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Question: What is Primary and secondary memory?

Answer: Information that is perceived enters a short-term store that they termed primary memory. Primary memory has a limited capacity; it can only contain a few items. However, retrieval from primary memory is quite easy. If a piece of information is present in primary memory, the person is almost certain to be able to recall it. While information is in primary memory, it may be rehearsed. Rehearsal has two functions. It tends to maintain information in primary memory, and it can cause transfer of the information to the long-term memory store (which Waugh and Norman called secondary memory). If information is not rehearsed, then it is lost (forgotten) from primary memory, perhaps without ever being transferred to secondary memory. Secondary memory differs from primary memory in several ways. It has an unlimited capacity. Waugh and Norman saw no reason not to assume that an essentially infinite amount of information could be stored in secondary memory. Also, there was no evidence that information is ever lost from secondary memory after it has been transferred there. However, retrieval from secondary memory is much more difficult than retrieval from primary memory. Even if a piece of information is present in secondary memory, we might not be able to find it.

Question: What's the difference between a clinical psychologist and a psychiatrist?

Answer: A clinical psychologist has a doctor of philosophy (PhD) or doctor of psychology (PsyD) degree in clinical psychology. These degrees involve 4-6 years of study and practical experience in graduate school and a year or more of full-time supervised experience in a clinical internship. A doctorate in psychology prepares the psychologist to understand psychological research, and conduct psychological assessment and psychotherapy, which requires a license. Currently, psychologists do not prescribe medication except in the state of New Mexico or when trained for certain federal programs, and only then with extensive additional training in psychopharmacology. A psychiatrist has a doctor of medicine (MD) or sometimes doctor of osteopathic medicine (D.O.) degree, and four years of supervised experience in a psychiatric residency. Medical school primarily prepares the psychiatrist to conduct physical exams and prescribe medical treatments. The psychiatric residency provides training in treating psychiatric disorders.

Question: 7- Can Psychologists predict fate or destiny?

Answer: This is not actually the case. Lay people have these views because they see that psychologists are capable of accurately telling what type of people others are, what they are capable of doing, what are their potentials and capacities etc. In reality, the case is different since psychologists can only predict not the destiny but the direction that one may adopt in future; psychologists can assess and predict personality and behavior because they get professional training for studying human behavior and that is why they can easily tell what type of a person

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one is, what might be his potentials, and how much he/ she is capable of performing certain tasks.

Question: 8- Can Psychologists give medicines?

Answer: Not psychologist, but psychiatrists are the ones who prescribe medicine to the mentally ill patients, as they have a professional degree in medicine that authorizes them to prescribe medication.

Question: 9- What are the most prevalent models/approaches/perspectives of psychology?

Answer: • Biological Approach • Psychodynamic Approach • Behaviorist / Behavioral Approach • Humanistic Approach • Cognitive Approach

Question: 18- How would you define Experimental Research?

Answer: In experimental research experimentation is used for studying a phenomenon. In an experiment the variable of interest (independent variable) is manipulated/ altered and the effect of this manipulation is studied. The main feature of experimentation is control; keeping all those variables and conditions under control, that can have an impact on the findings of the study i.e. variables that can interfere with the impact of the independent variable.

Question: 20- What is meant by cognitive development?

Answer: Cognitive development is the process of the development of children understanding of the world as a function of age and experience. Cognitive development is the development of the 'thinking' and 'organizing systems' of the brain. It involves Language, Mental imagery, Thinking, Reasoning, Problem solving and Memory development

Question: 21- Explain the nervous system?

Answer: The Nervous system The system that controls and regulates the structure and function of the brain, spinal cord, nerves, and the nerve cells; it maintains coordination between the nervous system and the rest of the bodily systems. It is responsible for the internal communication system that ensures the integrated functioning of the various systems. Main Parts of the Nervous System The Central Nervous System The Peripheral Nervous System

Question: 22- What is meant by peripheral nervous system?

Answer: The Peripheral Nervous System (PNS): The part of the nervous system that includes all parts of the nervous system except the brain and the spinal cord Includes: • Somatic Division / Somatic Nervous System/ SNS • Autonomic division / Autonomic Nervous System/ ANS Somatic Division: controls the voluntary movements of the skeletal muscles. Autonomic division: controls the involuntary movements all over the body; movements of the heart, lungs, stomach, glands and other organs.

Question: 23- How can we explain endocrine system?

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Answer: Endocrine system is a collection of glands that produce hormones that regulate body's growth, metabolism, sexual development and functions. The hormones are released into the bloodstream and transported to tissues and organs throughout the body.

Question: 24- What is perception?

Answer: Perception is the process of selecting, organizing, and interpreting stimuli; it includes identification, recognition, and images of the stimulus in question; previous experiences have a role to play in it. Perception is holistic. Perception is the mental organization and interpretation of sensory information

Question: 26- What does perceptual organization mean?

Answer: Organizing raw sensory stimuli into meaningful experiences.

Question: 27- What is Phi phenomenon?

Answer: When two lights are in close proximity to each other, flashing alternately, appear to be one light moving back and forth; therefore the whole was different from the separate parts. Movement is perceived whereas it never occurred.

Question: 28- How would you describe illusions?

Answer: Illusion is misperception, or false perception. It is when the physical stimulus constantly and persistently produces error in perception.

Question: 32- What are the main stages or extensions of classical conditioning?

Answer: Stages and Extensions of Classical Conditioning: • Acquisition • Extinction • Spontaneous recovery • Stimulus generalization • Stimulus discrimination • Higher Order Conditioning

Question: 34- How can we apply operant conditioning in real life situations?

Answer: Applications of Operant Conditioning • Child rearing. • Classroom management. • Teaching of skills. • Animal taming. • Advertising. • Psychological intervention and Psycho- therapy: behavior modification, assertiveness training, and token economy.

Question: 36- How latent learning can be defined?

Answer: The type of learning in which the organism does learn or acquire a particular behavior but does not readily demonstrate it until reinforcement is provided; performance may not be the same as what one has actually learnt.

Question: 37- What is meant by observational Learning?

Answer: Observational learning refers to learning through observation of others' behavior; or as a result of modeling. According to Albert Bandura and colleagues, a major portion of our learning is based upon learning by observation.

Question: 38- Apply observational learning in real life situations?

Answer: Observational learning can be, and has been, used successfully for: • Overcoming fears in children • Assertiveness training • Treating fear of medical treatment and surgery • Learning sports and athletics • Learning new skills, like swimming • Classroom situation: good performers and high achievers are rewarded so that they act as models for other children • Learning gender roles • Adopting new fashions • Starting smoking • Drug abuse • Drinking alcohol • Violence and aggression learnt and displayed by children

Question: 52- What is Maslow's Hierarchy of Needs?

Answer: It is basically a stage theory. It states that needs at one level have to be met in order for one to move on to higher order. The needs at the lowest/primary/base level are the physiological needs, whereas the highest order needs are the self-actualization needs

Question: 53- What do you mean by self actualization?

Answer: Self-Actualization is most advanced human need based on the desire to grow and utilize One's potential up to the optimal level.

Question: 54- What are emotions?

Answer: A response that includes feelings such as happiness, fear, sadness, grief, sorrow etc. It involves: • Physiological arousal • Expression of and • The conscious or the cognitive experience of the situation that influence behavior.

Question: 61-Is the personality measurable?

Answer: Psychologists do measure the personality. Following are the assessment techniques used: 1. Interview 2. Observation and behavioral assessment 3. Psychological tests 4. Self-report measures 5. Projective tests

Question: 62-Define 16 pf: sixteen personality factor questionnaire?

