

Unit 10 Vocab Quiz *Personality*

Matching

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| <input checked="" type="checkbox"/> a. Psychosexual Stage Theory | <input checked="" type="checkbox"/> n. Self-concept |
| <input checked="" type="checkbox"/> b. Oedipus Complex | <input checked="" type="checkbox"/> o. Unconditional Positive Regard |
| <input type="checkbox"/> c. Unconscious | <input checked="" type="checkbox"/> p. Projective Tests |
| <input checked="" type="checkbox"/> d. Id | <input checked="" type="checkbox"/> q. Reliability |
| <input type="checkbox"/> e. Ego | <input checked="" type="checkbox"/> r. Validity |
| <input checked="" type="checkbox"/> f. Superego | <input checked="" type="checkbox"/> s. Karen Horney |
| <input type="checkbox"/> g. Defense Mechanisms | <input checked="" type="checkbox"/> t. Carl Jung |
| <input checked="" type="checkbox"/> h. Collective Unconscious | <input checked="" type="checkbox"/> u. Alfred Adler |
| <input checked="" type="checkbox"/> i. Archetypes | <input type="checkbox"/> v. Gordon Allport |
| <input checked="" type="checkbox"/> j. Trait Theory | <input checked="" type="checkbox"/> w. Albert Bandura |
| <input checked="" type="checkbox"/> k. Heritability | <input checked="" type="checkbox"/> x. Abraham Maslow |
| <input checked="" type="checkbox"/> l. Reciprocal Determinism | <input checked="" type="checkbox"/> y. Hans Eyesneck |
| <input type="checkbox"/> m. Self-efficacy | |

- W. 1. Social-cognitive psychologist that emphasized personality is the interaction between our traits with our situations
- P 2. a personality test, such as the Rorschach, that provides ambiguous stimuli designed to trigger projection of one's inner dynamics
- F. 3. operates on the morality principle and represents standards for judgement and for future aspirations.
- L. 4. the interacting influences of behavior, internal cognition, and environment
- H 5. shared, inherited reservoir of memory traces from our species' history
- a. 6. The childhood stages of development (oral, anal, phallic, latency, genital) during which the id's pleasure-seeking energies focused on distinct erogenous zones
- K 7. the proportion of variation among individuals that we can attribute to genes
- J. 8. perspective that states personality is defined by a collection of several stable and enduring behavior patterns
- Q 9. the extent to which a test yields consistent results
- R. 10. the extent to which a test measures or predicts what it is supposed to
- O. 11. according to Rogers, an attitude of total acceptance toward another person
- S 12. neo-Freudian that believed childhood social tensions were crucial for personality development
- J. 13. a common reservoir of images
- N 14. all our thoughts and feelings about ourselves, in an answer to the question "Who am I?"
- Y 15. Psychologist that stated personality can be defined into two or three dimensions, including introversion-extraversion and stable-unstable.

- T 16. Agreed with Freud, but argued that personality has a collective unconscious
- D 17. operates on the pleasure principle, demanding immediate gratification
- X 18. humanist who believed we were motivated by a hierarchy of needs
- U 19. believed that personality was developed in an effort to overcome an inferiority complex
- C 20. according to Freud, a reservoir of mostly unacceptable thoughts, wishes, feelings and memories.
- E 21. operates on the reality principle, satisfying desires in ways that will realistically bring pleasure rather than pain.
- M 22. one's sense of competence and effectiveness
- G 23. the ego's protective methods of reducing anxiety by unconsciously distorting reality.
- b 24. a boy's appeal and sexual desires toward his mother and feelings of jealousy and hatred for the rival father.
- ✓ 25. Psychologist who described personality in terms of traits

Toss Up Questions

26. Confirmation Bias a tendency to search for information that supports our perceptions and to ignore or distort contradictory evidence
27. Harry Harlow studied monkeys to develop the idea of contact comfort and attachment in infants
28. Preconventional a desire to perform a behavior to receive promised rewards or avoid threatened punishment
29. Negative Correlation a correlation when two sets of scores go in the opposite directions
30. Sleep Apnea a sleep disorder characterized by temporary cessations of breathing during sleep and repeated momentary awakenings

