**PSY 225**

**Study Guide for Final 50 m/c ?s**

Research designs – experimental, correlational, longitudinal, cross-sectional

Classical conditioning – US, UR, CS, CR

Operant Conditioning – reinforcement

Dominant and Recessive traits

Heritability

Genetic/environmental interactions

3 periods of prenatal development: Zygote (germinal), embryo, fetus

Severity of effects of teratogens: Dose, timing, genetic make-up

Effects of anorexia (mother) on baby: Mental impairment

Secular trends

Dynamic systems perspective

Diminished Reserve capacity – max heart rate declines with age

Changes in speech perception with age

Changes in vision at night with age: Slower dark adaptation

Accommodation and assimilation

Sensorimotor substages

Memory strategies

Intelligence tasks

Flynn effect

Racial differences in IQ

Semantics versus syntax

Under and overextension

Achievement motivation in adulthood – affected more by social context than aging

Freud and Erikson’s views on personality development

Marcia’s identity statuses

Midlife crisis research

Gender roles

Kohlberg’s stages of moral development

Dodge’s social information-processing model

Teens who commit violent antisocial acts have trouble processing social cues

Attachment, Cultural standards for secure attachment differ

Socioemotional selectivity theory

Parenting styles

“middle” generation squeeze

Brain development and autism

Extensive brain growth after 1 year – improperly interconnected neurons

Psychological health and adolescence – heightened vulnerability

First sign of Alzheimer’s

Hayflick limit = the number of times that a cell can divide/double itself.

Centration

Parke’s/Bowlby model of bereavement – grief like separation anxiety – reorganization

Nativism

Androgyny shift in midlife