Answer: Cattell identify 16 traits that represent basic dimensions of personality. He called these traits, source traits. Cattell developed a measure that provided a score for each of the 16 source traits. The measure is called sixteen personality factor questionnaire or 16pf.

Question: 68-Define emotional intelligence or EI/EQ?

Answer: It is the type of social intelligence which is the ability to cope with one's own and Other's emotions, to differentiate between them and use information for guiding one's thoughts and actions. It includes these aspects: • Self-awareness • Managing emotions • Empathy • Handling relationships.

Question: 3- Who study Psychology?

Answer: Psychology attracts many students. Some specialize in Psychology, and they complete BSc or BA degrees with Psychology as their major subject. Others take Psychology because it complements many degrees. For example, many students take some psychology to go with their degrees in Law, Health Sciences, Education, Philosophy, Management, Marketing, Neuroscience, Computer

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Question: 4- What is the scope of Psychology?

Answer: After doing a degree course in psychology one may join a variety of work settings, the most common being: • Education/teaching • Research • Hospitals/clinics • Recruiting/screening agencies • Specialized professional settings e.g. armed forces, social welfare etc.

Question: How can you differentiate between a clinical psychologist and a psychiatrist?

Answer: Clinical Psychologists and Psychiatrists are both trained to diagnose and treat psychological disorders and dysfunctions. Both can provide therapy and counseling services for children and adults. Psychiatrists have a general medical degree and then advanced training in psychiatry. Psychiatrists can prescribe medication for people with serious mental illness, such as schizophrenia, whereas psychologists cannot. Clinical Psychologists have a MA, MSc or PhD in Psychology and advanced training in Clinical Psychology (Postgraduate Diploma in Clinical Psychology). As well as therapy and counseling services, clinical psychologists can do psychological testing with well-researched tests. Psychiatrists usually do not do psychological testing.

Question: 6- Can psychologists study mind or personality?

Answer: This is the most frequent thought that comes into the mind of people who believe that psychologists are like magicians who can tell every thing about any person, his thoughts, feelings emotions, personality and all that other people cannot tell. This actually is not the case, because psychologists are not the magicians or something like that. They are professionals and their area of interest is basically the study of human behavior and mental processes; and this requires good observation as well as good prediction. Another important thing that has to be kept in mind is that not all of those who have a degree in psychology can understand, explain, and predict the personality or behavior of a person, because it mainly requires not just good observation but proper training as well.

Question: 10- What are the main concerns of Gestalt psychology?

Answer: An approach that focuses on the organization of perception and thinking in a “whole” sense rather than on the individual elements of perception. Instead of considering the individual parts that make up thinking, gestalt psychologists took the opposite track. They concentrated on how people consider individual elements as units or wholes. Their contribution in understanding the perceptual phenomena is very significant.

Question: 11- What is the main interest of psychodynamic school of thought?

Answer: Psychodynamic School focuses on the unconscious forces that drive/ motivate human behavior. This approach concentrates on the belief that behavior is motivated by the inner forces, over which individuals have little control. Founded by the Viennese physician Sigmund Freud in early 1900s, proponents of psychodynamic perspective give importance to the inner unconscious experiences and the forces that led that behavior. Freud believed that unconscious determinants of behavior had a revolutionary effect on 20th century thinking, not

just in psychology but also in related fields as well. Although many of the basic principles of psychodynamic thinking have been highly criticized, the model grown out of Freud's work has provided a way not only for treating mental disorders but also for understanding everyday phenomena such as prejudice and aggression.

Question: 12- What is the main focus of behavioristic school of thought?

Answer: Behavioristic school of thought focuses on the overt observable behavior. The model emerged as a reaction to the earlier approaches that emphasized the significance of hidden, underlying, predetermined forces. The behaviorists suggest that observable behavior alone should be the main area of interest to psychology.

Question: 13- Explain the view of Humanistic school of thought?

Answer: The psychological model, that suggests that people are in control of their lives. It is considered as one of the most recent approaches to psychology. This approach rejected the view, that predetermined, automatic, biological forces, unconscious processes or the environment determines behavior. On the contrary, it proposes that people themselves decide about their lives. A failure in being capable of doing so leads to psychological problems. It also stresses the idea that people, by nature, tend to move towards higher levels of maturity and maximum potential.

Question: 14- What is the main focus of cognitive school of thought?

Answer: The psychological model that focuses on how people know, understands, and thinks about the world. Main emphasis is on how people understand of the world, and their thinking, affects their responses; how it may lead to positive or negative psychological consequences, and even health-related outcomes.

Question: 15- What is view of biological school of thought?

Answer: The psychological model that views behavior from the perspective of biological functioning, the role of brain, genes, neurotransmitters, endocrine glands etc. How the individual nerve cells are joined together, how the inheritance of certain characteristics from parents and other ancestors influences behavior, how the functioning of the body affects hopes and fears, what behaviors are due to instincts, and so on. Psychologists using the biological model view even more complex kinds of behaviors such as emotional responses e.g. anxiety, as having critical biological components.

Question: 16- How would you enlist main steps of scientific method?

Answer: Main steps of scientific methods are listed below: • Identifying the research problem • Review of the related literature • Formulation of hypotheses • Designing and conducting the research • Analysis of data • Drawing conclusions

Question: 43- Are Mnemonics the strategies?

Answer: Strategies used for organizing material to be learnt in such a way that encoding and recall is facilitated. These are short, verbal devices that help form association between material to be learnt and material that is familiar and is already stored in

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memory.

Question: 44- What is meant by chunking?

Answer: Chunking is a process whereby the items to be learnt are configured by grouping them considering their similarity, or combining them into larger patterns based upon information residing in long-term memory, or on the basis of some other principle of organization.

Question: 45- How Tip-of-the-tongue Phenomenon can be defined?

Answer: Tip-of-the-tongue Phenomenon means the Inability to recall events, details, or information that we thought we knew very well.

Question: 47- How many types of memory disorders/dysfunctions are there?

Answer: • Amnesia • Dementia • Alzheimer's disease • Huntington's disease (HD) • Amyotrophic Lateral Sclerosis (ALS) • Korsakoff's syndrome

Question: 30- Enlist the main explanations of learning?

Answer: Three main explanations of learning are: • Classical conditioning • Operant conditioning • Cognitive approaches to learning

Question: 31- Define classical conditioning?

Answer: A type of learning in which a previously neutral stimulus starts eliciting a response that was originally the response to a natural stimulus i.e., a stimulus that was meant to produce that response; it so happens because the neutral stimulus had been closely associated with the natural stimulus.

Question: 33- What is operant learning?

Answer: Type of learning in which a voluntary response becomes stronger or weaker depending on its positive or negative consequences.

Question: 35- What does cognitive approach state about learning?

Answer: Cognitive approach focuses upon the thought processes underlying learning. This approach gives importance to cognition for understanding and explaining learning. This approach emphasizes • Thoughts • Feelings • Thinking • Values • Expectations etc

Question: 46- What is forgetting?

Answer: Forgetting is the inability to retrieve or recall information from the long- term memory.

Question: 50- What are the main psychological needs?

Answer: Main psychological needs are: • Achievement • Curiosity • Need for appraisal • Need for affiliation • Need for power • Work as motive

Question: 55- Can we live without emotions?

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Answer: Emotions make our life bright and enlightened, because without the experience of emotions, our life would be dull, uninteresting, gloomy and without any purpose. Psychologists identified number of functions of emotions that have a vital role in our daily life. They are: • Stirred up for the fight or flight action • Modifying the future responses and behavior • Social interactions are enhanced

Question: 56- Do physiological changes occur during emotions?

