checkbox"/> Rooting reflex <input type="checkbox"/> Habituation <input type="checkbox"/> Maturation <input type="checkbox"/> Schemas <input type="checkbox"/> Assimilate <input type="checkbox"/> Accommodate <input type="checkbox"/> Sensorimotor stage <input type="checkbox"/> Object permanence <input type="checkbox"/> Preoperational stage <input type="checkbox"/> Mental symbols <input type="checkbox"/> Pretend play <input type="checkbox"/> Parallel play <input type="checkbox"/> Imaginary audience <input type="checkbox"/> Conservation <input type="checkbox"/> Reversibility <input type="checkbox"/> Animism <input type="checkbox"/> Egocentrism <input type="checkbox"/> Theory of mind <input type="checkbox"/> Concrete operational stage <input type="checkbox"/> Systematic thinking <input type="checkbox"/> Formal operational stage <input type="checkbox"/> Abstract thinking <input type="checkbox"/> Hypothetical thinking <input type="checkbox"/> Scaffolding (Vygotsky) <input type="checkbox"/> Zone of Proximal Development <input type="checkbox"/> Stranger anxiety | <ul style="list-style-type: none"> <input type="checkbox"/> Attachment styles <ul style="list-style-type: none"> ○ Secure, insecure, avoidant, anxious, disorganized <input type="checkbox"/> Separation anxiety <input type="checkbox"/> Critical period <input type="checkbox"/> Imprinting <input type="checkbox"/> Temperament <input type="checkbox"/> Social clock <input type="checkbox"/> Basic trust <input type="checkbox"/> Adolescence <input type="checkbox"/> Personal fable <input type="checkbox"/> Stage Theory of Psychosocial Development <ul style="list-style-type: none"> ○ Trust v. mistrust ○ Autonomy v. shame/doubt ○ Initiative v. guilt ○ Industry v. inferiority ○ Identity v. role confusion ○ Intimacy v. isolation ○ Generativity v. stagnation ○ Integrity v. despair <input type="checkbox"/> racial/ethnic identity <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Religious identity <input type="checkbox"/> Occupational identity <input type="checkbox"/> Familial identity <input type="checkbox"/> Possible selves <input type="checkbox"/> Emerging adulthood <input type="checkbox"/> Sensitive period <input type="checkbox"/> Critical period <input type="checkbox"/> Imprinting <input type="checkbox"/> Visual cliff <input type="checkbox"/> Ecological systems theory <input type="checkbox"/> Microsystem <input type="checkbox"/> Mesosystem <input type="checkbox"/> Macrosystem <input type="checkbox"/> Chronosystem | <ul style="list-style-type: none"> <input type="checkbox"/> Achievement (adolescent development) <input type="checkbox"/> Diffusion (adolescent development) <input type="checkbox"/> Foreclosure (adolescent development) <input type="checkbox"/> Moratorium (adolescent development) <input type="checkbox"/> Primary sex characteristics <input type="checkbox"/> Secondary sex characteristics <input type="checkbox"/> Puberty <input type="checkbox"/> Growth spurt <input type="checkbox"/> Menarch <input type="checkbox"/> Menopause <input type="checkbox"/> Spermarche <input type="checkbox"/> Cross-sectional studies <input type="checkbox"/> Longitudinal studies <input type="checkbox"/> Meta analysis <input type="checkbox"/> Crystallized intelligence <input type="checkbox"/> Fluid intelligence <input type="checkbox"/> Dementia <input type="checkbox"/> Phonemes <input type="checkbox"/> Morphemes <input type="checkbox"/> Semantics <input type="checkbox"/> Grammar <input type="checkbox"/> Syntax <input type="checkbox"/> Cooing <input type="checkbox"/> Babbling stage <input type="checkbox"/> One-word stage <input type="checkbox"/> Two-word stage <input type="checkbox"/> Telegraphic speech <input type="checkbox"/> Overgeneralization of language rules |
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Standards:

- Explain how enduring themes inform developmental psychology.
- Describe ways cross-sectional and longitudinal research design methods used in developmental psychology inform understanding about behavior and mental processes.
- Explain how physical development before birth applies to behavior and mental processes.
- Explain how physical development in infancy and childhood apply to behavior and mental processes.
- Explain how physical development in adolescence applies to behavior and mental processes.
- Explain how physical development in adulthood applies to behavior and mental processes.
- Describe how sex and gender influence socialization and other aspects of development.
- Explain how theories of cognitive development apply to behavior and mental processes.
- Explain how key components of language and communication apply to behavior and mental processes.
- Explain how language develops in humans.
- Explain how social development relates to behavior and mental processes.

Unit 7: Motivation, Emotion, and Personality (Units 8 and 10 in the book)

Know the following terms/names:

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| <ul style="list-style-type: none"> <input type="checkbox"/> Motivation <input type="checkbox"/> Instinct <input type="checkbox"/> Drive-reduction theory <input type="checkbox"/> Homeostasis <input type="checkbox"/> Incentive Theory <input type="checkbox"/> Arousal Theory <input type="checkbox"/> Optimal Arousal <input type="checkbox"/> Yerkes-Dodson Law <input type="checkbox"/> Self-determination Theory <input type="checkbox"/> Hierarchy of needs <input type="checkbox"/> Lewin's Motivation Conflicts Theory <ul style="list-style-type: none"> ○ Approach-Approach ○ Approach-Avoidance ○ Avoidance-Avoidance <input type="checkbox"/> Intrinsic Motivation <input type="checkbox"/> Extrinsic Motivation <input type="checkbox"/> Sensation-seeking Theory <ul style="list-style-type: none"> ○ Thrill-seeking ○ Adventure-seeking ○ Disinhibition ○ Boredom susceptibility <input type="checkbox"/> Glucose <input type="checkbox"/> Set point <input type="checkbox"/> Basal metabolic rate <input type="checkbox"/> Ghrelin <input type="checkbox"/> Leptin <input type="checkbox"/> Hypothalamus <input type="checkbox"/> Pituitary Gland | <ul style="list-style-type: none"> <input type="checkbox"/> Emotion <input type="checkbox"/> Affect <input type="checkbox"/> Broaden and Build Theory of Emotion <input type="checkbox"/> James-Lange theory <input type="checkbox"/> Cannon-Bard theory <input type="checkbox"/> Two-factor theory <input type="checkbox"/> Polygraph <input type="checkbox"/> Facial feedback hypothesis <input type="checkbox"/> Cognitive Label <input type="checkbox"/> Cognitive appraisal <input type="checkbox"/> Display rules <input type="checkbox"/> Elicitors <input type="checkbox"/> Personality <input type="checkbox"/> Free association <input type="checkbox"/> Unconscious processes <input type="checkbox"/> Ego Defense mechanisms <input type="checkbox"/> Repression <input type="checkbox"/> Sublimation <input type="checkbox"/> Denial <input type="checkbox"/> Displacement <input type="checkbox"/> Projection <input type="checkbox"/> Regression <input type="checkbox"/> Psychodynamic theories <input type="checkbox"/> Collective unconscious <input type="checkbox"/> Projective test <input type="checkbox"/> Thematic Apperception Test (TAT) <input type="checkbox"/> Rorschach inkblot test <input type="checkbox"/> False consensus effect | <ul style="list-style-type: none"> <input type="checkbox"/> Terror-management theory <input type="checkbox"/> Humanistic theories <input type="checkbox"/> Self-actualization <input type="checkbox"/> Unconditional positive regard <input type="checkbox"/> Trait <input type="checkbox"/> Personality inventories <input type="checkbox"/> Minnesota Multiphasic Personality Inventory (MMPI) <input type="checkbox"/> Empirically derived test <input type="checkbox"/> Factor analysis <input type="checkbox"/> Social-cognitive perspective <input type="checkbox"/> Reciprocal determinism <input type="checkbox"/> Self-concept <input type="checkbox"/> Spotlight effect <input type="checkbox"/> Self-esteem <input type="checkbox"/> Self-efficacy <input type="checkbox"/> Self-serving bias <input type="checkbox"/> Big Five Theory <ul style="list-style-type: none"> ○ Agreeableness ○ Openness to Experience ○ Extraversion ○ Conscientiousness ○ Emotional Stability <input type="checkbox"/> Narcissism <input type="checkbox"/> Individualism <input type="checkbox"/> Collectivism |
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Standards:

- Explain how the psychodynamic theory of personality defines and assesses personality
- Explain how the humanistic theory of personality defines and assesses personality
- Explain how the social-cognitive theory of personality defines and assesses personality
- Explain how trait theories of personality define and assess personality
- Explain how theories about motivation apply to behavior and mental processes.
- Explain how eating and belongingness motivate behavior and mental processes.
- Explain how theories of emotion apply to behavior and mental processes.
- Explain how social norms and experiences influence the expression of emotion

Unit 8: Physical and Mental Health (Units 12 & 13 in book)
Know the following terms/names:

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| <ul style="list-style-type: none"> <input type="checkbox"/> Health Psychology <input type="checkbox"/> Psychoneuroimmunology <input type="checkbox"/> Stress <input type="checkbox"/> Approach-avoidance motives (Lewin) <input type="checkbox"/> General Adaptation Syndrome (GAS) <input type="checkbox"/> Tend-and-befriend response <input type="checkbox"/> Coronary heart disease <input type="checkbox"/> Type A <input type="checkbox"/> Type B <input type="checkbox"/> Catharsis <input type="checkbox"/> Coping <input type="checkbox"/> Problem-focused coping <input type="checkbox"/> Emotion-focused coping <input type="checkbox"/> Personal control <input type="checkbox"/> Learned helplessness <input type="checkbox"/> External locus of control <input type="checkbox"/> Internal locus of control <input type="checkbox"/> Self-control <input type="checkbox"/> Positive Psychology <input type="checkbox"/> Subjective well-being <input type="checkbox"/> Feel-good, do-good phenomenon <input type="checkbox"/> Adaptation level phenomenon <input type="checkbox"/> Relative deprivation <input type="checkbox"/> Broaden-and-build theory <input type="checkbox"/> Aerobic exercise <input type="checkbox"/> Resilience <input type="checkbox"/> Mindfulness meditation <input type="checkbox"/> Gratitude <input type="checkbox"/> Psychological disorder <input type="checkbox"/> Medical model <input type="checkbox"/> Diathesis-stress model <input type="checkbox"/> Epigenetics <input type="checkbox"/> DSM-5 <input type="checkbox"/> Anxiety disorders <input type="checkbox"/> Generalized anxiety disorder (GAD) <input type="checkbox"/> Taijin kyofusho | <ul style="list-style-type: none"> <input type="checkbox"/> Panic disorder <input type="checkbox"/> Ataque de nervios <input type="checkbox"/> Phobias <input type="checkbox"/> Social anxiety disorder <input type="checkbox"/> Agoraphobia <input type="checkbox"/> Obsessive-compulsive disorder (OCD) <input type="checkbox"/> Hoarding disorder <input type="checkbox"/> Trauma and stressor-related disorders <input type="checkbox"/> Posttraumatic stress disorder (PTSD) <input type="checkbox"/> Posttraumatic growth <input type="checkbox"/> Mood disorders <input type="checkbox"/> Major depressive disorders <input type="checkbox"/> Persistent depressive disorder <input type="checkbox"/> Postpartum depression <input type="checkbox"/> Mania <input type="checkbox"/> Bipolar disorders (I and II) <input type="checkbox"/> Rumination <input type="checkbox"/> Schizophrenia spectrum disorders (chronic and acute) <ul style="list-style-type: none"> <input type="checkbox"/> Positive & Negative Symptoms <input type="checkbox"/> Psychosis <input type="checkbox"/> Delusions <input type="checkbox"/> Hallucinations <input type="checkbox"/> Somatic symptom disorder <input type="checkbox"/> Conversion disorder <input type="checkbox"/> Illness anxiety disorder <input type="checkbox"/> Dissociative disorders <input type="checkbox"/> Dissociative identity disorder <input type="checkbox"/> Anorexia nervosa <input type="checkbox"/> Bulimia nervosa <input type="checkbox"/> Binge-eating disorder <input type="checkbox"/> Personality