

Index/Glossary

44 thieves study 78–80

ABCDE model Extends Ellis's explanation of depression (ABC model) to a therapy – D stands for disputing irrational thoughts and E for the effect of disputing. 138

ABC model Ellis proposed that depression occurs when an activating event (A) causes an irrational belief (B) which in turn produces a consequence (C), i.e. an emotional response such as depression. The key to this process is the irrational belief. 136–8

Acetylcholine A neurotransmitter. In the central nervous system, acetylcholine plays a role in attention and arousal. In the peripheral nervous system, it works by causing muscles to contract. 105

Acoustic Refers to the physical properties of sound waves. Both hearing and reading first of all require acoustic processing, and later auditory processing is necessary to understand the meaning of words ('auditory' relates to how the brain makes sense of sounds, i.e. how the brain attaches meaning to sounds). 42–7, 58

Acquiescence bias Tendency for a person to respond to any questionnaire/interview item with agreement regardless of the actual content. 173

Action potential An electrical event generated in the axon that signals the neuron as 'active'. 105, 142

Adoptee studies These concern children placed in care because their parents cannot look after them. 72, 80–1, 161

Adorno, Theodor 26–7

Adrenal glands Small glands located on top of each kidney that are part of the endocrine system. Various hormones are produced including adrenaline and noradrenaline and corticosteroids, including cortisol. 103

Adrenaline A hormone (produced by the adrenal glands) which is a part of the human body's immediate stress response system. Adrenaline has a strong effect on the cells of the cardiovascular system – stimulating heart rate, contracting blood vessels and dilating air passages. 10, 54, 102–3, 112, 142

Adulthood relationships Those relationships the child goes on to have later in life as an adult. These include friendships and working relationships but most critically relationships with romantic partners and the person's own children. 68–9, 71–3, 78–80, 82–4, 113

Affectionless psychopathy A behaviour disorder in which an individual has no ability to experience shame or guilt and lacks a social conscience. This means that they may find it 'easier' to commit crimes and have difficulty forming relationships. 78–80, 175

Agentic shift Changing from being in an autonomous state to being in an agentic state, i.e. moving from taking personal responsibility for one's actions to believing one is acting on behalf of an authority figure. 24–5

Agentic state A mental state where we feel no personal responsibility for our behaviour because we believe ourselves to be acting for an authority figure, i.e. as their agent. This frees us from the demands of our consciences and allows us to obey even a destructive authority figure. 24–5

Agoraphobia Marked fear or anxiety, lasting more than six months, for two or more situations: using public transport, being in open spaces or being in an enclosed space, standing in line or in a crowd, and being alone outside the home. 126–7, 132–3

Aim A general statement of what the researcher intends to investigate, the purpose of the study. 154–6, 159, 162, 164–6, 168, 171–2, 175, 178–9, 188–91

Ainsworth, Mary 74–5, 77, 168–9

Amnesia A loss of memory due to brain damage, disease, or psychological trauma. 45

Animal studies In psychology these are studies carried out on non-human animal species rather than on humans, either for ethical or practical reasons – ethical because some kinds of research can't be carried out with human participants and practical because animals breed faster and researchers are interested in seeing results across more than one generation of animals. 68–9, 71–2, 94–5, 102–3, 141, 162

Anomalous results Data that does not fit in with the pattern of the other data. 181

Anonymity An important aspect of confidentiality; a participant remains anonymous, i.e. their name is withheld or simply not recorded. 32, 58, 84, 112, 144, 165, 175, 188, 190

ANS see autonomic nervous system

Antidepressants A group of drugs which increase the production of serotonin and/or noradrenaline, and reduce symptoms of depression. 101, 139, 141–2

Antisemitism Hatred or discrimination of Jewish people as a religious or cultural group. 26–7

Antisocial personality disorder A mental health condition where a person has a repeated pattern of behaviour manipulating or violating the rights of others. Often leads to crimes against people. A clinical term focusing on antisocial behaviour and lack of remorse. These behaviours can all be described as 'psychopathic traits'. 78, 122–3

Anxiety A state of emotional and physical arousal. The emotions include having worried thoughts and feelings of tension. Physical changes include an increased heart rate and sweatiness. Anxiety is a typical reaction to stressful situations, but it can affect the accuracy and detail of eyewitness testimony. 54–6, 59, 71, 73–5, 80, 83, 85, 99, 107–8, 110–12, 126–7, 129–36, 176–7, 189

Anxiety disorders A group of mental health conditions characterised by levels of fear and apprehension which are disproportionate to any threat posed. 111, 126–7, 130–1

Anxiety hierarchy 134–5

AP see Authoritarian Personality

Approach A way to explain behaviour; a general perspective or mode of thinking. 10–12, 70, 92–119, 131–4, 136–43

Armchair psychology 8–9

Arousal 54–5, 102–103, 112, 127, 177

Articulatory process A component of the phonological loop which acts as an 'inner voice', i.e. words/sounds are verbally repeated. 46

Asch, Solomon 18–19, 28–9, 31

Attachment An emotional bond between two people that endures over time. Leads to certain behaviours such as clinging and proximity-seeking. Serves the function of protecting an infant. 66–91

figures 70–3, 77–9, 81–2

multiple 73, 80

stages 74, 82–4

Attachment types Refers to whether a person is securely or insecurely attached, i.e. the way you relate to others in the context of intimate relationships. 74–5, 84–5

Augmentation principle If a person performs an action when there are known constraints, their motive for acting must be stronger. 30

Authoritarian Personality (AP) A type of personality that Adorno argued was especially susceptible to obeying people in authority. Such individuals are also thought to be submissive to those of higher status and dismissive of inferiors. 26–7

Authority 20–6, 28–9

Autonomic nervous system (ANS) Transmits information to and from internal bodily organs. It is 'autonomic' as the system operates involuntarily (i.e. automatic). It has two main divisions: the *sympathetic* and *parasympathetic* nervous systems. 102–3, 112

Autonomous state Being aware of the consequences of one's own actions and therefore taking voluntary control of one's own behaviour. This explains why some individuals act independently rather than obediently, as in an agentic state. 24

Avoidance 74–7, 82, 85, 94, 126, 130, 132–4, 138

Axon The long projection of the neuron from the cell body. It carries the impulses away from the cell body down the length of the neuron. 104–5, 113, 142

Bandura, Albert 10, 71, 95–7, 110–11, 113, 168

Bar chart A type of graph in which the frequency of each variable is represented by the height of the bars. 85, 113, 130, 135, 144–5, 182

Baseline study 18–23, 156–7, 166

Beck, Aaron 99, 136–8

Behaviour 10–13, 16–17, 20–33, 68–85, 94–102, 106–13, 122–45, 156, 159–61, 164–72, 178, 189

controlling/describing/explaining/predicting 12

maladaptive 111, 125

Behavioural Ways in which people act. 10, 12–13, 17, 55, 70, 94–100, 107–11, 126–39, 142–3, 145, 159, 166, 170–1, 189

Behavioural activation A therapy for depression focusing on encouraging individuals to engage in those activities they are avoiding. The goal of the intervention is to increase environmental reinforcement. 138

Behavioural categories When a target behaviour is divided into components that are observable and measurable (operationalisation). 145, 166, 170–1

Behavioural characteristics 110, 126–33

Behavioural explanation 12, 133

Behavioural Insights Team 13, 189

Behavioural therapy Any form of therapy derived from the behaviourist model, for example systematic desensitisation. 111, 133–4, 137–9, 142–3, 159, 189

Behaviour checklist In an observational study, dividing the behaviour(s) to be observed into individual components. A form of operationalisation. Each component should be an observable behaviour. 170–1

Behaviourist (behavioural approach)

A way of explaining behaviour in terms of what is observable and in terms of learning. 10, 12, 70, 94–9, 107–11, 132–4, 138

Bias In the context of sampling, when certain groups are over- or under-represented within the sample selected. For instance, there may be too many younger people or too many people of one ethnic origin in a sample. This limits the extent to which generalisations can be made to the population. 27, 32, 52, 77–9, 109, 113, 129, 156–7, 162–3, 166, 169–75, 179, 188, 191

Binding factors 24

Biological approach A perspective that emphasises the importance of physical processes in the body, such as genetic inheritance and neural function. 10, 100–1, 110–12, 140–3

Biological explanation 12, 140, 142

Biological structure Any physical part or system in the body that helps support, sustain or perform any of the vital functions in our bodies, for example the brain, heart, legs, skin, nerves and blood. 100–1, 104–5

Biopsychology 102–5

Biosocial 111

Bowlby, John 72–5, 77–80, 82–3, 100

BPS see British Psychological Society

BPS code of ethics A quasi-legal document produced by the British Psychological Society (BPS) that instructs psychologists in the UK about what behaviour is and is not acceptable when dealing with participants. The code is built around four major principles: respect, competence, responsibility and integrity. 164–5

Brain The centre of all conscious awareness, the brain is highly developed in humans and distinguishes our higher mental functions from those of other animals. 10, 44–5, 47, 69, 79, 97, 100–5, 107–8, 111, 140–2

Brain scan A technique used to investigate the functioning of the brain by taking images of the living brain. This makes it possible to match regions of the brain to behaviour by asking participants to engage in particular activities while the scan is done. Brain scans are also used to detect brain dysfunctions such as tumours. Examples: CAT scan, PET scan, MRI scan, fMRI scan. 10, 12, 47, 100–1

Briefing 59, 112, 164–5, 167

British Psychological Society (BPS)

Professional association for psychologists in Britain, governing and guiding the behaviour of psychologists. 9, 20, 164–5

Calculated value The value of a test statistic calculated for a particular data set. 186–7

Candidate genes 140–1

Capacity The amount of information that can be held in a memory store. 42–7, 49, 108

Case study A research method that involves a detailed study of a single individual, institution or event. Case studies provide a rich record of human experience but are hard to generalise from. 9, 47, 68, 107, 109, 111, 143, 165