Unit 14 Vocab Test *Social*

Matching

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| <input checked="" type="checkbox"/> a. Attitude | <input checked="" type="checkbox"/> u. Diffusion of Responsibility |
| <input checked="" type="checkbox"/> b. Mere Exposure Effect | <input checked="" type="checkbox"/> v. Social Facilitation |
| <input checked="" type="checkbox"/> c. Central Route Persuasion | <input checked="" type="checkbox"/> w. Conformity |
| <input checked="" type="checkbox"/> d. Peripheral Route Persuasion | <input checked="" type="checkbox"/> x. Obedience |
| <input checked="" type="checkbox"/> e. Cognitive Dissonance | <input checked="" type="checkbox"/> y. Social Loafing |
| <input checked="" type="checkbox"/> f. Foot-In-The-Dor | <input checked="" type="checkbox"/> z. Groupthink |
| <input checked="" type="checkbox"/> g. Door-In-The-Face | <input checked="" type="checkbox"/> aa. Norms of Reciprocity |
| <input checked="" type="checkbox"/> h. Self-Fulfilling Prophecy | <input checked="" type="checkbox"/> ab. Prejudice |
| <input checked="" type="checkbox"/> i. Fundamental Attribution Error | <input checked="" type="checkbox"/> ac. Deindividuation |
| <input checked="" type="checkbox"/> j. False-Consensus Effect | <input checked="" type="checkbox"/> ad. Stanley Milgram |
| <input checked="" type="checkbox"/> k. Just-World Phenomenon | <input checked="" type="checkbox"/> ae. Solomon Asch |
| <input checked="" type="checkbox"/> l. Ethnocentrism | <input checked="" type="checkbox"/> af. Philip Zimbardo |
| <input checked="" type="checkbox"/> m. Bystander Effect | |

- P 1. adjusting our behavior or thinking to coincide with a group standard
- C 2. occurs when interested people focus on the arguments and respond with favorable thoughts
- K 3. the tendency for people to believe the world is just and that people therefore get what they deserve and deserve
- H 4. a prediction that directly or indirectly causes itself to become true due to positive feedback between belief and behavior.
- I 5. the tendency for observers, when analyzing others' behavior, to underestimate the impact of the situation and to overestimate the impact of personal disposition
- E 6. the theory that we act to reduce the discomfort we feel when two of our thoughts are inconsistent. For example, when we become aware that our attitudes and our actions clash, we can reduce the resulting dissonance by changing our attitudes
- J 7. bias where people tend to overestimate the extent to which their opinions, beliefs, preferences, values, and habits are normal and typical to those of others
- O 8. improved performance on simple or well-learned tasks in the presence of others
- S 9. the mode of thinking that occurs when the desire for harmony in a decision making group overrides a realistic appraisal of alternatives
- W 10. psychologist who test obedience to authority
- D 11. occurs when people are influenced by incidental cues, such as a speaker's attractiveness
- M 12. phenomenon in which individuals do not offer any means of help to a victim when other people are present
- V 13. loss of self-awareness in groups

Name: _____

ID: A

- X 14. psychologist that studied willingness to conform
- Q
R 15. compliance with an order, request, or law or submission to another's authority.
- R 16. the tendency for people in a group to exert less effort when pooling their efforts toward attaining a common goal than when individually accountable
- Y 17. psychologist that studied the psychological effects of being a prisoner or a guard and created the Stanford Prison Study
- L 18. evaluation of other cultures according to preconceptions originating in the standards and customs of one's own culture.
- U 19. preconceived opinion that is not based on reason or actual experience
- G 20. a person asks for a large request that the responder will most likely turn down in order to get a smaller request.
- N 21. a person is less likely to take responsibility for actions or inaction when others are present
- A 22. feelings, often influenced by our beliefs, that predispose us to respond in a particular way to objects, people, and events
- B 23. a psychological phenomenon by which people tend to develop a preference for things merely because they are familiar with them
- T 24. expectation that people will respond favorably to each other by returning benefits for benefits, and responding with either indifference or hostility to harms.
- F 25. the tendency for people who have first agreed to a small request to comply later with a larger request