Answer: Following are the changes observed during emotions o Respiratory Changes o Pupillometrics o Changes in Blood Pressure and heart rate o Glandular Responses o Neural Reactions o Galvanic Skin Response o Emotional Intensity and State of Arousal o 8. Other Common Bodily Changes During Emotions • Dryness of throat and mouth, • Muscle tension, • Weakness or fainting, • Trembling, and • Sinking feeling in heart or stomach.

Question: 57-Differentiate creativity and creative thinking?

Answer: Creativity may be defined as the innovative, novel responses and ideas into a harmonious whole/ form while Creative thinking is the ability to generate a variety of unusual solutions to a problem

Question: 58-What is personality?

Answer: Personality is the sum total of characteristics on the basis of which people can be differentiated from each other. It consists of characteristics that are relatively enduring, and that make us behave in a consistent and predictable way.

Question: 59-How can we summarize the key concepts of psychodynamic approach?

Answer: Psychic Determinism: All behaviors are determined i.e., it has a cause that lies in the mind/psyche. Role of Unconscious: A significant part of our behavior is generated by unconscious forces. Conscious: Contains thoughts and feelings which one is immediately aware of. Subconscious: Mind level below the level of conscious awareness. Preconscious: Part of the sub conscious that can be accessed by deliberate choice. Unconscious: Id: The source of basic drives; operates under the 'pleasure principle' i.e., wants immediate gratification of needs. Ego: Mediates the link of the self with the outside world, the 'real world', as well as between the id and superego; ego operates under the "reality principle" or the demands of the environment. Super Ego: Governed by the moral constraints Opposes the id and represents the moral demands of the family and society; it is the 'moral self' or the 'conscience' of a person.

Question: 60-What does trait approaches states?

Answer: Trait approaches states that there are certain traits that form the basis of an individual's personality.

Question: 63-What is MMPI (Minnesota Multiphasic Personality Inventory)?

Answer: It is the most frequently used personality test. It was initially developed to identify people having specific sorts of psychological difficulties. But it can predict a variety of other behaviors too.

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Question:	64-What is intelligence?
Answer:	According to Feldman “intelligence is the capacity to understand the world, think rationally, and use resources effectively when faced with challenges”
Question:	66-How we can define moral Intelligence?
Answer:	It is the ability to differentiate between right and wrong. More comprehensively, it is the capacity of making right decisions that are not only beneficial for one self but to others as well
Question:	67-What is Social Intelligence?
Answer:	It is the ability to understand and deal with people; salesmen, politicians, teachers, clinicians, and religious leaders exhibit this type of intelligence It is also the ability to understand and deal one’s own self by identifying one’s thoughts, feeling, attitudes and behaviors
Question:	72-Define the Interventions used in different perspectives?
Answer:	Psychoanalysis • Free association • Dream Analysis Behavioristic approach to treatment • Systematic desensitization • Aversive therapy • Flooding and implosive therapy. • Observational Learning • Token Economy/ Token System: • Contingency Contracting: Cognitive Approach in Behavior Modification • Negative and unacceptable behavior is modified through constructive strategies. • In order to modify the behavior, reinforcement techniques are used. • Rational-Emotive Behavior Therapy Developed by Albert Ellis (1962, 1977). Focused on altering the irrational beliefs into more acceptable way. Humanistic therapies • Carl Roger’s Psychotherapy: known as “person- centered/Client- centered therapy/ Non- directive therapy.
Question:	73-What is Social Influence?
Answer:	The process through which our behavior is affected by the actions of another individual or a group.
Question:	75-What is a Stereotype?
Answer:	A kind of schema in which beliefs and expectations about members of a group are held simply on the basis of their membership in that group. It can be both positive and negative.
Question:	79-What is industrial/organizational psychology?
Answer:	The branch of psychology that investigates the psychology of the workplace. Industrial/organizational psychologists use the scientific methods and knowledge for studying the affects, cognitions, and behaviors of people in the work settings. Major focus of interest is • How best to fit the right person to a given job. • How best to fit the job to the person
Question:	81-How sports psychology can be defined?
Answer:	The branch of psychology that studies, understands, describes, and predicts the impact of psychological variables on athletic and sport performance. Sport

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psychology is the application of the principles, knowledge, training, and understanding of psychology for the understanding of factors affecting sport performance, with an aim to improve it, and to make the sportspersons feel stronger and more confident.

Question: 82-What is forensic psychology?

Answer: It is the area of psychology that applies psychological principles and methods to various areas of the legal system.

Question: 83-What role does psychologist play in the legal system?

Answer: • Assessment of the accused. • Testimony. • Psychological intervention for those under trial. • Rehabilitation of the convicted. • Research in criminal psychology: causes and contributing variables.

Question: 39- How would you define memory?

Answer: Memory refers to the processes by which people and other organisms encode, store, and retrieve information.

Question: 40- What are the three main functions of Memory?

Answer: • Encoding • Storage • Retrieval

Question: 41- How Memory Storage Systems/Memory Storehouses can be categorized?

Answer: • Sensory Memory • Short - term Memory • Long - term Memory

Question: 42- What does elaborative rehearsal mean?

Answer: A technique or process whereby the material to be learnt or remembered is elaborated upon in order to improve encoding of information. The information is organized in a manner easy to be stored or encoded.

Question: 51- Are the Intrinsic and Extrinsic Motivation different?

Answer: Intrinsic motivation: Motivation from within, or Internal motivation that energizes the person to satisfy or accomplish the goal; the goal is to attain enjoyment and personal satisfaction, in which no external tangible reward is involved e.g. altruistic behavior. Extrinsic motivation: Revolves around the tangible rewards such as money, social contacts.

Question: 71-How do the different perspectives view abnormality? Medical Perspective

Answer: Psychological problems are caused by physiological factors. These can be the biological processes and systems, genetic factors, the nervous system and the neurotransmitters, hormonal changes, or external variables affecting the biology of a person. Psychodynamic Perspective Childhood experiences are the root cause of mental disorders. Unconscious determinants are significant. Behavioral Perspective Abnormal behavior is learned. Abnormality is a learned response. It results from our interaction with the external world. Cognitive Perspective The factors causing mental disorders are a person's cognitions, thoughts, and beliefs.

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Humanistic Perspective People's need to self-actualize, and their responsibility for their own actions, play a central role in abnormality behavior. Sociocultural Perspective The social set up in which one lives, the family and the people around, the society, and the culture at large are of primary importance in the onset, and later treatment, of mental illness

Question: 74-How we can define prejudice?

Answer: Prejudice refers to the negative or positive expectations about social groups and their members.

Question: 76-Are Self-fulfilling prophecies the expectations?

Answer: Self-fulfilling prophecies are the expectation about the occurrence of an event or behavior that increases the likelihood that the event or behavior will happen.

Question: 77-What is health psychology?

Answer: The branch of psychology that focuses upon the role of psychological factors in the development and prevention of illness, in coping with disease, and in health promotion. It studies the relationship between psychological variables and well-being of a person.

Question: 78-Enlist concerns of a health psychologist?

Answer: A health psychologist works in the following areas: • Enhancement of health • Prevention of disease • Treatment of disease • Identification of risk factors • Improvement of the health care system • Shaping public opinion regarding health

Question: 80-Does consumer psychology concern consumer behavior?

Answer: Consumer psychology studies consumers' buying behavior and the effect of advertisement on these behaviors. Consumer psychology focuses upon consumers' decision making and their behavior in the market place. It also studies the effect of advertisement on people's attitude and buying habits is an area of special interest for a consumer psychologist.