- CBT** see **cognitive behaviour therapy**
- Cell body** The part of a cell that contains the nucleus. 104
- Central executive (CE)** The component of the WMM that co-ordinates the activities of the three subsystems in memory. It also allocates processing resources to those activities. 46–7, 58
- Central nervous system (CNS)** Consists of the brain and the spinal cord and is the origin of all complex commands and decisions. 102–5
- Central tendency measures** The general term for any measure of the average value in a set of data. 180–1, 183
- Cerebral cortex** The surface layer of the forebrain (the two hemispheres). It is grey in colour and it is highly folded to make it possible to fit the massive amount of material inside the skull. 102
- Chance** The extent to which something occurs randomly, i.e. in the absence of a discoverable cause. 156–74, 177, 186–7, 191
- Charts** 85, 113, 130, 135, 144–5, 182
- Childhood experiences** 10–11, 13, 26–7, 46–7, 96–8, 100–1, 106–11, 113
- Childhood relationships** Affiliations with other people in childhood, including friends and classmates, and with adults such as teachers. 68, 70–84, 113
- Chunking** Grouping sets of digits or letters into units or 'chunks'. 42–3
- CI** see **cognitive interview**
- Classical conditioning** Learning by association. Occurs when two stimuli are repeatedly paired together – an unconditioned (unlearned) stimulus (UCS) is paired with a new 'neutral' stimulus (NS). The neutral stimulus eventually produces the same response as the unconditioned (unlearned) stimulus alone, and the NS is now called a conditioned stimulus (CS). 10, 70–1, 94–5, 132–4
- Client-centred therapy** A method of treatment for mental health conditions where the focus is on the issue from the client's viewpoint rather than any diagnosis from the therapist. See **counselling**. 108–9, 111
- Clinical** Refers to a condition that has been medically diagnosed. 47, 69, 101, 120–51
- Closed questions** Questions for which there is a fixed choice of responses determined by the question setter. For example, *Do you regularly exercise?* (yes/no) 33, 59, 144, 172–5
- CNS** see **central nervous system**
- Code of ethics** 164–5
- Coding** The format in which information is stored in the various memory stores. 42–4, 46, 50–1, 56
- Cognitive** Refers to the process of 'knowing', including thinking, reasoning, remembering, believing. 7, 10–12, 16, 26, 45–7, 55–7, 80, 95–101, 107–11, 126–33, 135–9, 142–3, 159, 189
- Cognitive approach** The term 'cognitive' has come to mean 'mental processes', so this approach is focused on how our mental processes (e.g. thoughts, perceptions, attention) affect behaviour. 11, 95–6, 98–9, 108–11, 131, 136–9
- Cognitive behaviour therapy (CBT)** A method for treating mental health conditions based on both cognitive and behaviourist techniques. From the cognitive viewpoint the therapy aims to deal with thinking, such as challenging negative thoughts. The therapy also includes behaviourist techniques such as behavioural activation. 111, 138–9, 142, 189
- Cognitive characteristics** 126–31, 133, 135
- Cognitive dissonance** 7
- Cognitive explanation** 12, 136–7
- Cognitive interview (CI)** A method of interviewing eyewitnesses to help them retrieve more accurate memories. It uses four main techniques, all based on psychological knowledge of human memory: report everything, reinstate the context, reverse the order and change perspective. 56–7, 189
- Cognitive neuroscience** The scientific study of those biological structures that underpin cognitive processes. 99–101, 110
- Cognitive processes** 16, 46–7, 96, 98–101, 136
- Cognitive psychologists** 11, 47, 98–9, 110
- Cognitive style** An individual's characteristic way of thinking. 26
- Cognitive therapy** A form of psychotherapy which attempts to change a client's thoughts and beliefs as a way of treating maladaptive behaviour. It differs from cognitive behaviour therapy because the latter involves some element of behavioural techniques. 111, 137–9, 142, 189
- Collectivist** A group of people who place more value on the 'collective' rather than on the individual, and on interdependence (the needs of the group) rather than on independence. The opposite is true of individualist culture. 19, 76, 109
- Commitment** Minority influence is more powerful if the minority demonstrates dedication to their position, for example, by making personal sacrifices. This is effective because it shows the minority is not acting out of self-interest. 30–1
- Common sense** 6, 8
- Co-morbidity** The presence of two or more co-existing unhealthy conditions or diseases. 141
- Compliance** A superficial and temporary type of conformity where we outwardly go along with the majority view, but privately disagree with it. The change in our behaviour only lasts as long as the group is monitoring us. 16–17, 33
- Computer metaphor** 11
- Computer models** 98
- Concordance rate** A measure of similarity (usually expressed as a percentage) between two individuals or sets of individuals on a given trait. 100–1
- Conditioned response (CR)** In classical conditioning, an unconditioned stimulus (UCS) naturally produces the unconditioned response (UCR). The UCS is repeatedly paired with a neutral stimulus (NS) so that eventually the NS produces the UCR which is now called the conditioned response (CR) and the NS becomes a conditioned stimulus (CS). 70, 94, 132, 134
- Conditioned stimulus (CS) see Conditioned response (CR)** 70, 94, 132, 134
- Conditions of worth** When a parent places limits or boundaries on their love of their children. For instance, a parent saying to a child, 'I will only love you if... you study medicine' or 'if you split up with that boy'. 108–9
- Confederate** An individual in a study who is not a real participant and has been instructed how to behave by the researcher. 18–20, 22–3, 28–30
- Confidentiality** An ethical issue concerned with a participant's right to have personal information protected. 32–3, 58, 144, 164, 175, 191
- Conformity** 'A change in a person's behaviour or opinions as a result of real or imagined pressure from a person or group of people' (Aronson 2011). 16–19, 28–33, 52–3, 122–4
- explanations/types** 16–17
- Congruence** The aim of Rogerian therapy, when the self-concept and ideal self are seen to broadly accord or match. 108–9, 111
- Consent** 20, 32–3, 58–9, 113, 134–5, 160, 164–5, 168, 175
- Consistency** Minority influence is most effective if the minority keeps the same beliefs, both over time and between all the individuals that form the minority. Consistency is effective because it draws attention to the minority view. 30–1, 50, 72, 137
- Consonant syllable** Three-letter chunks with no vowels, also called a trigram. 42, 48
- Content analysis** A kind of observational study in which behaviour is observed indirectly in pictorial or verbal material. A detailed analysis is made of, for example, books, diaries or TV programmes. May involve an initial qualitative analysis to produce categories, which then can be represented with qualitative data (examples from each category) or quantitative data analysis (counting the frequency of particular instances in each category). 145
- Context-dependent forgetting** 50–1, 56
- Continuous data** Data that are not in categories, can take any value within a range. 182
- Continuous recording** Making a note of everything without pause. 170
- Control condition** The condition in a repeated measures design that provides a baseline measure of behaviour without the experimental treatment (IV). 48, 58, 142, 155, 158, 166
- Control group** In an experiment with an independent groups design, the control group is the group of participants who receive no treatment. Their behaviour acts as a baseline against which the effect of the independent variable (IV) may be measured. 29–30, 68, 78, 80–1, 96, 133, 135, 156–8, 160, 166, 190
- Controlled observation** Watching and recording behaviour within a structured environment, i.e. one where some variables are managed. 74–5, 168–9
- Correlation** A mathematical technique in which a researcher investigates an association between two variables, called co-variables. 9, 32, 80, 83–4, 103, 141, 155, 173, 176–7, 179, 182–3, 186, 190–1
- Cost-benefit analysis** Making a decision by weighing up costs (in terms of time, money, harm) against gains (in terms of value to society). 165
- Counselling** A form of therapy that aims to increase a client's self-esteem through unconditional positive regard from the therapist. This is based on the concept that maladjusted behaviour or unhappiness occurs as a result of receiving conditional love in childhood and, as a result, continuing to strive for acceptance. Such striving blocks the ability to self-actualise. 83, 107–9, 111, 123, 165, 170, 178
- Counterbalancing** An attempt to control for the effects of order in a repeated measures design: half the participants experience the conditions in one order, and the other half in the opposite order. 112, 157–9
- Counterconditioning** Being taught a new association that is the opposite of the original association, thus removing the original association. 134
- Co-variables** The variables investigated within a correlation, for example height and weight. They are not referred to as the independent and dependent variables because a correlation investigates the association between two variables rather than a cause-and-effect relationship. 32, 103, 133, 176–7, 182
- Covert observation** Participants' behaviour is watched and recorded *without* their knowledge or consent. 113, 168–9, 171
- CR** see **conditioned response**
- Critical period** The time within which an attachment must form if it is to form at all. Lorenz and Harlow noted that attachment in birds and monkeys had critical periods. Bowlby extended the idea to humans, proposing that human babies have a sensitive period after which it will be much more difficult to form an attachment. 68, 72–3, 78–9
- Critical value** The value that a test statistic must reach in order for the null hypothesis to be rejected. 186–7
- Cross-cultural research** A kind of natural experiment in which the IV is different cultural practices and the DV is a behaviour such as attachment. 23, 71, 77
- CS** see **conditioned stimulus**
- Cue** A 'trigger' (word, phrase, picture) that allows us to access a memory. Such cues may be meaningful or may be indirectly linked by being encoded at the time of learning. Indirect cues may be external (environmental context) or internal (mood such as 'happiness'). 49–51, 156
- Cued recall test** A method of testing memory where participants are given material to be learned, and then, when recall is tested, they are given cues (such as category names) to enhance recall. This permits one to discover all the words that are available not just those that are currently accessible. 49
- Cultural variation** 'Culture' refers to the norms and values that exist within any group of people. Cultural variations then are the differences in norms and values that exist between people in different cultures. 23, 71, 76–7, 109, 122–5
- Culture-bound** Restricted to a particular culture, i.e. group of people defined by their shared practices. 75, 123
- Curvilinear relationships** 18, 177
- Darwin, Charles** 94, 100–1
- Data** 20–1, 32–3, 58–9, 84–5, 109, 112, 144–5, 165, 171–4, 177–80, 182–3
- primary** 178–9
- qualitative** 20–1, 33, 109, 171–4, 178–9
- quantitative** 171–2, 174, 178–80, 182–3
- secondary** 84, 177–9
- Debrief** A post-research interview designed to inform the participants of the true nature of the study and to restore them to the state they were in at the start of the study. 21, 58–9, 112, 164–7, 190–1
- Deception** An ethical issue, most usually where a participant is not told the true aims of a study (e.g. what participation will involve) and thus cannot give truly informed consent. Occasionally deception may involve the provision of false information. 21, 164–5
- Decimals** 184–6, 191
- Decision-making** 31, 46, 140–1
- Deeper processing** 30–1