disorders <ul style="list-style-type: none"> <input type="checkbox"/> The Odd, Eccentric <input type="checkbox"/> Dramatic, Unpredictable <input type="checkbox"/> Anxious, Fearful | <ul style="list-style-type: none"> <input type="checkbox"/> Neurodevelopmental disorders <input type="checkbox"/> Autism Spectrum Disorder <input type="checkbox"/> Attention-deficit/hyperactivity disorder (ADHD) <input type="checkbox"/> Psychotherapy <input type="checkbox"/> Biomedical therapy <input type="checkbox"/> Eclectic approach <input type="checkbox"/> Resistance <input type="checkbox"/> Interpretation <input type="checkbox"/> Transferring <input type="checkbox"/> Psychodynamic therapy <input type="checkbox"/> Insight therapies <input type="checkbox"/> Client-centered therapy <input type="checkbox"/> active listening <input type="checkbox"/> Unconditional positive regard <input type="checkbox"/> Behavior therapy <input type="checkbox"/> Counterconditioning <input type="checkbox"/> Exposure therapy <input type="checkbox"/> Systematic desensitization <input type="checkbox"/> Virtual reality exposure therapy <input type="checkbox"/> Aversive conditioning <input type="checkbox"/> Token economy <input type="checkbox"/> Cognitive therapies <input type="checkbox"/> Rational-emotive behavior therapy (REBT) <input type="checkbox"/> Cognitive-behavioral therapy (CBT) <input type="checkbox"/> Group therapy <input type="checkbox"/> Family therapy <input type="checkbox"/> Evidence-based practice <input type="checkbox"/> Therapeutic alliance <input type="checkbox"/> Psychopharmacology <input type="checkbox"/> Antipsychotic drugs <input type="checkbox"/> Antianxiety drugs <input type="checkbox"/> Antidepressants <input type="checkbox"/> Electroconvulsive therapy (ECT) <input type="checkbox"/> Repetitive transcranial magnetic stimulation (rTMS) <input type="checkbox"/> Psychosurgery <input type="checkbox"/> Lobotomy |
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Standards:

- Explain how health psychology addresses issues of physical health and wellness as they apply to behavior and mental processes.
- Explain how stress applies to behavior and mental processes.
- Explain how reactions to stress apply to behavior and mental processes.
- Explain how the ways that people cope with stress applies to behavior and mental processes.
- Explain how positive psychology approaches the study of behavior and mental processes.
- Explain how positive subjective experiences apply to behavior and mental processes.
- Describe the approaches used to define behaviors and mental processes as psychological disorders.
- Explain how psychological perspectives define psychological disorders.
- Explain how interaction models define psychological disorders.
- Describe the symptoms and possible causes of selected neurodevelopmental disorders.
- Describe the symptoms and possible causes of selected schizophrenic spectrum disorders.
- Describe the symptoms and possible causes of selected depressive disorders.
- Describe the symptoms and possible causes of selected bipolar disorders.
- Describe the symptoms and possible causes of selected anxiety disorders.
- Describe the symptoms and possible causes of selected obsessive-compulsive disorders and related disorders.
- Describe the symptoms and possible causes of selected dissociative disorders.
- Describe the symptoms and possible causes of selected trauma and stressor-related disorders.
- Describe the symptoms and possible causes of selected feeding and eating disorders.
- Describe the symptoms and possible causes of selected personality disorders.
- Describe research and trends in the treatment of psychological disorders.
- Describe ethical principles in the treatment of psychological disorders.
- Describe techniques used with psychological therapies.
- Explain how group therapy is different from individual therapy.
- Describe interventions derived from the biological perspective.