Question: 1: What is psychology?

Answer: Beginning with the first psychological laboratory, founded in 1879 by German philosopher and physiologist Wilhelm Wundt, modern psychology's can be traced in many disciplines and countries. Psychology's historical perspectives and current activities lead us to define the field as the science of behavior and mental processes. It studies the way people and animals interact with the world and each other. This covers a wide range of topics. Here are few, questions they might address. Biopsychology. How do sleep, hormone levels and drugs affect our behaviour? Neuropsychology. How does our brain work? Development. Why do our abilities and behaviour change with age? Perception. What do our eyes tell our brain? Social Psychology. Why do groups of people treat each other the way they do? Abnormal Psychology. When do we decide that behaviour is "abnormal" and what causes such problems? Learning. How do our experiences influence our behaviour? Cognition. How do we remember things, solve problems and use language? Applied Psychology. How do we apply our knowledge of behaviour to

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everyday situations?

Forensic Psychology : Forensic psychology is the application of psychological principles and knowledge to various legal activities. Typical issues include child custody disputes, child abuse or neglect, assessing personal capacity to manage one's affairs, matters of competency to stand trial, criminal responsibility, personal injury, and advising judges in matters relating to sentencing regarding various mitigants and the actuarial assessment of future risk.

Linguistics : The scientific study of language, which may be undertaken from many different aspects, for example, sounds (phonetics) or structures of words (morphology) or meanings (semantics).

Empathy : Ability to imagine oneself in another's place and understand the other's feelings, desires, ideas, and actions. The empathic actor or singer is one who genuinely feels the part he or she is performing. The spectator of a work of art or the reader of a piece of literature may similarly become involved in what he or she observes or contemplates. The use of empathy was an important part of the psychological counseling technique developed by Carl R. Rogers

Object assembly : A Wechsler performance subtest consisting of one sample and four test-item jigsaw puzzles of common objects. The child is asked to assemble the pieces to complete a picture. Items are presented one at a time in a specified pattern. The items are timed, with bonus points awarded for speed; some points are awarded for partially correct responses. Object assembly is a test of synthesis, involving visual organization and visual-motor coordination and attention. ...

Reliability : The extent to which a measurement instrument yields consistent, stable, and uniform results over repeated observations or measurements under the same conditions each time. For example, a scale is unreliable if it weighs a child three times in three minutes and gets three different weights.

Validity : In statistics a valid measure is one which is measuring what it is supposed to measure. Validity implies reliability (accuracy). A valid measure must be reliable, but a reliable measure need not be valid.

Analytical intelligence : Analytical intelligence involves conscious direction of our mental processes to find thoughtful solutions to problems.

Cognitive Therapy : The treatment approach based on the theory that our cognitions or thoughts control a large part of our behaviors and emotions. Therefore, changing the way we think can result in positive changes in the way we act and feel.

Construct : any variable that can not be directly observed but rather is measured through indirect methods. (Examples: intelligence, motivation)

Convergent Logical and conventional thought leading to a single answer.

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Thinking :

Conversion Disorder : A somatoform disorder where the individual experiences a loss of sensation or function due to a psychological belief (e.g., paralysis, blindness, deafness).

Counter conditioning : The use of conditioning to eliminate a previously conditioned response. The conditioned stimulus (CS) is repaired with a different unconditioned stimulus (UCS) to eventually elicit a new conditioned response (CR)

Episodic Memory : Subcategory of Declarative memory where information regarding life events are stored.

Equity Theory : The theory that argues a couple must see each other as contributing and benefiting equally to the relationship for them both to feel comfortable in the relationship.

Etiology : Causal relationships of diseases; theories regarding how the specific disease or disorder began.

Experimental Group : In research, the group of subjects who receive the independent variable.

Experimental Method : Research method using random assignment of subjects and the manipulation of variables in order to determine cause and effect.

Insight : The understanding of a relationship between current thoughts, feelings, and/or behaviors and where these originated or how they are maintained.

Intelligence : The degree to which one can adapt to one's environment.

Intelligence Quotient [IQ] : The scores achieved on psychological tests aimed at quantifying intellectual ability.

Latent Learning : Learning that occurs without apparent reinforcement but is not demonstrated until such time as reinforcement occurs.

Learning : A relatively permanent change in behavior due to an interaction with the environment.

Learning Theory : Based on the idea that changes in behavior result more from experience and less from our personality or how we think or feel about a situation.

Libido : Sigmund Freud's terminology of sexual energy or sexual drive.

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Limbic System :	A brain system that plays a role in emotional expression, particularly in the emotional component of behavior, memory, and motivation.
Long Term Memory :	Relatively permanent memory.
Lucid Dream :	A dream in which you are aware of dreaming and are sometimes able to manipulate the dream.
Manifest Content :	According to Freud, the story-like superficial content of a dream, often representing only the daily activities and little underlying unconscious material.
Maslow, Abraham :	Humanistic Theorist most famous for the development of the Hierarchy of Needs.
Medulla Oblongata :	Part of the brainstem that controls vital life-sustaining functions such as heartbeat, breathing, blood pressure, and digestion.
Meta Analysis :	The statistical procedure used to combine numerous and independent research results into one study. Each research study becomes one subject in the meta-analysis.
Minnesota Multiphasic Personality Inventory, 2nd. :	An Objective test utilizing 567 items which have been empirically derived to measure a variety of psychological concerns.
Modeling :	Learning through the imitation or observation of others.
Mortality :	Subject drop-out in a research study. Mortality becomes a problem when a disproportionate drop out rate occurs between two or more groups (Example: 30% of males drop out of group one while only 2% of males drop out in group two, resulting in uneven groups).
Motive :	Internal states that provide direction for one's behaviors.
N :	Symbol used for the number of subjects or data in a distribution. A study with 10 subjects would have an N equal to 10.
Naturalistic Observation :	A research method where the subject(s) is(are) observed without interruption under normal or natural circumstances.
Negative	a correlation where one two variables tend to move in the opposite direction

Correlation : (example: the number of pages printed and the amount of ink left in your printer are negatively correlated. The more pages printed, the less ink you have left.)

Neuron : A specialized nerve cell.

Occipital Lobe : One of four lobes of the brain. Contains the visual cortex and therefore plays a major role in the interpretation of visual information.

Parasympathetic Nervous System : A subsystem of the Autonomic Nervous System (ANS) that returns the body to homeostasis.

Parietal Lobe : One of four lobes of the brain. Contains the Somatosensory Cortex and is therefore involved in the processing of touch, pressure, temperature, and pain.

Penis Envy : In Psychoanalytic Thought, the desire of girls to possess a penis and therefore have the power that being male represents.

Perception : The process of organizing and using information that is received through the senses.

Perceptual Constancy : The ability to perceive objects as unchanged despite the change noticed by the senses (e.g., the ability to understand and see buildings as remaining the same height even though they appear larger as we get closer to them).

Perfect Correlation : A correlation of either +1.0 or -1.0. A perfect correlation is extremely rare and when it occurs means that predicting one score based on another score is perfect or without error.

Person Centered Therapy : The therapeutic technique based on humanistic theory which is non-directive and empathic.

Persuasion : The deliberate attempt to influence the thoughts, feelings or behaviors of another.

Primary Reinforcer : A reinforcer that meets our basic needs such as food, water, sleep, or love.

Proactive Interference : Interference in memory due to prior learning.