- Defence mechanisms** Unconscious strategies that the Ego uses to manage the conflict between the Id and the Superego. 106–7, 111
- Demand characteristics** Any cue from the researcher or from the research situation that may be interpreted by participants as revealing the purpose of an investigation. This may lead to a participant changing their behaviour within the research situation. 19, 21, 23, 51, 53, 97, 113, 156–7, 159–61, 166, 169, 173
- Dendrite** Branching projections that protrude from the cell body. They carry nerve impulses from neighbouring neurons towards the cell body. 104–5, 142
- Denial** An ego defence mechanism whereby anxiety is reduced simply by denying that there is a problem. 106
- Dependent variable (DV)** The variable that is measured by the researcher. Any effect on the DV should be caused by the change in the IV. 45, 58–9, 78, 81, 84–5, 109, 112, 154–61, 166–9, 171–2, 175–7, 179, 190
- Depression** A mental health condition characterised by low mood and low energy levels. 11–12, 75, 78, 99, 101, 105, 111, 124–6, 128–31, 136–41, 145, 189
- Deprivation see maternal deprivation** 68–9, 78–80, 97, 175
- Descriptive statistics** The use of graphs, tables and summary statistics to identify trends and analyse sets of data. 9, 180–3
- Determinism** The view that an individual's behaviour is shaped or controlled by internal or external forces rather than an individual's will to do something. 11, 95, 97, 99, 101, 107–8, 110–11
- Deviation from ideal mental health** Occurs when someone does not meet a set of criteria for good mental health. 122–3, 125
- Deviation from social/cultural norms** Concerns behaviour that is different from the accepted standards of behaviour in a community or society. 122–5
- Diachronic consistency** Consistency over time. 30
- Diagnosis** 122–3, 125–31
- Diagnostic and Statistical Manual of Mental Disorder (DSM)** This is a classification system of mental health conditions published by the American Psychiatric Association. It contains typical symptoms of each condition and guidelines for clinicians to make a diagnosis. The most recent version is DSM-5-TR. 122, 125–31
- Diathesis-stress model** 111, 140
- Digit span** A way of measuring the capacity of short-term memory in terms of the maximum number of digits that can be recalled in the correct order. 42–3
- Directional hypothesis** States the direction of the difference or relationship. 112, 154–5, 177
- Discrete data** Data that can only take certain values, for example the number of children in a class – you can't have half a child. 182
- Discrimination** Prejudicial treatment of different categories of people. 125, 145, 165
- Disinhibited attachment** A type of insecure attachment where children do not form close attachments. Such children will treat strangers with inappropriate familiarity (overfriendliness) and may be attention-seeking. 75, 80–1, 83
- Dispersion measures** The general term for any measure of the spread of a set of scores. 51, 180–1, 184
- Displaced/displacement** A form of ego defence where the individual unconsciously redirects the threatening emotion from the person or thing that has caused it onto a third party. For example, you might slam the door after having a row with your partner. 26, 106–7
- Dispositional explanation** Any explanation of behaviour that highlights the importance of the individual's personality (i.e. their disposition). Such explanations are often contrasted with situational explanations. 26–7
- Distributions** 124, 182–3
- Dizygotic twins** Non-identical twins formed from two fertilised eggs (or zygotes). 100–1, 141
- Dopamine** An unusual neurotransmitter because it can have excitatory or inhibitory effects on the postsynaptic neuron. Associated with the sensation of pleasure. Unusually high levels are associated with schizophrenia and unusually low levels are associated with Parkinson's disease. 105, 140
- Double-barrelled question** 175
- Double-blind procedure** Neither the participant nor researcher conducting the study are aware of the research aims or other important details of a study, and thus have no expectations that might alter a participant's behaviour. 166
- Double negatives** 175
- Dream interpretation** 11, 13, 106–7, 172
- Drive reduction** An animal is motivated to act in order to satisfy biological needs; once satisfied, the result is drive reduction. 70
- Drug therapy** Treatment involving drugs, i.e. chemicals that have a particular effect on the functioning of the brain or some other body system. In the case of psychological disorders such drugs usually affect neurotransmitter levels. 101, 105, 111, 139, 141–3, 166
- DSM-5-TR** The Diagnostic and Statistical Manual of Mental Disorders. This is a classification system of mental health conditions published by the American Psychiatric Association. It contains typical symptoms of each condition and guidelines for clinicians to make a diagnosis. The most recent version is DSM-5-TR. 122, 125–31
- DSM see Diagnostic and Statistical Manual of Mental Disorder**
- Dual-task performance** Refers to a research procedure where an individual is asked to perform two tasks simultaneously. If participants are slower doing these tasks at the same time than when doing them separately, it is assumed that both tasks compete for the same resources in the brain. For example, reading out loud and walking are two tasks that can be performed just as well separately as simultaneously. However, reading out loud while writing a letter at the same time leads to reduced performance on each task. 47, 58
- Duration, memory** The length of time information can be held in memory. 42–51
- DV see dependent variable**
- EB see episodic buffer**
- Echoic memory** The sensory register that stores acoustic information. 44
- ECI see enhanced cognitive interview**
- Eclectic approach** 11, 110–11
- Economy** The state of a country or region in terms of its production and consumption of goods and services. 188–9
- Effect size** A measure of the strength of the relationship between two variables. 178–9
- Ego** The 'reality check' that balances the conflicting demands of the Id and the Superego. 106–7, 109
- Elaborative rehearsal** 45
- Ellis, Albert** 136–8
- Emic research** 77
- Emotional** Related to a person's feelings or mood. 73, 78, 80, 126–9, 131
- Empirical evidence** 8–9, 107, 109, 138
- Encoding** 50–1, 56
- Encoding specificity principle (ESP)** Recall is best when there is a large overlap between the information available at the time of retrieval (cues) and the information in the memory trace. 50–1
- Endocrine system** One of the body's major information systems that instructs glands to release hormones directly into the bloodstream. These hormones are carried towards target organs in the body. Communicates via chemicals. 10, 100, 102–3
- Enhanced cognitive interview (ECI)** 56
- Environment** 10–11, 22, 44, 46, 50–1, 56, 68, 70, 77, 94–98, 100–2, 110–1, 113, 126, 140, 157, 160, 168–9, 177
- Epilepsy** A condition which causes occasional storms of electrical activity in the brain (a fit) leading to convulsions and loss of consciousness. 44
- Episodic buffer (EB)** The component of the WMM that combines material from the other subsystems into a single memory rather than separate strands. It also provides a bridge between working memory and long-term memory. 46–7
- Episodic memory** A long-term memory store for personal events. It includes memories of when the events occurred and of the people, objects, places and behaviours involved. Memories from this store have to be retrieved consciously and with effort. 45
- ESP see encoding specificity principle**
- Estimating** Obtaining an approximate answer. 184–5
- Ethical behaviour** 122–3
- Ethical guidance/guidelines** A set of principles designed to help professionals behave honestly and with integrity. 9, 20, 165
- Ethical issues** These arise when a conflict exists between the rights of participants in research studies and the goals of research to produce authentic, valid and worthwhile data. 9, 19–21, 32–3, 58–9, 68–9, 71, 85, 112–13, 134, 137, 143, 160–1, 164–70, 190–1
- Ethics committee** A group of people within a research institution that must approve a study before it begins. 165
- Ethologists** Researchers who promote the use of naturalistic observation to study animal behaviour. They focus on the importance of innate capacities and the adaptiveness of behaviour. 68
- Event sampling** A target behaviour or event is first established then the researcher records this event every time it occurs. 75, 113, 170–1
- Evolution** The changes in inherited characteristics in a biological population over successive generations. 72, 100–1, 133
- Evolutionary theory** An account for the changes in species over millions of years; characteristics that enhance survival and reproduction are naturally selected. 133
- EWT see eyewitness testimony (EWT)**
- Excitation** When a neurotransmitter, such as glutamate, increases the positive charge of the postsynaptic neuron. This *increases* the likelihood that the postsynaptic neuron will generate an action potential (electrical impulse). 104–5
- Excoriation disorder** 130
- Experimental condition** The condition in an experiment containing the independent variable as distinct from the control. 59, 155–9, 161, 164–6
- Experimental design** The different ways in which participants can be organised in relation to the experimental conditions. 158–9, 166–7
- Experimental group** The group in an experiment containing the independent variable as distinct from the control. 68, 78, 157, 166
- Experimental method** A deliberate change is made to an independent variable (IV) to measure its effect on the dependent variable (DV). Experiments may be laboratory, field, natural or quasi. 10–11, 23, 53, 55, 58–9, 74, 78, 81, 84–5, 94–101, 110–13, 133, 141, 144, 154, 160–1, 167–9, 171, 175, 190
- Exploration and secure-base behaviour** Secure attachment provides a sense of safety to enable exploration and independence. 74
- Exposure therapy** A method of treatment for mental health conditions where anxiety and fear are overcome by exposing a person to their feared object/situation in a safe and controlled environment. 133–5
- Externals** Individuals with an external locus of control, they feel that their behaviour and/or thoughts are controlled by factors other than their personal decisions and/or action, such as being controlled by luck, fate or the behaviour of other people. 28, 32
- External validity** The degree to which a research finding can be generalised to, for example, other settings (ecological validity), other groups of people (population validity) and over time (temporal validity). 9, 21, 31, 43, 99, 160–1, 169, 179
- Extinction** In conditioning theory, the disappearance of a learned response when stimuli stop being paired (classical conditioning) or no reinforcement occurs (operant conditioning). 95, 134
- Extraneous variable** Any variable, other than the independent variable (IV), that may affect the dependent variable (DV) if it is not controlled. 43, 47–9, 55, 77–9, 81–3, 95, 112, 156–63, 166–9
- Extrasensory perception (ESP)** 191
- Extraversion** A personality trait where the individual is outgoing and impulsive. 191
- Eyewitness testimony (EWT)** The ability of people to remember the details of events, such as accidents and crimes, which they themselves have observed. Accuracy of EWT can be affected by factors such as leading questions and anxiety. 52–7, 59, 99, 156, 189
- Failure to function adequately** Occurs when someone is unable to cope with the ordinary demands of day-to-day living. 124–5
- False memory** 52
- Falsification** Proving the truth of a research hypothesis by demonstrating that the null hypothesis is false. Scientific theories cannot be proved to be true; they can only be subjected to attempts to prove them false. 107, 188