Unit 9: Social Psychology (*Unit 14 in the book*)

Know the following terms/names:

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| <ul style="list-style-type: none"> <input type="checkbox"/> Social psychology <input type="checkbox"/> Attribution theory <input type="checkbox"/> Dispositional attributions <input type="checkbox"/> Fundamental attribution error <input type="checkbox"/> Attitudes <input type="checkbox"/> Peripheral route persuasion v. Central route persuasion <input type="checkbox"/> Foot-in-the-door phenomenon <input type="checkbox"/> Door-in-the-face phenomenon <input type="checkbox"/> Role <input type="checkbox"/> actor/observer bias <input type="checkbox"/> Cognitive dissonance theory <input type="checkbox"/> Conformity <input type="checkbox"/> Normative social influence <input type="checkbox"/> Informational social influence <input type="checkbox"/> Social facilitation <input type="checkbox"/> Social impairment <input type="checkbox"/> Social loafing <input type="checkbox"/> Social comparison <input type="checkbox"/> Deindividuation <input type="checkbox"/> Group polarization <input type="checkbox"/> Groupthink <input type="checkbox"/> Culture <input type="checkbox"/> Norms <input type="checkbox"/> Prejudice <input type="checkbox"/> Stereotypes <input type="checkbox"/> Ethnocentrism <input type="checkbox"/> Discrimination <input type="checkbox"/> Just-world phenomenon <input type="checkbox"/> Ingroup <input type="checkbox"/> Ingroup bias <input type="checkbox"/> Outgroup <input type="checkbox"/> Individualistic v. collectivist cultures | <ul style="list-style-type: none"> <input type="checkbox"/> False-consensus effect <input type="checkbox"/> Obedience <input type="checkbox"/> Scapegoat theory <input type="checkbox"/> Other-race effect <input type="checkbox"/> Aggression <input type="checkbox"/> Frustration-aggression principle <input type="checkbox"/> Social scripts <input type="checkbox"/> Mere-exposure effect <input type="checkbox"/> Passionate love <input type="checkbox"/> Companionate love <input type="checkbox"/> Equity <input type="checkbox"/> Self-disclosure <input type="checkbox"/> Self-serving bias <input type="checkbox"/> Altruism <input type="checkbox"/> Burnout <input type="checkbox"/> Social debt <input type="checkbox"/> Bystander effect <input type="checkbox"/> Social exchange theory <input type="checkbox"/> Reciprocity norm <input type="checkbox"/> Social-responsibility norm <input type="checkbox"/> Conflict <input type="checkbox"/> Social traps <input type="checkbox"/> Mirror-image perceptions <input type="checkbox"/> Self-fulfilling prophecies <input type="checkbox"/> Superordinate goals <input type="checkbox"/> Halo Effect <input type="checkbox"/> GRIT <input type="checkbox"/> Asch Study <input type="checkbox"/> Milgram Study <input type="checkbox"/> Stanford Prison Study <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <input type="checkbox"/> Also, be prepared to answer questions from UNITS 1-8 |
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Learning Goals:

- Explain how person perception and attribution theory applies to behavior and mental processes.
- Explain how stereotypes and implicit attitudes contribute to the behaviors and mental processes of prejudice and discrimination.
- Explain the process of attitude formation and change, including the concepts of persuasion.
- Explain how certain social situations influence one's conformity, obedience, aggression, and attraction.
- Explain how being in a group can affect an individual's behavior and mental processes.
- Explain how altruism, prosocial behavior, and conflict affects behavior and mental processes.