Psychoanalytic Theory : developed by Freud consisting of the structural model of personality,

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Theory :	topographical model of personality, defense mechanisms, drives, and the psychosexual stages of development. The primary driving force behind the theory is the id, ego and superego and the division of consciousness into the conscious mind, the pre/subconscious, and the unconscious.
Psychosis :	Break from reality, usually identified by hallucinations, delusions, and/or disorientation.
Psychotropic Medication :	Prescription medication used primarily to treat mental illness.
Sample :	Portion of the entire population used to estimate what is likely happening within a population.
Shaping :	Gradually molding a specific response by reinforcing responses that come close to the desired response.
Short Term Memory :	The stage of memory where information is stored for up to 30 seconds prior to either being forgotten or transferred to long term memory.
Skinner, B. F. :	Considered the father of behavioral therapy. He once stated that with the ability to control a child's environment, he could raise a child to become anything he wanted.
Social Learning Theory :	Developmental theory arguing that personality is learned through the interactions with the environment.
Social Psychology :	The branch of psychology which focuses on society and it's impact on the individual.
Somatic Nervous System :	Sub system of the Peripheral Nervous System (PNS). Primary function is to regulate the actions of the skeletal muscles.
Stage Theory :	The idea that an individual must pass through one stage of development before he or she can reach the next stage.
State :	A temporary internal characteristic (e.g., depressed, angry)
State Dependent Memory :	The theory that information learned in a particular state of mind (e.g., depressed, happy, somber) is more easily recalled when in that same state of mind.

Sublimation : A defense mechanism where undesired or unacceptable impulses are transformed into behaviors which are accepted by society.

Superego : In Psychoanalytical theory, the part of the personality that represents the conscience.

Suppression : The defense mechanism where we push unacceptable thoughts out of consciousness and into our unconscious.

Temperament : A person's typical way of responding to his or her environment.

Trait : A relatively permanent internal characteristic (e.g., friendly, outgoing)

Unconditional Positive Regard : The nonjudgmental empathy and respect for another person.

Unconditioned Stimulus : The stimulus in a stimulus-response chain that is naturally occurring as opposed to learned.

Unconscious : According to Freud, the area of the psyche where unknown wishes and needs are kept that play a significant role in our conscious behavior.

Variable : Any factor which has the potential to influence another factor in a research study.

Acetylcholine : A neurotransmitter associated with voluntary movement, sleep and wakefulness.

Aggressive : An interpersonal style where only the immediate needs of the self are considered rather than the needs of others. (As opposed to passive or assertive)

Agoraphobia : An anxiety disorder characterized by an intense fear of leaving one's home.

All or None Law : Either a neuron completely fires or it does not fire at all.

Altruism : Behavior that is unselfish and may even be detrimental but which benefits others.

Amnesia : Loss of memory. Usually only a partial loss such as for a period of time or biographical information.

Anal : Stemming from the Anal stage, a child who becomes fixated due to over control

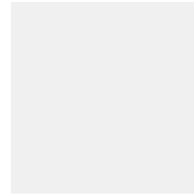
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Expulsive Personality : transfers his or her unresolved anal (or control) issues into characteristics such as cruelty, pushiness, messiness, or disorganization.

Anal Retentive Personality : Stemming from the Anal stage, a child who becomes fixated due to under control transfers his or her unresolved anal (or control) issues into characteristics such as compulsivity, stinginess, cleanliness, organization, and obstinance.

Quick Find:



Anxiety : The physiological and psychological reaction to an expected danger, whether real or imagined.

Behaviorism : The school of psychology founded on the premise that behavior is measurable and can be changed through the application of various behavioral principles.

Castration Anxiety : According to Freud's Stages of Psychosexual Development, the fear a boy in the phallic stage experiences due to a fear that his father will render him powerless if his father finds out about his attraction toward his mother.

Catharsis : The emotional release associated with the expression of unconscious conflicts.

Cerebellum : Part of the brain associated with balance, smooth movement, and posture.

Cerebral Hemispheres : The two halves of the brain (right and left)

Chemical Imbalance : A generic term for the idea that chemical in the brain are either too scarce or too abundant resulting in or contributing to a mental disorder such as schizophrenia or bipolar disorder. Others believe that the disorder precedes the imbalance, suggesting that a change in mood, for example, changes our chemicals rather than the chemical changing our mood.

Chunk : A unit of information used in memory

Chunking : Combining smaller units of measurement or chunks into larger chunks. (e.g., a seven chunk phone number such as 5-5-5-1-2-1-2 becomes a five chunk number such as 5-5-5-12-12)

Classical Conditioning : The behavioral technique of pairing a naturally occurring stimulus and response chain with a different stimulus in order to produce a response which is not naturally occurring.

Client Centered Therapy :	A humanistic therapy based on Carl Roger's beliefs that an individual has an unlimited capacity for psychological growth and will continue to grow unless barriers are placed in the way.
Cognition :	The process of receiving, processing, storing, and using information.
Cognitive Behavioral Therapy :	Treatment involving the combination of behaviorism (based on the theories of learning) and cognitive therapy (based on the theory that our cognitions or thoughts control a large portion of our behaviors).
Cognitive Dissonance :	the realization of contradictions in one's own attitudes and behaviors.
Cognitive Psychology :	The sub-field of psychology associated with information processing and the role it plays in emotion, behavior, and physiology.
Collective Unconscious :	According to Jung, the content of the unconscious mind that is passed down from generation to generation in all humans.
Compulsion :	The physical act resulting from an obsession. Typically a compulsive act is done in an attempt to alleviate the discomfort created by an obsession.
Concrete Operational Stage :	According to Piaget, the stage of cognitive development where a child between the ages of 7 and 12 begins thinking more globally and outside of the self but is still deficient in abstract thought.
Conditioned Response :	The response in a stimulus-response chain that is not naturally occurring, but rather has been learned through its pairing with a naturally occurring chain.
Conditioned Stimulus :	The stimulus in a stimulus-response chain that is not naturally occurring, but rather has been learned through its pairing with a naturally occurring chain.
Conditioning :	The process of learning new behaviors or responses as a result of their consequences.
Conformity :	Changing your attitudes, beliefs, thoughts, or behaviors in order to be more consistent with others.
Confound :	Any variable that is not part of a research study but still has an effect on the research results
Conscience :	According to Freud, the restriction demanded by the superego.
Consciousness	Awareness of yourself and the world around you.

:

Context Dependent Memory : The theory that information learned in a particular situation or place is better remembered when in that same situation or place.

Continuous Reinforcement : The application of reinforcement every time a specific behavior occurs.

Control Group : The group of subjects in an experiment that does not receive the independent variable.

Correlation : The degree to which two or more variables are related to each other. A correlation refers to the direction that the variables move and does not necessarily represent cause and effect. (Example: height and weight are correlated. As one increases, the other tends to increase as well)

Correlation Coefficient : The statistic or number representing the degree to which two or more variables are related. Often abbreviated 'r.'

Dopamine Hypothesis : The theory that schizophrenia is caused by an excess amount of dopamine in the brain. Research has found that medication to reduce dopamine can reduce the positive symptoms of schizophrenia.

Drug Therapy : The use of medication to treat a mental illness.

Ego : In Psychoanalytical theory, the part of the personality which maintains a balance between our impulses (id) and our conscience (superego).

Egocentric : The thinking in the preoperational stage of cognitive development where children believe everyone sees the world from the same perspective as he or she does.

Ego Ideal : In psychoanalytic thought, this is the ideal or desired behavior of the ego according to the superego.

Emotion : Feelings about a situation, person, or objects that involves changes in physiological arousal and cognitions.

Emotional Intelligence (EQ) : The awareness of and ability to manage one's emotions in a healthy and productive manner.