- Family studies** Research where close relatives (parents and their children) are compared on certain traits such as IQ or mental health condition in order to determine whether genetic factors underlie these traits. 141
- Fear** 26, 126–7, 130, 132–5, 144
- Field experiment** An experiment that takes place in a natural setting within which the researcher deliberately changes the IV and records the effect on the DV. 23, 133, 160–1, 169, 190
- Fight or flight response** The way an animal responds when stressed. The body becomes physiologically aroused in readiness to fight an aggressor or, in some cases, flee. 54–5, 100, 102–3
- File drawer problem** Bias created because the results of some studies are not published (filed away), for example studies with negative or non-significant results. 179, 188
- Fixation** In psychoanalytic theory, a focus on a particular stage of psychosexual development because of over- or under-gratification during that stage. 106
- Fixed choice option** Question with a predetermined number of answers. 173–5
- Flexibility** Relentless consistency could be counter-productive if it is seen by the majority as unbending and unreasonable. Therefore minority influence is more effective if the minority also show flexibility by accepting the possibility of compromise. 30–1, 168
- Flooding** A behavioural therapy in which a person with a phobia is exposed to an extreme form of a phobic stimulus in order to reduce anxiety triggered by that stimulus. This takes place across a small number of long therapy sessions. 134–5
- fMRI (functional MRI)** Functional magnetic resonance imaging. A method used to scan brain activity while a person is performing a task. It enables researchers to detect those regions of the brain which are rich in oxygen and thus are active. 100–1, 110
- Fraction** Indicates parts of a whole. 184–5
- Free recall** A method of testing memory. Participants are given a list of to-be-remembered items, one at a time. Later the participant is asked to recall the items (e.g. by writing down as many items from the list as possible in any order they choose). 42
- Free will** The notion that humans can make choices and are not determined by internal biological or external forces. 95, 97, 99, 107–8, 111
- Frequency** 113, 124–5, 132, 145, 173, 182–3
- Freud, Sigmund** 10, 106–11
- Frontal lobes** Responsible for logical thinking and making decisions. 44, 47, 140
- F-scale** A test of tendencies towards fascism, used to assess the Authoritarian Personality. 26–7, 173
- GABA** Gamma-aminobutyric acid, a neurotransmitter that inhibits the activity of neurons in most areas of the brain. 105
- Gender differences** 113, 167, 171
- Generalisation**
- in conditioning** The tendency to transfer a response from one stimulus to another which is quite similar. 132, 135
 - in relation to research findings** the extent to which findings and conclusions from a particular investigation can be broadly applied to the population. This is possible if the sample of participants is representative of the population. 69–70, 81, 141, 160–3, 169, 179
- Genetic** The study of genes, which are the core elements of chromosomes and consist of DNA which codes the physical features of an organism (such as eye colour) and psychological features (such as mental health conditions). Genes are transmitted from parents to offspring, i.e. inherited. 10–11, 100–1, 104, 110–12, 140–1
- Genetic determinism** 111
- Genetic explanations** Genes make up chromosomes and consist of DNA which codes the physical features of an organism (such as eye colour, height) and psychological features (such as mental health conditions, intelligence). Genes are transmitted from parents to offspring, i.e. inherited. 140–1
- Genotype** The particular set of genes that a person possesses. 100–1, 110
- Gland** An organ in the body that produces hormones. 102–5
- Glutamate** The principal excitatory neurotransmitter in the brain, involved in most aspects of typical brain function including cognition, memory and learning. 105
- Graph** A pictorial representation of the relationship between variables. 32, 85, 113, 130, 135, 138, 144–5, 176–84, 190–1
- Group interviews** 174
- Group size** Asch increased the size of the group by adding more confederates, thus increasing the size of the majority. Conformity increased with group size, but only up to a point, levelling off when the majority was greater than three. 18–19
- Hard determinism** The view that all behaviour is caused by something (internal or external factors), so free will is an illusion. 99, 111
- Harlow, Harry** 68–9, 71–2
- Harm** To cause physical or mental injury. In the context of psychological research, harm to participants could include lowered self-esteem or embarrassment. 9, 32–3, 58–9, 78–80, 85, 122, 128–9, 164–5
- Hemisphere** The forebrain (largest part of the brain) is divided into two halves or hemispheres. 44, 102
- Hierarchy** A system where things or people are placed in an order from most important to least important. 24–6, 134–5
- Hierarchy of needs** A five-levelled hierarchical sequence in which basic physiological needs (such as hunger) must be satisfied before higher psychological needs (such as self-esteem and self-actualisation) can be achieved. 108–9
- Hippocampus** A structure in the subcortical area of each hemisphere of the forebrain, associated with memory. It is part of the limbic system, and is therefore also involved in motivation, emotion and learning. 44–5, 107, 140
- Histogram** A type of graph which shows frequency but, unlike a bar chart, the area of the bars (not just the height) represents frequency. The x-axis must start at a true zero and the scale is continuous. 182–3
- Hoarding disorder** 130, 140
- Holism** An argument or theory which proposes that it only makes sense to study a whole system rather than its constituent parts (which is the reductionist approach). 109–10
- Hormones** Chemical substances that circulate in the bloodstream and only affect target organs. They are produced in large quantities but disappear quickly. Their effects are very powerful. 10, 12, 54, 102–3, 112, 142
- Humanistic psychology** An approach to understanding behaviour that emphasises the importance of subjective experience and each person's capacity for self-determination. 10–11, 108–11, 123
- Hypothesis** A clear, precise, testable statement that states the relationship between the variables to be investigated. Stated at the outset of any study. 8, 12–13, 56, 58, 69, 80, 84, 112, 143, 154–5, 166–7, 170–1, 175–7, 179, 186–7
- Iconic memory** The sensory register that stores visual information. 44–5
- Id** Entirely unconscious, the Id is made up of selfish aggressive instincts that demand immediate gratification. 106–7, 109
- IDD see intellectual disability disorder**
- Ideal mental health** Possessing characteristics such as good self-esteem, a realistic view of yourself and the world, the ability to cope with stress, relationships and life generally. See also deviation from ideal mental health. 122–3, 125
- Ideal self** The person you would like to be. 106, 108, 111
- Identification** When an observer associates themselves with a role model and wants to be like the role model. 96–7
- Idiographic approach** An approach to research that focuses more on the individual case as a means of understanding behaviour, rather than aiming to formulate general laws of behaviour (the nomothetic approach). 111
- Imitation** Copying the behaviour of others. 96–7, 110–11
- Imprinting** An innate readiness to acquire certain behaviours during a critical or sensitive period of development. 68–9, 71–2
- Independent groups design** Participants are allocated to different groups where each group represents one experimental condition. 58, 98, 135, 156, 158–9, 161, 166, 183
- Independent variable (IV)** Some aspect of the experimental situation that is manipulated by the researcher – or changes naturally – so the effect on the DV can be measured. 78, 81, 85, 112–13, 144, 154–8, 160–1, 166–7, 169, 171, 176–7, 179
- Indirect learning** 10, 96
- Individualist** A group of people who value the rights and interests of the individual and are more concerned with personal needs than the needs of the social group. This results in a concern for independence and self-assertiveness. People tend to live in small families unlike collectivist societies. 19, 76, 109
- Inference** A conclusion reached on the basis of evidence and reasoning. Cognitive psychologists research conclusions about mental processes based on observed behaviour. 98–9, 170
- Informational social influence (ISI)** An explanation of conformity that says we agree with the opinion of the majority because we believe it is correct. We accept it because we want to be correct as well. This may lead to internalisation. 16–18
- Information processing** Any theory that equates the mind to a computer: input, processing and output of information. 110, 136–7
- Informed consent** An ethical issue and an ethical guideline in psychological research whereby participants must be given comprehensive information concerning the nature and purpose of the research and their role in it, in order for them to make an informed decision about whether to participate. 20, 32, 134–5, 164–5, 168, 175
- Inheritance/inherited** 10, 100, 110, 140
- Inhibition** When a neurotransmitter, such as GABA, increases the negative charge of the postsynaptic neuron. This decreases the likelihood that the postsynaptic neuron will generate an action potential (electrical activity). 104–5, 134, 142
- Inner scribe** In the working memory model, a component of the visuo-spatial sketchpad which deals with spatial relations, such as the arrangement of objects in the visual field. 46
- Insecure attachment** Develops as a result of the caregiver's lack of sensitive responding to the infant's needs. May be associated with poor cognitive and emotional development. 74–6, 80, 82–3, 85
- Insecure-avoidant attachment** An attachment type characterised by low anxiety but weak attachment. In the Strange Situation this is shown by low levels of stranger and separation anxiety and little response to reunion, maybe even an avoidance of the caregiver. 74–6, 82
- Insecure-resistant attachment** An attachment type characterised by strong attachment and high anxiety. In the Strange Situation this is shown by high levels of stranger and separation anxiety and by resistance to be comforted at reunion. 74–6, 82–3, 85
- Institutional care** An 'institution' is a place dedicated to a particular task, such as looking after children awaiting adoption, caring for the mentally ill or looking after patients in hospital. It is a place where generally people are looked after for a period of time, as opposed to day care or outpatient care where people go home every day. 79–81
- Institutionalisation** A term for the effects of living in an institutional setting. The term 'institution' refers to a place like a hospital or an orphanage where people live for long, continuous periods of time. In the past such places often provided very little emotional care and attachment researchers were interested in the effects of such care on children's attachment and subsequent development. Such research has enabled us to find ways to reduce any negative effects and improve institutional care. 80–1
- Intellectual development** 78, 80–1, 110
- Intellectual disability disorder (IDD)** Impaired cognitive functioning that is apparent in childhood. Must include some elements of atypical functioning. 124–5
- Interference** Forgetting because one memory blocks another, causing one or both memories to be distorted or forgotten. 43, 48–9
- Internalisation** A lasting type of conformity where we take on the majority view because we accept it as correct. It leads to a far-reaching and permanent change in behaviour, even when the group is absent. 16–17, 30, 33
- Internal mental processes** 'Private' operations of the mind such as perception and attention that mediate between stimulus and response. 98
- Internals** Individuals with an internal locus of control, attributing the events in their lives to their own decisions and behaviour. 32