Other

26. FAC physical and cognitive abnormalities in children caused by pregnant woman's heavy drinking. In severe cases, signs include a small, out-of-proportion head and abnormal facial features
27. William James authored the first psychology textbook, considered the father of American psychology
28. Superego the part of personality that, according to Freud, represents standards for judgement and for future aspirations.
29. Classical Conditioning a type of learning in which one learns to link two or more stimuli and anticipate events
30. Hallucinations false sensory experiences, such as seeing something in the absence of an external visual stimulus

Unit 5/6 Test *States / Learning*

Matching

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|---|---------------------------------------|
| a. Consciousness | n. Spontaneous Recovery |
| b. REM Sleep | o. Classical Conditioning |
| c. Insomnia | p. Operant Conditioning |
| d. Narcolepsy | q. Positive Reinforcement |
| e. Sleep Apnea | r. Negative Reinforcement |
| f. Activation-Synthesis Theory | s. Punishment |
| g. Information-Processing Theory | t. Shaping |
| h. Manifest Content | u. Learned Helplessness |
| i. Latent Content | v. Fixed Interval Schedule |
| j. Stimulants | w. Variable Ratio Schedule |
| k. Depressants | x. Unconditioned Response |
| l. Extinction | y. Conditioned Stimulus |
| m. Generalization | |

- D 1. a sleep disorder characterized by uncontrollable sleep attacks
- V 2. in operant conditioning, a reinforcement schedule that reinforces a response only after a specific time has elapsed
- J 3. drugs that excite neural activity and speed up body functions
- H 4. according to Freud, the remembered story line of a dream
- K 5. drugs that reduce neural activity and slow bodily functions
- O 6. a type of learning in which one learns to link two or more stimuli and anticipate events
- F 7. REM sleep triggers neural activity that evoked random visual memories, which our sleeping brain weaves into stories
- C 8. recurring problems in falling or staying asleep
- R 9. increasing behaviors by stopping or reducing negative stimuli
- T 10. an operant conditioning procedure in which reinforcers guide behavior toward closer and closer approximations of the desired behavior
- N 11. the reappearance, after a pause, of an extinguished conditioned response
- E 12. a sleep disorder characterized by temporary cessations of breathing during sleep and repeated momentary awakenings
- L 13. the diminishing of a conditioned response
- S 14. an event that tends to decrease the behavior that it follows
- P 15. a type of learning in which behavior is strengthened if followed by a reinforce or diminished if followed by a punisher

- M 16. the tendency, once a response has been conditioned, for a stimuli similar to the conditioned stimulus to elicit similar responses
- W 17. in operant conditioning, a reinforcement schedule that reinforces a response at unpredictable response intervals
- U 18. the hopelessness and passive resignation an animal or human learns when unable to avoid repeated aversive events
- A 19. our awareness of ourselves and our environment
- X 20. in classical conditioning, an unlearned, naturally occurring response to an unconditioned stimulus.
- Q 21. increasing behaviors by presenting positive reinforcers
- i 22. according to Freud, the underlying meaning of a dream
- Y 23. in classical conditioning, an originally irrelevant stimulus that, after association with an unconditioned stimulus, comes to trigger a conditioned response.
- G 24. proposes that dreams may help sift, sort, and fix the day's experiences in our memory
- B 25. a recurring sleep stage during which vivid dreams commonly occur

Toss Up Questions

26. Rods retinal receptors that detect black, white, and gray.
27. Ach Neurotransmitter that influences movement, learning, attention, and emotion
28. Occipital lobe portion of the cerebral cortex lying at the back of the head; includes areas that receive information from the visual fields
29. Independent the experiment factor that is manipulated, the variable whose effect is being studied
30. Case study a descriptive technique in which one individual or group is studied in depth in the hope of revealing universal principles