Encoding : The transformation of information to be stored in memory.

Ex-Post-Facto (After the Fact) Research : Research method in which the independent variable is administered prior to the study without the researcher's control and its effects are investigated afterward

Extrinsic Motivation : The desire or push to perform a certain behavior based on the potential external rewards that may be received as a result.

Fixed Ratio Schedule : A schedule in which the reinforcement is presented after a specific number of responses.

Group Therapy : Psychotherapy conducted with at least three or four non-related individuals who are similar in some are, such as gender, age, mental illness, or presenting problem.

Gustation : Sense of taste.

Humanistic Psychology : A theoretical view of human nature which stresses a positive view of human nature and the strong belief in psychological homeostasis.

Humanistic Therapy : Treatment focused on increasing awareness of one's self concept.

Learned Helplessness : A condition that occurs after a period of negative consequences where the person begins to believe they have no control.

Neurotransmitter : A chemical found in animals that plays a role in our behavior, cognitions, and emotions.

Nondeclarative Memory : A subsystem within Long term memory which consists of skills we acquire through repetition and practice (e.g., dance, playing the piano, driving a car)

Object Permanence : The understanding that objects exist even when they are not directly observed.

Obsession : A persistent and seemingly uncontrollable thought

Olfaction : The sense of smell.

Operant Conditioning : Learning that occurs due to the manipulation of the possible consequences.

Projective Techniques : A generic term for the psychological procedures used to measure personality which rely on ambiguous stimuli.

Psychiatrist : A medical doctor with training in mental illness.

Punishment : The adding of a negative stimulus in order to decrease a response (e.g., spanking a child to decrease negative behavior).

r : Symbol used for the Pearson-product moment correlation (correlation coefficient)

Reaction Formation : A defense mechanism where unacceptable impulses are converted to their opposite.

Reality Principle : According the Freud, the attempt by the ego to satisfy both the id and the superego while still considering the reality of the situation.

Reflection : A therapeutic technique in humanistic therapy where the feelings and thoughts of the client are reflected or reworded back to the client to assist in understanding them.

Rehearsal : Repeating information in order to improve our recall of this information.

Reinforcer : Anything that follows a behavior that increases the chances of that behavior occurring again.

Self Actualization : The process of understanding oneself more completely and being aware of issues affecting one's life.

Sensory Memory : The brief storage of information brought in through the senses; typically only lasts up to a few seconds.

Situational Attribute : An attribute explained or interpreted as being caused by external influences.

Accommodation : The creation of new cognitive schemas when objects, experiences, or other information does not fit with existing schemas.

Convergence : The binocular cue to distance referring to the fact that the closer an object, the more inward our eyes need to turn in order to focus

Crystallized Intelligence : The part of intelligence which involves the acquisition, as opposed to the use, of information

Declarative Memory : The part of long-term memory where factual information is stored, such as mathematical formulas, vocabulary, and life events.

Deductive Reasoning : Decision making process in which ideas are processed from the general to the specific.

Defenses (Defense Mechanisms) : Psychological forces which prevent undesirable or inappropriate impulses from entering consciousness (e.g., forgetting responsibilities that we really didn't want to do, projecting anger onto a spouse as opposed to your boss). Also called Defense Mechanisms, Defense System, or Ego Defenses.

Delusion : False belief system (e.g., believing you are Napoleon, have magical powers, or the false belief that others are 'out to get you.').

Dendrites : Extensions of the cell body of a neuron responsible for receiving incoming neurotransmitters.

Dissociation : A separation from the self, with the most severe resulting in Dissociative Identity Disorder. Most of us experience this in very mild forms such as when we are driving long distance and lose time or find ourselves day dreaming longer than we thought.

Distinctiveness : The phenomenon in memory that states we are better able to remember information if it is distinctive or different from other information.

Divergent Thinking : The ability to use previously gained information to debate or discuss issues which have no agreed upon definitive resolution.

Dopamine : A neurotransmitter associated with movement, attention and learning and the brain's pleasure and reward system.

Drive : An internal motivation to fulfill a need or reduce the negative aspects of an unpleasant situation.

Ellis, Albert : A cognitive Psychologist who developed the concept of Rational-Emotive Therapy.

Functionalism : The school of thought popular in the 19th century emphasizing conscious experiences as a precursor to behavior

Health Psychology : The specific field in psychology concerned with psychology's impact on health, physical well being, and illness.

Hypnosis : A deep state of relaxation where an individual is more susceptible to suggestions.

Hypno therapist : A trained, and often licensed, therapist who utilizes the therapeutic technique of hypnosis as part of a treatment regimen.

Hypnotist : An individual, most likely unlicensed, who uses hypnosis techniques or variations of these techniques for a variety of reasons, including treatment and/or entertainment.

Hypothalamus : A part of the brain that controls the autonomic nervous system, and therefore maintains the body's homeostasis (controls body temperature, metabolism, and appetite. Also translates extreme emotions into physical responses.

Hypothesis : A prediction about the relationship between two or more variables.

Nightmare : A frightening dream occurring in REM sleep.

Oral Stage : Freud's first stage of psychosexual development where the primary sexual focus is on the mouth through sucking, tasting, and verbalizing.

Overlearning : A technique used to improve memory where information is learned to the point that it can be repeated without mistake more than one time.

Panic Attack : Period of extreme anxiety and physical symptoms such as heart palpitations, shakiness, dizziness, and racing thoughts. Initial attacks are often reported to feel like a heart attack due to the heart palpitations. A medical exam should be conducted to rule out any such condition.

Personality : The stable set of individual characteristics that make us unique.

Personality Disorder : A maladaptive and stable set of individual characteristics that cluster to form a recognized disorder.

Phallic Personality : Stemming from the Phallic stage, a child who becomes fixated may develop a personality characterized by selfishness, impulsivity, and a lack of or reduced ability to feel empathy.

Phallic Stage : Freud's third stage of psychosexual development where the primary sexual focus is on symbolism of the genitals.

Phi Phenomenon : The perception of motion based on two or more stationary objects (e.g., the perception of chaser lights brought about by different lights blinking at different times).

Phobia : An intense fear of a specific object or situation. Most of us consider ourselves to have phobias, but to be diagnosable, the fear must significantly restrict our way of life.

Pons :	Part of the brain that plays a role in the regulation of states of arousal, including sleep and dreaming.
Positive Correlation :	A correlation where as one variable increases, the other also increases, or as one decreases so does the other. Both variables move in the same direction.
Power :	The strength or the data to find a difference when there truly is a β difference. Power is abbreviated with the capital Greek letter beta (
Preoperational Stage :	Piaget's second stage of cognitive development in which a child develops objects permanency and language.
Reticular Formation (Reticular Activating System) :	Part of the brain stem involved in arousal and attention, sleep and wakefulness, and control of reflexes.
Personality Disorder :	A maladaptive and stable set of individual characteristics that cluster to form a recognized disorder.
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Preoperational Piaget's second stage of cognitive development in which a child develops objects
Stage : permanency and language.

Reticular Formation (Reticular Activating System) : Part of the brain stem involved in arousal and attention, sleep and wakefulness, and control of reflexes.

Retinal Disparity : The binocular cue to distance referring to the distance between the two images sent to the brain by our eyes. The farther apart these images, the closer the object.

Retrieval : The process of bringing material out of long term memory and into consciousness.

Retroactive Interference : Interference in memory created by later learning.

Reversibility : A child's ability to reverse operations and therefore recognize that the qualities of an object remain the same despite changes in appearance. Occurs in Piaget's Concrete Operational Stage of Cognitive Development (e.g., $1+2=3$ to $3-2=1$).