- Internal validity** A kind of validity, concerned with what goes on inside a study – the extent to which the researcher is measuring what was intended. In an experiment, this includes the control of variables to ensure that changes in the DV are solely due to the IV. 9, 21, 81, 160–1, 163, 169
- Internal working model (IWM)** Our mental representations of the world, e.g. the representation we have of our relationship to our primary attachment figure. This particular model affects our future relationships because it carries our perception of what relationships are like. 72–3, 82–3
- Inter-observer reliability** The extent to which there is agreement between two or more observers involved in observations of a behaviour. This is measured by correlating the observations of two or more observers. A general rule is that if (total number of agreements) / (total number of observations) > +.80, the data has high inter-observer reliability. 170
- Inter-rater reliability** Correlating the judgements of two or more ratings of behaviour, when using a rating scale. Can happen in a questionnaire or interview when behaviour has been rated or in an observation when behaviour has been rated. 75
- Intervening variable** A variable that comes between two other variables and can be used to explain the relationship between two variables. For example, if a positive correlation is found between ice cream sales and violence this may be explained by an intervening variable – heat – which causes both the increase in ice cream sales and the increase in violence. 177
- Interview** A 'live' encounter (face-to-face or on the phone) where one person (the interviewer) asks a set of questions to assess an interviewee's thoughts and/or experiences. The questions may be pre-set (as in a structured interview) or may develop as the interview goes along (unstructured interview). 21, 27, 33, 53–7, 71, 78–9, 82–5, 97, 111, 113, 166, 172–5, 178–9, 189
- interviewer bias** 173–5
- semi-structured** 33, 172–3
- structured** 33, 172–3
- unstructured** 33, 111, 172–3
- Interview schedule** A set of pre-set questions for an interviewer to use. 174–5
- Inverted-U theory** 54–5, 112, 177
- Investigator effects** Any effect of the investigator's behaviour (conscious or unconscious) on the research outcome (the DV). This may include everything from the design of the study to the selection of, and interaction with, participants during the research process. 156–7, 166–7
- IQ** Stands for intelligence quotient because it was originally calculated by dividing test score by age. More recent tests use norms to work out a person's IQ based on their score and age. 78–80, 124–5, 158
- Irrational thoughts** Also called dysfunctional thoughts. In Ellis's model and therapy, these are defined as thoughts that are likely to interfere with a person's happiness. Such dysfunctional thoughts lead to mental health conditions such as depression. 136, 138–9
- ISI see informational social influence**
- IV see independent variable**
- IWM see internal working model**
- Jargon** 175
- Journal articles** Report of a research study or group of studies related to a similar aim, published in an academic magazine (journal). 178
- Laboratory (lab)** Any setting (room or other environment) specially fitted out for conducting research. A lab is not the only place where scientific experiments can be conducted. It is, however, the ideal place for experiments because it permits maximum control. Labs are not used exclusively for experimental research, for example controlled observations are also conducted in labs. 10–11, 20–2, 47, 49–51, 53–4, 94–5, 97, 99, 110, 158, 160–1, 168–9, 190
- Laboratory (lab) experiment** An experiment that takes place in a controlled environment (not necessarily a 'lab') within which the researcher deliberately changes the IV and records the effect on the DV, whilst maintaining strict control of extraneous variables. 10–11, 53, 58–9, 74, 94–101, 110–13, 160–1, 168–9, 190
- Laboratory (lab) studies** Any research conducted in a lab, such as a controlled observation. Lab research is not always experimental. 49, 54, 94–5, 97, 99, 101, 110, 161, 179, 190
- Leading question** A question which, because of the way it is phrased, suggests a certain answer. For example: 'Did you see the knife in his left hand?' leads a person to think that's where the knife was. 52–3, 59, 156, 175, 189
- Learning approach** The explanation of behaviour using the principles of classical and operant conditioning. The view that all behaviour is learned, a position held by behaviourists. 94–7, 110–11, 113
- Learning theory** A set of theories from the behaviourist approach to psychology, that emphasise the role of learning in the acquisition of behaviour. Explanations from the learning theory include classical and operant conditioning. 70–2, 94–7, 110–11, 113
- see also social learning theory**
- Legitimacy of authority** An explanation for obedience which suggests that we are more likely to obey people who we perceive to have authority over us. This authority is justified (legitimate) by the individual's position of power within a social hierarchy. 24–5
- Lifestyle choices** 33, 124–5, 143, 169
- Likert scale** Respondents can indicate the extent to which they agree or disagree with a statement. There are usually five levels ranging from 'strongly agree' through 'neutral' to 'strongly disagree'. 32, 174–5
- Line graph** A graph displaying continuous variables shows information as a series of data points connected by straight line segments. 182
- Location (in obedience)** The place where an order is issued. The relevant factor that influences obedience is the status or prestige associated with the location. 22–4, 104
- Locus of control (LOC)** The sense we each have about what directs events in our lives. Internals believe they are mostly responsible for what happens to them (internal LOC). Externals believe it is mainly a matter of luck or other outside forces (external LOC). 28–9, 32
- Longitudinal study** 83
- Long-term memory (LTM)** The permanent memory store. In LTM, coding is mainly semantic (meaning), it has unlimited capacity and can store memories for up to a lifetime. 42–6, 48–51
- Lorenz, Konrad** 68–9, 71–2
- LTM see long-term memory**
- Machine reductionism** Explanations which liken human behaviour to that of a machine. This means that such explanations tend to overlook the influence of emotional and social factors. 99, 110
- Maintenance rehearsal** Verbally repeating an item to keep it in memory. 44–7
- Major depressive disorder** 125, 128, 139
- Majority influence** The influence of the majority i.e. more than 50% of the people. See conformity. 30
- Maladaptive behaviour** The extent to which a behaviour is not adaptive (literally 'badly adapted'). Something that is adaptive increases an individual's well-being and survival. 111, 125
- Maslow, Abraham** 108–9
- Matched pairs design** Pairs of participants are first matched on some variable(s) that may affect the dependent variable. Then one member of the pair is assigned to Condition A and the other to Condition B. 158–9
- Maternal deprivation** The emotional and intellectual consequences of separation between a child and his/her mother or mother-substitute. Bowlby proposed that continuous care from a mother is essential for healthy psychological development, and that prolonged separation from this adult causes serious damage to emotional and intellectual development. 68–9, 78–80, 175
- Mathematical content** 184–5
- Mean** The arithmetic average calculated by adding up all the values in a set of data and dividing by the number of values. 33, 42, 52, 57, 80, 112, 124, 180–7
- Measures of central tendency** The general term for any measure of the average value in a set of data. 180–1, 183
- Measures of dispersion** The general term for any measure of the spread of a set of scores. 51, 180–1, 184
- Media** 53, 77, 97, 108, 145
- Median** The central value in a set of data when values are arranged from lowest to highest. 32, 144, 180–1, 183–4
- Mediational processes** Cognitive factors (i.e. thinking) that influence learning and come between stimulus and response. 96–7
- Memory** 40–65, 189
- Memory conformity** 52–3
- Memory trace** The physical record or 'trace' of a memory. 43
- Mental health** 111, 120–51, 189
- Meta-analysis** The process of combining the findings from a number of studies on a particular topic. The aim is to produce an overall statistical conclusion (the effect size) based on a range of studies. A meta-analysis should not be confused with a 'review' where a number of studies are compared and discussed. 31, 57, 72, 75–7, 84, 100, 135, 139, 178–9
- Milgram, Stanley** 20–9, 190
- Minority influence** A form of social influence in which a small number of people (sometimes just one person) persuade others to adopt their beliefs, attitudes or behaviours. Leads to internalisation or conversion, in which private attitudes are changed as well as public behaviours. 30–1
- Mnemonic techniques** 50
- Modal group** Related to the mode, the most commonly-occurring group. 180–1
- Mode** The most frequently occurring value in a set of data. 180–1, 183–4
- Modelling** From the observer's perspective, modelling is imitating the behaviour of a role model. From the role model's perspective, modelling is the precise demonstration of a specific behaviour that may be imitated by an observer. 96
- Model** A person who is imitated because they have characteristics that the observer desires, e.g. they are attractive or successful. Also a representation of some aspect of behaviour, such as the multi-store model. 28, 43–7, 58, 71–3, 82–3, 96, 98–9, 108–11, 132–3, 136–8, 140–1
- Monotropic** A term sometimes used to describe Bowlby's theory. 'Mono' means 'one' and 'tropic' means 'leaning towards'. This indicates that one particular attachment is different from all others and of central importance to a child's development. 72–3, 78
- Monozygotic twins** Identical twins formed from one fertilised egg (or zygote). 100–1, 141, 159
- Morality principle** 106
- Motivating/motivation** 13, 70, 96, 99, 108, 156–7
- Motor neurons** These connect the CNS (central nervous system) to effectors such as muscles and glands. They have short dendrites and long axons. 104–5
- MRI (magnetic resonance imaging)** Produces a three-dimensional image of the static brain which is very precise. A magnetic field causes the atoms of the brain to change their alignment when the magnet is on and emit various radio signals when the magnet is turned off. A detector reads the signals and uses them to map the structure of the brain. 100–1, 110
- MSM see multi-store model of memory**
- Multiple attachments** Attachments to two or more people. Most babies appear to develop multiple attachments once they have formed one strong attachment to one of their carers. 73, 80
- Multi-store model (MSM) of memory** A representation of how memory works in terms of three stores called the sensory register (SR), short-term memory (STM) and long-term memory (LTM). It also describes how information is transferred from one store to another, what makes some memories last and what makes some memories disappear. 44–7, 98
- Mundane realism** Refers to how an experiment mirrors the real world. The simulated task environment is realistic to the extent to which experiences encountered in the simulated environment will occur in the real world. 160–1
- Myelinated axon** 113
- Myelin sheath** 104
- nAffiliators** People who have a need for affiliation, i.e. association with others; preferring the company of others. 17, 201
- Natural experiment** An experiment where the change in the IV is not brought about by the researcher but would have happened even if the researcher had not been there. The researcher records the effect on a DV. May take place in a lab or the 'field'. 78, 81, 160–1, 169, 171
- Naturalistic observation** Watching and recording behaviour in the setting within which it would usually occur. 112–13, 168–9