Unit 9 Vocab Review Test *Development*

Matching

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|---|---|
| <input checked="" type="checkbox"/> a. Teratogens | <input checked="" type="checkbox"/> n. Accomodation |
| <input checked="" type="checkbox"/> b. Fetal Alcohol System | <input checked="" type="checkbox"/> o. Sensorimotor Stage |
| <input checked="" type="checkbox"/> c. Attachment | <input checked="" type="checkbox"/> p. Object Permanence |
| <input checked="" type="checkbox"/> d. Harry Harlow | <input checked="" type="checkbox"/> q. Egocentrism |
| <input checked="" type="checkbox"/> e. Mary Ainsworth | <input checked="" type="checkbox"/> r. Formal Operations |
| <input checked="" type="checkbox"/> f. Secure Attachment | <input checked="" type="checkbox"/> s. Preconventional Stage |
| <input checked="" type="checkbox"/> g. Authoritarian Parents | <input checked="" type="checkbox"/> t. Postconventional Stage |
| <input checked="" type="checkbox"/> h. Authoritative Parents | <input checked="" type="checkbox"/> u. Erik Erikson |
| <input checked="" type="checkbox"/> i. Permissive Parents | <input checked="" type="checkbox"/> v. Jean Piaget |
| <input checked="" type="checkbox"/> j. Oral Stage | <input checked="" type="checkbox"/> w. Lawrence Kohlberg |
| <input checked="" type="checkbox"/> k. Phallic Stage | <input checked="" type="checkbox"/> x. Anal Stage |
| <input checked="" type="checkbox"/> l. Identity vs Role Confusion | <input checked="" type="checkbox"/> y. Preoperational Stage |
| <input checked="" type="checkbox"/> m. Assimilation | |

- P 1. the awareness that things continue to exist even when not perceive
- C 2. an emotional tie with another person; shown in young children by their seeking closeness to the caregiver and showing distress on separation
- T 3. actions reflect belief in basic right and self-define ethical principles
- J 4. pleasure centers on the mouth- sucking, biting, chewing
- U 5. Psychologist who stated that the chief task of adolescence is to determine an identity.
- I 6. parents submit to their children's desires. They make few demands and use little punishment.
- 70 7. in Piaget's theory, the stage (from birth to about 2 years of age) during which infants know the world mostly in terms of their sensory impressions and motor activities
- D 8. studied monkeys to develop the idea of contact comfort and attachment in infants
- V 9. Psychologist who studied cognitive development
- X 10. pleasure focuses on bowel and bladder elimination; coping with demands for control
- M 11. adapting to our current understandings
- G 12. parents impose rules and expect obedience.
- B 13. physical and cognitive abnormalities in children caused by pregnant woman's heavy drinking.
- F 14. in the presences of their mother, a child plays comfortably, happily exploring their new environment.
- E 15. studied infants to determine the difference between secure and insecure attachments
- S 16. self-interest; obey rules to avoid punishment or gain concrete rewards

- R 17. in Piaget's theory, the state of cognitive development (normally beginning about age 12) during which people begin to think logically about abstract concepts
- K 18. pleasure zone is the genitals; coping with incetuous sexual feelings
- A 19. agents, such as chemicals and viruses, that can reach the embryo or fetus during prenatal development and cause them harm
- H 20. parents are both demanding and responsive. They exert control by setting rules and enforcing them, but they also explain the reason for rules.
- W 21. Psychologist who studied moral development
- Q 22. in Piaget's theory, the preoperational child's difficulty taking another's point of view
- L 23. teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are
- X 24. in Piaget's theory, the stage (from about 2 to about 6 or 7 years of age) during which a child learns to use language but does not yet comprehend the mental operations of concrete logic
- N 25. interpreting our new experiences in terms of our existing schemas

Toss Up Questions

26. Neuron a nerve cell; the basic building block of the nervous system
27. CNS the brain and the spinal cord
28. Wernicke's controls language reception- a brain area involved in language comprehension and expression; usually in the left temporal lobe
29. Hypothalamus? part of the feeding system that stimulates hunger
30. Harry Harlow studied monkeys to develop the idea of contact comfort and attachment in infants