Rorschach Inkblot Test : A projective technique utilizing ambiguous inkblots as stimuli.

Schema : The cognitive structure utilized to make sense of the world.

Secondary Reinforcer : A reinforcer other than one which meets our basic needs such as food or water (e.g., intellectual stimulation, money, praise).

Self-Concept : The subjective perception of the self.

Self Efficacy : One's belief in his or her own ability.

Self Serving Bias : The tendency to assign internal attributes to successes and external factors to failures.

Semantic Memory : The part of declarative memory that stores general information such as names and facts.

Sensation : Information brought in through the senses.

Stimulus Discrimination : The ability to tell the difference and therefore not respond to similar stimuli.

Structuralism : School of thought from the 19th century focused on the gathering of psychological information through the examination of the structure of the mind.

Super traits : Hans Eysenck's term for his two distinct categories of personality traits. They include Introversion-Extroversion and Neuroticism. According to Eysenck, each of us fall on a continuum based on the degree of each super traits.

Survey : A research technique in which subjects respond to a series of questions.

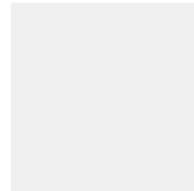
Sympathetic Nervous System (SNS) : Part of the Autonomic Nervous System responsible for the fight or flight phenomenon and which plays a role (along with the Parasympathetic Nervous System) in maintaining the body's homeostasis.

Synapse : The space between the axon of one neuron and the dendrites of another through which neurotransmitters travel.

Systematic Desensitization : A treatment technique where the client is exposed to gradually increasing anxiety provoking stimuli while relaxing; the goal is for the client to eventually confront a phobia or fear without the previously associated anxiety.

Temporal Lobe : One of the four lobes of the brain. Contains the auditory cortex and therefore plays a role in receptive language as well as memory and emotion.

Quick Find:



Thalamus : Considered the central switching station of the brain because all of the body's senses (except the olfactory senses) pass through this before being relayed to the brain.

Thematic Apperception Test (TAT) : A subjective personality test where ambiguous pictures are shown to a subject and they are asked to tell a story related to them.

Theory : A general idea about the relationship of two or more variables.

Transference : Intense feelings directed toward the therapist that many clients experience in the process of therapy.

Trial and Error Learning :	Learning that takes place through the application of possible solutions to a problem.
Vicarious Reinforcement :	The reinforcement that occurs as a result of watching a model get reinforced for a specific behavior or series of behaviors.
Wechsler Adult Intelligence Scale, Third Edition :	An objective measure of intelligence. The Stanford-Binet test is also used, has very similar validity, but is not as popular.
Zero Correlation :	the absence of a relationship between two or more variables as determined by a Correlational statistic. Often abbreviated as 'r=0.'
Action Potential :	The firing on a neuron. Occurs when the charge inside the neuron becomes more positive than the charge outside.
Anal Stage :	Freud's second stage of psychosexual development where the primary sexual focus is on the elimination or holding onto feces. The stage is often thought of as representing a child's ability to control his or her own world.
Aphasia :	The impairment of the ability to communicate either through oral or written discourse as a result of brain damage.
Assertive :	Style of interpersonal interaction where both the needs of the self and others are considered. (As opposed to passive or aggressive)
Associations :	The phenomenon in learning that states we are better able to remember information if it is paired with something we are familiar with or otherwise stands out.
Decay :	Theory which states that memory fades and/or disappears over time if it is not used or accessed.
Dependent Variable :	The variable in an experiment that is measured; the outcome of an experiment.
Developmental Psychology :	The area of psychology focused on how children grow psychologically to become who they are as adults.
Difference Threshold :	The smallest change in perception which is noticeable at least 50% of the time.

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Discrimination In behavioral theory, the learned ability to differentiate between two similar
: objects or situations.

Displacement The pushing out of older information in short term memory to make room for
: new information.

Dispositional An attribute explained or interpreted as being caused by internal influences.
Attribute :

Interview : A subjective personality and mental health assessment typically consisting of
questions and answers.

Intrinsic The motivation or desire to do something based on the enjoyment of the behavior
Motivation : itself rather than relying on or requiring external reinforcement.

Introspection The process of examining one's own consciousness.
:

Introversion The tendency to focus energy inward resulting in decreased social interaction.
:

Just The smallest change in a sensory perception that is detectable 50% of the time.
Noticeable
Difference :

Jung, Carl : A student of Freud who split from the Psychoanalytic Society because of his
disagreements with Freud, especially his view of the collective unconscious.

Latency Freud's fourth stage of psychosexual development where sexuality is repressed in
Stage : the unconscious and children focus on identifying with their same sex parent and
interact with same sex peers.

Latent Freud's term for the underlying or hidden content represented in the symbols of
Content : dreams.

Law of Theory proposed by Thorndike stating that those responses that are followed by a
Effect : positive consequence will be repeated more frequently than those that are not.

Maturation : Changes due to the natural process of aging as determined by your genetics

Motivation : The process that energizes and/or maintains a behavior.

Rational A Cognitive Therapy based on Albert Ellis' theory that cognitions control our
Emotive emotions and behaviors; therefore, changing the way we think about things will

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Therapy : affect the way we feel and the way we behave.

Rationalization A defense mechanism where one believes or states an acceptable explanation
: for a behavior as opposed to the real explanation.

Repression : In Psychoanalytic Theory, the defense mechanism whereby our thoughts are
 pulled out of our consciousness and into our unconscious.

Resistance : In psychoanalysis, the client's refusal to participate in a therapeutic intervention
 due to underlying issues unrelated to the intervention.

Response A therapeutic technique where stimuli is presented to the client but the client is
Prevention : not permitted to exercise his or her typical response. Used for the treatment of
 phobias, obsessive compulsive disorder and other anxiety disorders.

Rogers, Carl A humanistic Psychologist who developed Client-Centered Therapy.
:

Sensorimotor The first stage in Piaget's Stages of Cognitive Development where a child's
Stage : primary way of learning about the world is through the senses and movement.

Skinner Box A cage designed for animals in operant conditioning experiments.
:

Social Term used to describe the degree of emotional support afforded a client by
Support : friends, family, and other acquaintances.

Spontaneous The tendency for previously learned information to resurface rapidly after a
Recovery : period of extinction. Information that is spontaneously recovered is thought to lay
 dormant but not forgotten (e.g., riding a bicycle after a long period of not riding).

Stimulus : Anything in the environment to which one responds.

Stimulus The response to new stimuli due its similarity to the original stimuli.
Generalization
:

Storage : The process of saving information in long term memory

Stress : The physical and psychological result of internal or external pressure.

Stressor : Anything, internal or external, which applies psychological pressure on an
 individual.

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Preconscious Thoughts that are not in immediate awareness but that can be recalled by : conscious effort.

Phenotype : The phenotype of an individual organism is either its total physical appearance and constitution or a specific manifestation of a trait, such as size, eye color, or behavior that varies between individuals.

Reflex : A rapid (and unconscious) response to changes in the internal or external environment, needed to maintain homeostasis

Genotype : Genetic composition of a person is called genotype.

Anorexia Nervosa : An eating disorder characterised a misperception of body image. Individuals with anorexia nervosa often believe they are overweight even when they are grossly underweight.

Bulimia Nervosa : An eating disorder in which people eat large amounts of food in a sitting (binging), and then vomit(purging). The vomiting is triggered by a fear of weight gain, from stomach pain, or from the guilt of overeating. People with bulimia also use laxatives, diuretics, and vigorous exercise to lose weight. In order to be diagnosed with bulimia, this behavior must occur at least twice a week for three months in a row.