- Natural selection** The major process that explains evolution whereby inherited traits that enhance an animal's reproductive success are passed on to the next generation and thus 'selected', whereas animals without such traits are less successful at reproduction and their traits are not selected. 100–1
- Nature** Those aspects of behaviour that are innate and inherited. Nature does not simply refer to abilities present at birth but to any ability determined by genes, including those that appear through maturation. 10, 100, 110–11
- Negative correlation** As one co-variable changes, the other changes in the opposite direction. For example, the number of people in a room and amount of personal space tend to be negatively correlated. 80, 176–7
- Negative reinforcement** In operant conditioning, a stimulus that increases the probability that a behaviour will be repeated because it leads to escape from an unpleasant situation and is experienced as rewarding. 70, 94, 132
- Negative skew** A type of frequency distribution in which the long tail is on the negative (left) side of the peak and most of the distribution is concentrated on the right. 183
- Negative thinking** 136
- Negative triad** Beck proposed that there are three kinds of negative thinking that contribute to becoming depressed: negative views of the world, the future and the self. Such negative views lead a person to interpret their experiences in a negative way and so make them more vulnerable to depression. 99, 136–8
- Nervous system** Consists of the central nervous system and the peripheral nervous system. Communicates using electrical and chemical signals. 100, 102–5, 112, 140
- Neural explanations** The view that physical and psychological characteristics are determined by the behaviour of the nervous system, in particular the brain as well as individual neurons. 140–1
- Neural networks** A structure of interconnected neurons, each with multiple connections. 105
- Neurochemistry** The term 'neuro' refers to the entire nervous system including the brain, so neurochemistry is concerned with the chemicals that assist in the activity of transmission throughout the nervous system. 100
- Neuroimaging** The use of computational techniques to study the structure and function of the nervous system, e.g. fMRI and PET scans. 45, 47, 107
- Neuron** The basic building blocks of the nervous system, neurons are nerve cells that process and transmit messages through electrical and chemical signals. 97, 102, 104–5, 140, 142
- Neuroscience** The scientific study of the nervous system. 99–101, 107, 110
- Neuroses** A personality or mental disturbance characterised by anxiety but where the individual has not lost touch with reality, as distinct from psychosis. 107
- Neurotransmitter** Brain chemicals released from synaptic vesicles that relay signals across the synapse from one neuron to another. Neurotransmitters perform excitatory or inhibitory functions depending on the type of receptor that they bind to. 10, 100–1, 104–5, 140–3
- Neutral stimulus (NS) see Conditioned response (CR)** 70, 94, 132
- Nodes of Ranvier** The gaps in the myelin sheath that protect the axon of a neuron. 104
- Nominal data** Data that is in separate categories. 186–7
- Nomothetic** An approach to research that focuses more on general laws of behaviour rather than on the individual, possibly unique case (the idiographic approach). 111
- Non-directional hypothesis** Does not state the direction of the difference or relationship. 112, 154–5, 177
- Non-participant observation** The researchers remain outside of the group whose behaviour they are watching and recording. 75, 168–9
- Noradrenaline** A hormone and a neurotransmitter that generally has an excitatory effect, similar to the hormone adrenaline. The hormone is produced by the adrenal gland. 142
- Normal distribution** A symmetrical spread of frequency data that forms a bell-shaped pattern. The mean, median and mode are all located at the highest peak. 124, 183
- Normative social influence (NSI)** An explanation of conformity that says we agree with the opinion of the majority because we want to gain social approval and be liked. This may lead to compliance. 16–17
- Norms** Something that is standard, usual or typical of a group. 16–17, 76, 122–5
- NS see neutral stimulus**
- NSI see Normative social influence**
- Nucleus** The control centre of a cell containing genetic material. 104
- Nudge Unit** 13, 189
- Nurture** Those aspects of behaviour that are acquired through experience, i.e. learned from interactions with the physical and social environment. 10, 100, 110–11
- Obedience** A form of social influence in which an individual follows a direct order. The person issuing the order is usually a figure of authority, who has the power to punish when obedient behaviour is not forthcoming. 20–9, 32–3, 155, 190–1
- Obedience alibi** 25
- Objectivity** Being uninfluenced by personal opinions or past experiences, being free from bias. As distinct from subjectivity. 55, 94, 99, 101, 125, 163, 168–71, 179, 188
- Observation** A research study where only observational techniques are used. 20, 42, 68, 74–5, 96–9, 110–13, 144–5, 166, 168–71, 178–9
- Observational design** An overall plan for conducting observational research. 170–1
- Observational learning** 97, 111
- Observational study** 145, 166, 169–70
- Observational techniques** A set of systems to increase the objectivity and validity of data collected when a researcher watches or listens to participants engaging in whatever behaviour is being studied. Observational techniques may be used in an experiment as a method of assessing the dependent variable. 113, 168–9
- Observer bias** In observational studies there is a danger that observers' expectations affect what they see or hear. This reduces the validity of the observations. 169, 171
- Obsessive-compulsive disorder (OCD)** A condition characterised by obsessions and/or compulsive behaviour. Obsessions are cognitive whereas compulsions are behavioural. 100, 126, 130–1, 140–3, 179, 189
- OCD see Obsessive-compulsive disorder**
- Oedipus Complex** Freud's explanation of how a boy resolves his love for his mother and feelings of rivalry towards his father by identifying with his father. 106–7
- One-tailed test** Form of test used with a directional hypothesis. 155, 186–7
- One-way mirror** What appears to be a mirror from one side permits viewing from the other side. 74, 168
- Open questions** Questions for which there is no fixed choice of responses and respondents can answer in any way they wish. For example, *Why did you start exercising?* 33, 59, 144, 172–5
- Operant conditioning** A form of learning in which behaviour is shaped and maintained by its consequences. Possible consequences of behaviour include reinforcement (positive or negative) and punishment. 10, 70–1, 94–7, 111, 132
- see also reinforcement**
- Operationalisation** Clearly defining variables in terms of how they can be measured. 54, 154–5, 167, 170–1, 177
- Opportunity sampling** A sample of participants produced by selecting people who are most easily available at the time of a study. 32–3, 58, 113, 162–3, 190
- Order effects** In a repeated measures design, an extraneous variable arising from the order in which conditions are presented, e.g. a practice effect or boredom effect. 159
- Order of magnitude calculation** A way to estimate mathematical calculations using standard form and comparing the exponents. 185
- Overt observation** Participants' behaviour is watched and recorded with their knowledge and consent. 168–9
- Parahippocampal gyrus** An area of the cerebral cortex (grey matter) that surrounds the hippocampus. Involved in memory. 140
- Paraphilias** 122
- Parapraxes** A Freudian slip, a minor error in action, such as slips of the tongue, due to repressed emotions. 106
- Parapsychology** 191
- Parasympathetic nervous system** A division of the autonomic nervous system (ANS) which controls the relaxed state (rest and digest), conserving resources and promoting digestion and metabolism. The parasympathetic branch works in opposition to the sympathetic branch of the ANS. One or the other is active at any time. 102–3
- Parkinson's disease** 141
- Participant observation** The researchers become a member of the group whose behaviour they are watching and recording. 75, 168–9
- Participant reactivity** The tendency for participants to react to cues from the researcher or the research environment. 156
- Participant variables** Characteristics of individual participants (such as age, intelligence, etc.) that might influence the outcome of a study. 157–9
- Part-to-part ratio** A comparison of one part of a whole to another part. A ratio is a comparison of two things. 184
- Part-to-whole ratio** A comparison of one part of a whole to the total number of parts in the whole. 184
- Pavlov, Ivan** 94
- PED see post-event discussion**
- Peer review** The assessment of scientific work by others who are specialists in the same field, to ensure that any research intended for publication is of high quality. 188–9
- Pelmanism** 43
- Percentages** 184–5, 190–1
- Peripheral nervous system (PNS)** Sends information to the CNS from the outside world, and transmits messages from the CNS to muscles and glands in the body. 102, 104–5
- Persistent depressive disorder** 128
- Personality** 106–7, 109–10, 122–3, 135, 191
- PET scan (Positron emission tomography)** A brain-scanning method used to study activity in the brain. Radioactive glucose is injected into the bloodstream and can be detected in the active areas of the brain. 47, 100
- Phallic stage** In psychoanalytic theory, the third stage of psychosexual development when the organ-focus is on the genitals. 106–7
- Phenotype** The characteristics of an individual determined by both genes and the environment. 100–1, 110
- Phenylketonuria (PKU)** An inherited condition that prevents metabolism of phenylalanine, resulting in a build-up of poisonous substances that cause brain damage. If the condition is detected at birth, the individual can be given a diet that avoids phenylalanine and thus prevents the potential brain damage. 100–1
- Phobia** An irrational fear of an object or situation. 107, 111, 126–8, 130, 132–5, 144, 161
- Phonological loop (PL)** The component of the WMM that processes information in terms of sound. This includes both written and spoken material. It's divided into the phonological store and the articulatory process. 46–7, 58
- Phonological store (PS)** A component of the phonological loop which deals with acoustic information, acting as an 'inner ear', i.e. storing words you hear/read. 46
- Pilot study** A small-scale version of an investigation that takes place before the real investigation is conducted. The aim is to check that procedures, materials, measuring scales, etc. work so that the researcher can make changes or modifications if necessary. 23, 59, 76, 113, 166–7, 170, 175
- Pituitary gland** The most important gland of the body's hormone system because it directs much of the hormone activity. 103
- PKU see phenylketonuria**
- Placebo** A treatment that should have no effect on the behaviour being studied, it contains no active ingredient. Therefore it can be used to separate out the effects of the IV from any effects caused merely by receiving any treatment. 101, 142–3, 166
- Pleasure principle** In psychoanalytic theory, the drive to do things which produce pleasure or gratification, and to avoid pain. 106
- PNS see peripheral nervous system**
- Polygenic** 140–1
- Population** The entire group of individuals who are the focus of the researcher's interest, from which a smaller sample (the participants) is drawn. 59, 74, 77, 84, 144, 162–3, 183, 186