Attachment : The strong bond a child forms with his or her primary caregiver.

Attribution : An idea or belief about the etiology of a certain behavior.

Attribution Theory : The theory that argues people look for explanation of behavior, associating either dispositional (internal) attributes or situational (external) attributes.

Autonomic Nervous System : Part of the peripheral nervous system that regulates the involuntary actions of the body (e.g., breathing, heart rate, blood pressure, pupil dilation). Also regulates the Fight or Flight Phenomenon.

Availability Heuristic : A rule of thumb stating that information more readily available in our memory is more important than information not as easily accessible.

Aversion Therapy : A type of behavioral treatment where an aversive stimuli is paired with a negative behavior in hopes that the behavior will change in the future to avoid the aversive stimuli.

Axon : The tail-like part of the neuron through which information exits the cell.

Behavior Modification : The application of behavioral theory to change a specific behavior.

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Behavior Therapy :	The application of behavioral theory (e.g. conditioning, reinforcement) in the treatment of mental illness.
Binocular Cues :	Visual cues (convergence and retinal disparity) that require both eyes to perceive distance (as opposed to monocular cues)
Cell Body :	The main part of a neuron where the information is processed.
Central Nervous System :	The brain and the spinal cord.
Extinction :	The reduction and eventual disappearance of a learned or conditioned response after it is no longer paired with the unconditioned stimulus-response chain.
Extroversion :	Personality style where the individual prefers outward and group activity as opposed to inward and individual activity.
Factor Analysis :	A statistical technique used to determine the number of components in a set of data. These components are then named according to their characteristics allowing a researcher to break down information into statistical groups.
Family Therapy :	Treatment involving family members which seeks to change the unhealthy familial patterns and interactions.
Fixation :	In Freud's theory of psychosexual development, the failure to complete a stage successfully which results in a continuation of that stage into later adulthood.
Fixed Interval Schedule :	A schedule in which the reinforcement is presented after a specific period of time.
Freud, Sigmund :	Dr. Freud is often referred to as the father of clinical psychology. His extensive theory of personality development (psychoanalytical theory) is the cornerstone for modern psychological thought, and consists of (1) the psychosexual stages of development, (2) the structural model of personality (id, ego, superego), and (3) levels of consciousness (conscious, subconscious, and unconscious). See Psychoanalysis.
Flooding :	A behavioral technique used to treat phobias in which the client is presented with the feared stimulus until the associated anxiety disappears.
Fluid Intelligence :	According to Cattell, the part of intelligence which involves the use, as opposed to the acquisition, of information.

Formal Operational Stage :	Pavlov's fourth and final stage of cognitive development where thinking becomes more abstract.
Free Association :	The psychoanalytic technique of allowing a patient to talk without direction or input in order to analyze current issues of the client.
Frontal Lobe :	The lobe at the front of the brain associated with movement, speech, and impulsive behavior.
Fundamental Attribution Error :	The tendency to over estimate the internal attributes of another person's actions.
g :	General intelligence. Typically compared to s which represents specific intelligences. G is the culmination of all possible s's.
Gender Identity :	The internal sense of being either male or female. Usually congruent with biological gender, but not always as in Gender Identity Disorder.
Generalization :	The tendency to associate stimuli, and therefore respond similarly to, due to their closeness on some variable such as size, shape, color, or meaning.
Genital Stage :	Freud's final stage of psychosexual development where healthy sexual development is defined as attraction to a same aged, opposite sexed peer.
Gestalt :	German word typically translated as meaning 'whole' or 'form.'
Gestalt Therapy :	Treatment focusing on the awareness and understanding of one's feelings.
Hallucination :	False perception of reality (e.g., hearing voices that aren't there or seeing people who do not exist) [auditory (hearing); visual (sight); olfactory (smell); tactile (touch); and taste].
Halo Effect :	The tendency to assign generally positive or generally negative traits to a person after observing one specific positive or negative trait, respectively.
Heterosexuality :	Being attracted to or aroused by members of the opposite gender. See Sexual Orientation.
Hierarchy of Needs :	Maslow's Theory of Motivation which states that we must achieve lower level needs, such as food, shelter, and safety before we can achieve higher level needs, such as belonging, esteem, and self-actualization.

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Higher Order Conditioning :	Pairing a second conditioned stimulus with the first conditioned stimulus in order to produce a second conditioned response.
Hippocampus :	Part of the limbic system. Involved more in memory, and the transfer of information from short-term to long-term memory.
History :	External events that take place during a research study that are not part of the study but have an effect on the outcome
Homeostasis :	The tendency of the body (and the mind) to natural gravitate toward a state of equilibrium or balance.
Id :	In Psychoanalytical theory, the part of the personality which contains our primitive impulses such as sex, anger, and hunger.
Ideal Self :	Humanistic term representing the characteristics, behaviors, emotions, and thoughts to which a person aspires.
Illusion :	Misperception of reality (e.g., the illusion of a lake in the middle of a desert).
Imagery :	Utilizing the mind to create a mental representation of a sensory experience.
Independent Variable :	The variable in an experiment that is manipulated or compared.
Inductive Reasoning :	Decision making process in which ideas are processed from the specific to the general.
Industrial/Organizational Psychology :	The area or specialty in psychology focused on the application of psychological principles in the work force.
Innate :	Occurring without learning, inborn.
Instinct :	A behavior we are born with and therefore does not need to be learned.
Pleasure Principle :	Freud's theory regarding the id's desire to maximize pleasure and minimize pain in order to achieve immediate gratification.
Positive Reinforcement :	Something positive provided after a response in order to increase the probability of that response occurring in the future.

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Prejudice :	Negative beliefs, attitudes, or feelings about a person's entire character based on only one characteristic. This belief is often based on faulty information.
Pretest- Posttest Method :	A method of determining the amount of change that occurred in a set of data by measuring the data prior to treatment and then after treatment and comparing the two measurement outcomes.
Primacy Effect :	The tendency to remember the first bit of information in a series due to increased rehearsal.
Projection :	In Psychoanalytic Theory, the defense mechanism whereby we transfer or project our feelings about one person onto another.
Psychoanalysis :	Developed by Sigmund Freud, this type of therapy is known for long term treatment, typically several times per week, where the unresolved issues from the individual's childhood are analyzed and resolved. These issues are considered to be primarily unconscious in nature and are kept from consciousness through a complex defense system.
Psychodynamic Therapy :	A modern adaptation of psychoanalytic therapy which has made sometimes minor and sometimes major changes to Freud's original theories.
Psychotherapy :	The treatment of mental illness or related issues based on psychological theory.
Psychology :	The study of emotion, cognition, and behavior, and their interaction.
Quasi- Experimental Research :	Any research study that uses specific experimental methods but does not randomize subjects
Sensory Adaptation :	The reduced ability to sense a stimulus after prolonged exposure.
Stage :	A period of development that occurs at about the same time for each person. Developmental and Personality theories are often made up of a series of stages.
Unconditioned Response :	The response in a stimulus-response chain that is naturally occurring as opposed to learned.
Variable Interval Schedule :	A schedule in which the reinforcement is presented after a varying amount of time.

Variable Ratio Schedule : A schedule in which the reinforcement is presented after a varying number of responses

Long Questions

At the end of the course; you should be able to:

- Explain and use basic terminologies of psychology.
- Describe and identify the various applications of the discipline as well as its scientific nature.
- Identify situations where psychological intervention may be required.
- Choose areas of their interest for higher academic qualification in future.
- Gain insight into human behavior and into ones own personality or personal relationships.

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