- Positive correlation** As one co-variable changes, the other changes in the same direction. For example, the number of people in a room and amount of noise tend to be positively correlated. 26, 103, 173, 176–7, 191
- Positive reinforcement** In operant conditioning, a stimulus that increases the probability that a behaviour will be repeated because it is pleasurable. 94, 132
- Positive skew** A type of frequency distribution in which the long tail is on the positive (right) side of the peak and most of the distribution is concentrated on the left. 183
- Post-event discussion (PED)** Occurs when there is more than one witness to an event. Witnesses may discuss what they have seen with co-witnesses or with other people. This may influence the accuracy of each witness's recall of the event. 52–3, 55, 189
- Postsynaptic neuron** 105, 142
- Postsynaptic receptor site** A receptor on the neuron that is receiving the information at the synapse. A neurotransmitter locks into a specific receptor on the receiving neuron and this creates an electrical signal in the receiving neuron. 105
- Preconscious** Consists of information and ideas that could be retrieved easily from memory and brought into consciousness. 106
- Prefrontal cortex** A region in the frontal lobe which is involved with high-order cognitive activities, such as working memory. 45, 100, 107
- Premenstrual dysphoric disorder** 128
- Preparedness** The ability of some organisms to associate significant (i.e. in terms of survival) combinations of stimuli, responses and reinforcers. 133
- Presumptive consent** A method of dealing with lack of informed consent or deception, by asking a group of people who are similar to the participants whether they would agree to take part in a study. If this group of people consents to the procedures in the proposed study, it is presumed that the real participants would agree as well. 165
- Presynaptic neuron** The transmitting neuron, before the synapse. 105, 142
- Presynaptic terminal** The end of the transmitting neuron, ending at a synapse. 105
- Primary attachment figure** The person who has formed the closest bond with a child, demonstrated by the intensity of the relationship. This is usually a child's biological mother but other people can fulfil the role. 71–3, 77–9, 82
- Primary data** Information that has been obtained first-hand by a researcher for the purposes of a research project. In psychology, such data is often gathered directly from participants as part of an experiment, self-report or observation. 178–9
- Primary drive** Innate drives (motivators) such as for food, water and sex. 70
- Prior general consent** Prospective participants in a research study are asked if they would take part in certain kinds of research, including ones involving deception. If they say yes they have given their general consent to taking part in such research. 165
- Privacy** An ethical issue that refers to a zone of inaccessibility of mind or body and the trust that this will not be 'invaded'. Contrasts with confidentiality. Can be dealt with in some situations by providing anonymity. 33, 59, 160, 164–5, 169
- Privation** The failure to develop any attachments during early life. This is contrasted with 'deprivation' or 'disruption' where attachment bonds have formed but may be disrupted either through physical or emotional separation (the loss of attachments). 68–9, 78–80, 97, 175
- Proactive interference (PI)** Forgetting occurs when older memories, already stored, disrupt the recall of newer memories. The degree of forgetting is greater when the memories are similar. 48–9
- Probability (p)** A numerical measure of the likelihood or chance that certain events will occur. 9, 83, 163, 186–8, 191
- Prosocial** 97
- Protection from harm** 9, 32–3, 58–9, 164–5
- Proximity (in obedience)** The physical closeness or distance of an authority figure to the person they are giving an order to. Also refers to the physical closeness of the Teacher to the victim (Learner) in Milgram's studies. 22–4
- Proximity-seeking** Wishing to remain in close contact with a caregiver/attachment figure. 71, 74–5, 77
- Psychic determinism** 107, 111
- Psychoactive drugs** A chemical substance that alters one's mental processes. 101, 105
- Psychoanalysis** A form of psychotherapy, originally developed by Sigmund Freud, that is intended to help individuals become aware of long-repressed feelings and issues by using techniques such as free association and dream analysis. 107, 111
- Psychodynamic approach** A perspective that describes the different forces (dynamics) that operate on the mind and direct human behaviour and experience. Most of these forces are unconscious. 10–11, 26, 106–11
- Psychodynamic explanation** 26
- Psychological development** 78–9
- Psychological harm** 9, 32–3, 58–9, 164
- Psychology** The scientific study of the mind, behaviour and experience.
definition 6–7
goals 12–13
- Psychomotor agitation** Unintentional and purposeless motions associated with high levels of distress. 128
- Psychopathy** 78–80, 122–3, 175
affectionless psychopathy 78–80, 175
antisocial personality disorder 78, 122–3
- Psychosexual stages** Freud's five developmental stages that he claimed all children pass through. At each stage there is a different conflict, the outcome of which determines future development. 106, 110
- Psychotherapeutic drugs** 189
- Publication bias** The tendency for academic journals to publish only positive findings, or findings that agree with existing theory. 179, 188
- Punishment** Any procedure that decreases the likelihood that a behaviour will be repeated because the overall experience is unpleasant. 26–7, 70, 94, 132
- Qualitative data** Data that is expressed in words and non-numerical (although qualitative data may be converted to numbers for the purposes of analysis). 20–1, 33, 109, 171–4, 178–9
- Qualitative data analysis** Any means of extracting meaning from data that focuses more on words (i.e. what participants say) than on forms of numerical data. Qualitative analyses interpret the meaning of an experience to the individual(s) concerned. 171, 173, 175, 178–179
- Qualitative data collection techniques** Collect non-numerical data, for example open questions and unstructured observational techniques. 109
- Quantitative data** Data that can be counted, usually given as numbers. 171–2, 174, 178–80, 182–3
- Quantitative data analysis** Any means of extracting meaning from data that uses numerical data as the basis for investigation and interpretation (e.g. descriptive or inferential statistics). 58–9, 171, 173, 175, 178–179
- Quantitative data collection techniques** Collect numerical data, for example closed questions and structured observational techniques (e.g. behavioural categories). 178
- Quasi-experiment** A study that is almost an experiment but lacks key ingredients. The IV is not determined by anyone (the researcher or any other person) – the 'variables' simply exist, such as being old or young. May take place in a lab or the 'field'. Strictly speaking this is not an experiment. 55, 85, 101, 113, 141, 144, 160–1, 167, 169, 175
- Questionnaire** A set of written questions (sometimes referred to as 'items') used to assess a person's thoughts and/or experiences. 32–3, 52–5, 58–9, 73, 82–5, 97, 103, 113, 144, 166, 172–5, 178–9, 191
- Random allocation** Participants are allocated to conditions in an independent groups design using a random method to control for participant variables. 53, 59, 78, 81, 158–9, 161, 167
- Randomisation** The use of chance methods (e.g. tossing a coin or random number generators) to control for the effects of bias when designing materials and deciding the order of experimental conditions. 156–7
- Randomly generated** 157
- Random method** A method that ensures that each item has an equal chance of being selected. This can be achieved with random number tables or numbers drawn from a hat. 158, 163
- Random sample** A sample of participants produced by using a random technique such that every member of the target population being tested has an equal chance of being selected. 77, 141, 162–3, 167
- Range** A simple calculation of the spread (dispersion) in a set of scores which is worked out by subtracting the lowest score from the highest score. Sometimes 1 is added as a mathematical correction. 32, 58, 124, 180–1, 184–5
- Rating scale** A means of assessing attitudes or experiences by asking a respondent to rate statements on a scale of 1 to 3 or 1 to 5, etc. Produces ordinal data. 144, 173–5
- Ratio** A comparison of two things. 95, 184–5
- Rational choices** 11
- Rational emotive behaviour therapy (REBT)** An example of cognitive behavioural therapy (CBT) where maladaptive behaviour is attributed to faulty thinking. Therefore the therapy aims to change this faulty thinking, making it rational. REBT acknowledges the importance of emotions as well as thinking. The outcome is behavioural change, thus R + E + B. 137–8
- Raw scores** Original data that has not been transformed in any way, for example by working out an average. 181–2
- Reactive depression** Depression that can be attributed to a reaction to a life event such as the death of a loved one. 137
- Reality principle** In psychoanalytic theory, the drive to accommodate to the demands of the environment in a realistic way. 106
- Real-world studies** 12–13, 25, 29–31, 49, 53–6, 69, 95–7, 101, 107, 123–5, 133–5, 137
- REBT see rational emotive behaviour therapy**
- Recall** 42, 47–59
- Reciprocal determinism** A person's behaviour both influences and is influenced by personal factors and the social environment. 97, 111
- Reciprocal inhibition** In the case of opposing muscles, one is inhibited by the other's action. 134
- Recognition** 42, 51, 59, 189
- Reductionism** 99, 109–11
- Rehearsal** 42, 44–7
- Reinforcement** A consequence of behaviour that increases the likelihood of that behaviour being repeated. Can be positive or negative. 10, 70–1, 94–7, 110–11, 132
see also operant conditioning
- Relaxation** The state of being free from tension and anxiety. 33, 56, 103, 127–8, 134–5, 174
- Relay neurons** These connect the sensory neurons to the motor or other relay neurons. They have short dendrites and short axons. 104–5
- Reliability** Refers to how consistent a measuring device is – and this includes psychological tests or observations which assess behaviour. 75, 113, 170–1, 189
- Repeated measures design** All participants take part in all conditions of the experiment. 112, 158–9, 166–7, 180, 186
- Replication** The opportunity to repeat an investigation under the same conditions in order to test the validity and reliability of its findings. 23, 43, 51, 69, 79, 160–1, 169, 173
- Repression** A form of ego defence whereby anxiety-provoking material is kept out of conscious awareness as a means of coping. 106–7
- Research** 8–13, 17–33, 42–59, 68–85, 94–103, 108–13, 137–44, 152–91
hypothesis 8, 12–13, 56, 58, 69, 80, 84, 112, 143, 154–5, 166–7, 170–1, 175–7, 179, 186–7
limitations 17, 19, 21, 23, 25, 27, 29, 31, 43, 45–7, 49, 51, 53, 55, 57, 69–71, 73, 75, 77, 79, 81, 83, 85, 95, 97, 99, 101, 107, 109, 111–13, 137, 139, 141, 143, 158–61, 163, 167, 169, 173, 177, 179
methods 152–91
support 17, 19, 21, 23, 25, 27, 29, 31, 51, 54, 69, 83, 137, 141
see also validity
- Researcher bias** Similar to investigator effects – where a researcher/investigator may consciously or unconsciously affect the research outcome. 163, 166, 179
- Resistance to obedience** 28–9
- Resistance to social influence** The ability of people to withstand the real or imagined pressure from other people to conform or obey. This ability to withstand social pressure is influenced by both situational and dispositional factors. 28–33

- Response bias** A tendency for interviewees to respond in the same way to all questions, regardless of context. This would bias their answers. 27, 32, 52, 173
- Retrieval, memory** Recall of information previously stored in memory. 44, 46, 49–51, 56
- Retrieval failure** A form of forgetting. It occurs when we don't have the necessary cues to access memory. The memory is available but not accessible unless a suitable cue is provided. 49–51
- Retroactive interference (RI)** Forgetting occurs when newer memories disrupt the recall of older memories already stored. The degree of forgetting is again greater when the memories are similar. 48–9
- Retrospective consent** Obtaining permission after a study or event. 165
- Review** A consideration of a number of studies that have investigated the same topic in order to reach a general conclusion about a particular hypothesis. 73, 77, 83–4, 135, 137, 143, 167, 178, 188–9
- RI see retroactive interference**
- Right to withdraw** An ethical issue; participants should have the right to withdraw from participating in a research study if they are uncomfortable with the study. 20, 32–3, 58–9, 144, 164–5
- Right to withhold data** 165
- Rogers, Carl** 108–9, 111
- Role model** People who have qualities we would like to have and we identify with, thus we model or imitate their behaviour and attitudes. 96, 111
- Romantic relationships** 82–4
- Sample** A group of individuals who take part in a research investigation. The sample is drawn from a population and is presumed to be representative of that population, i.e. it represents 'fairly' the population being studied. 58–9, 74, 77, 84, 112, 144, 162–3, 179, 183, 186, 190
- Sampling frame** The source material from which a sample is drawn. 162
- Sampling methods** The method used to select individuals from the population. 32–3, 58–9, 70, 74–9, 112–13, 144–5, 162–3, 167, 170–1, 175
- Scanning** Scanning is used for research purposes and also used to record the structure and action of the brain and body, such as PET scans and MRI scans. This is done for research and also in a medical setting, for example to detect tumours. 10, 12, 47, 100–1
- Scattergram** A type of graph that represents the strength and direction of the relationship between co-variables in a correlational analysis. 32, 176–7, 182
- Schema** A mental framework of beliefs and expectations that influence cognitive processing. They are developed from experience. 98–9, 110, 136–7
- Schizophrenia** A severe mental health condition where contact with reality and insight are impaired, a kind of psychosis. 100, 107, 111, 123, 169, 178
- Schizotypal personality disorder (SPD)** A personality disorder characterised by difficulties with relationships, and being emotionally and socially withdrawn. 123
- Science** A means of acquiring knowledge through systematic and objective investigation. The aim is to discover general laws. 8–9, 13
- Scientific method** An objective means of testing hypotheses in order to develop empirically-based explanations/theories. 99
- Secondary data** Information that has already been collected by someone else and so pre-dates the current research project. In psychology, such data might include the work of other psychologists or government statistics. 84, 177–9
- Secondary drive** Learned drives (motivators) acquired through association with a primary drive, such as money that enables primary drives to be satisfied. 70
- Secure attachment** Generally thought of as the most desirable attachment type, associated with psychologically healthy outcomes. In the Strange Situation this is shown by moderate stranger and separation anxiety and ease of comfort at reunion. 72, 74–6, 80–3, 85
- Secure-base behaviour** Secure attachment provides a sense of safety to enable exploration and independence. 74
- Selective serotonin reuptake inhibitor (SSRI)** An antidepressant group of drugs that increase available amounts of serotonin by preventing their reabsorption by the transmitting neuron. 105, 142–3
- Self** The ideas and values that characterise 'I' and 'me' and includes perception and valuing of 'what I am' and 'what I can do'. 11, 13, 28, 30, 55, 57, 81–3, 85, 99, 106–11, 122–3, 126, 128–9, 131, 135–8, 144, 162, 166, 168, 171–6, 178, 187
- Self-actualisation** The desire to grow psychologically and fulfil one's full potential – becoming what you are capable of. 108–9, 122–3
- Self-concept** The self as it is currently experienced, all the attitudes we hold about ourselves. 11, 108–11
- Self-esteem** The feelings that a person has about their self-concept. 11, 108, 110–11, 122, 126, 129, 131, 136–7
- Self-fulfilling prophecy** A prediction that comes true because someone expects it to happen. 81, 83
- Self-harm** 128–9
- Self-report technique** Any method in which a person is asked to state or explain their own feelings, opinions, behaviours and/or experiences related to a given topic. 55, 85, 144, 166, 168, 172–5, 178, 187
- Self-schema** Package of information people have about themselves. 136–7
- Self-talk** 13
- Semantically** The meaning of something, such as a word. 42, 44
- Semantic memory** A long-term memory store for our knowledge of the world. This includes facts and our knowledge of what words and concepts mean. These memories usually also need to be recalled deliberately. 42–6
- Semi-structured interview** An interview that combines some predetermined questions (as in a structured interview) and some questions developed in response to answers given (as in an unstructured interview). 33, 172–3
- Sensitive period** The time, during development, when an individual is most receptive to influence. 72, 79–80
- Sensory neurons** These carry messages from the PNS (peripheral nervous system) to the CNS. They have long dendrites and short axons. 104–5
- Sensory register (SR)** The memory stores for each of our five senses, such as vision (iconic store) and hearing (echoic store). Coding in the iconic sensory register is visual and in the echoic sensory register it is acoustic (sounds). The capacity of sensory registers is huge (millions of receptors) and information lasts for a very short time (about 0.05 seconds for iconic memory but as much as 3 seconds for echoic memory). 44–5
- Separation anxiety** Distress shown by an infant when separated from an attachment figure. 71, 74–5
- Serotonin** A neurotransmitter with widespread inhibitory effects throughout the brain. It has a key role in aggressive behaviour. 10, 69, 100–1, 105, 140–3
- Serotonin-noradrenaline reuptake inhibitors (SNRI)** A class of antidepressant drugs that increase levels of serotonin and noradrenaline. 142–3
- Sexual imprinting** Acquiring a template of the characteristics of a desirable mate. 68
- Short-term memory (STM)** The limited-capacity memory store. In STM, coding is mainly acoustic (sounds), capacity is between 5 and 9 items on average, duration is about 18 seconds. 42–7, 50
- Significance** A statistical term indicating that the research findings are sufficiently strong to enable a researcher to reject the null hypothesis under test and accept the research hypothesis. 178, 186–7
- Significance level** The level of probability (p) at which it has been agreed to reject the null hypothesis. 186–7
- Significant figures** Giving a rough idea of a number by substituting zeros as placeholders. In a number with two significant figures, we keep the two most important digits and replace others with zeros, rounding up if necessary. 185
- Sign test** A statistical test used to analyse the difference in scores between related items (e.g. the same participant tested twice). Data should be nominal (or converted to nominal data). 112, 186–7
- Single-blind procedure** A type of research design in which a participant is not aware of research aims and/or of which condition of the experiment they are receiving. 166
- SIT see social identity theory**
- Situational variables** Features of the immediate physical and social environment which may influence a person's behaviour (such as proximity, location and uniform). The alternative is dispositional variables where behaviour is explained in terms of personality. 22–4, 26, 157
- Skewed distribution** A spread of frequency data that is not symmetrical, where the data clusters at one end. 182–3
- Skinner, B.F.** 94–5
- SLT see social learning theory**
- Snowball effect** A process that starts from an initial state of small significance and increasingly becomes larger, such as starting with only a small group of people supporting an idea and gradually more and more people are supportive. 30
- SNRI see serotonin-noradrenaline reuptake inhibitors**
- SNS see somatic nervous system**
- Social approval** 16, 28, 52, 111
- Social desirability bias** A tendency for respondents to answer questions in such a way that presents themselves in a better light. 113, 173, 191
- Social hierarchy** A structure with a few people at the top having power over those at lower levels of the structure. 24–6
- Social identity theory (SIT)** The theory that suggests your behaviour is motivated by your social identity. A person's self-image has two components: personal identity and social identity. Personal identity is based on your characteristics and achievements. Social identity is determined by the various social groups to which you belong, your 'ingroups'. 21, 27
- Social influence** The process by which individuals and groups change each other's attitudes and behaviours. Includes conformity, obedience and minority influence. 14–39
- Social learning theory (SLT)** A way of explaining behaviour that includes both direct and indirect reinforcement, combining learning theory with the role of cognitive factors. 71, 95–7, 110–11, 113
- Socially sensitive** Studies in which there are potential consequences or implications, either directly for the participants in the research or for the class of individuals represented by the research (Sieber and Stanley 1988). 81
- Social media** 53, 108
- Social norms** Something that is standard, usual or typical of a group. 122–5
- Social phobia (social anxiety)** An excessive fear of social situations such as leaving the house or speaking in public. 127, 135
- Social releasers** A social behaviour or characteristic that elicits a caregiving reaction. 72–3
- Social support** The presence of people who resist pressures to conform or obey can help others to do the same. These people act as 'models' to show others that resistance to social influence is possible. 28–9
- Soft determinism** The view that behaviour may be predictable (caused by internal/external factors) but there is also room for personal choice from a limited range of possibilities (restricted free will). 99, 111
- Somatic nervous system (SNS)** Both receives and transmits information from the CNS to sensory organs (e.g. muscles, skin) and vice versa. 102
- SPD see schizotypal personality disorder**
- Specific phobia** One type of phobia where fear is linked to a particular class of objects such as spiders or heights. 126–7, 135
- Spinal cord** Part of the central nervous system, a bundle of nerves from the brain transmitting nervous signals between the brain and the rest of the body. 102, 104–5
- Spread of scores** 180–1
- SR see sensory register**
- SSRI see selective serotonin reuptake inhibitor**
- Stages of attachment** Many developmental theories identify a sequence of qualitatively different behaviours linked to specific ages. In the case of 'stages of attachment' qualitatively different infant (baby) behaviours are linked to specific ages, and all babies go through them in the same order. 74, 82–4
- Standard deviation** A sophisticated measure of spread/dispersion in a set of scores. It tells us how much, on average, each score deviates from the mean. 112, 124, 181–3, 185
- Standard form** Shorthand used to express very large or very small numbers. The formula to use is: [number between 1 and 10] × 10[to the power of x] 185

- Standardisation** Using exactly the same formalised procedures and instructions for all participants in a research study. 112, 156–7, 167, 175
- Standardised instructions** A set of instructions that are the same for all participants so as to avoid investigator effects caused by different instructions. 112, 157
- Standard police interview** 57
- State-dependent forgetting** 50–1
- Statistical analysis** 9, 13, 179
- Statistical infrequency** Occurs when an individual has a less common characteristic, for example being more depressed or less intelligent than most of the population. 124–5
- Statistical test** (Inferential test) Procedures for drawing logical conclusions (inferences) about the population from which samples are drawn. 9, 178–9, 186–8
- Statistical testing** Provides a way of determining whether hypotheses should be accepted or rejected. By using a statistical test we can find out whether differences or relationships between variables are significant (meaningful) or are likely to have occurred by chance. 9, 178–9, 186–8
- Statistics** A method of collecting, summarising and analysing data for the purpose of drawing some conclusions about the data. 177–80, 182–3
- Stereotypes** A perception of an individual in terms of some readily available feature, such as their group membership or physical attractiveness, rather than their personal attributes. 26, 77, 113, 188
- STM see short-term memory**
- Stranger anxiety** Distress shown by an infant when approached by an unfamiliar person. 71, 74–5, 80
- Strange Situation** A controlled observation designed to test attachment security. Observers record a baby's behaviour while playing in an unfamiliar room – the baby is with a caregiver, left with a stranger, reunited with caregiver, left alone, again left with a stranger and then finally reunited with caregiver. 74–7, 82, 84, 168–9
- Stratified sampling** A sampling technique in which groups of participants are selected in proportion to their frequency in the population in order to obtain a representative sample. The aim is to identify sections of the population, or strata, that need to be represented in the study. Individuals from those strata are then selected for the study using a random technique. If the sample is not randomly selected from the stratum, it is then a quota sample. 141, 162–3
- Structured interview** Any interview where the questions are decided in advance, basically a questionnaire delivered by a person. 33, 172–3
- Structured observation** The researcher uses various 'systems' to organise observations, such as a sampling technique and behavioural categories. 170–1, 178–9
- Summation** The process that determines whether or not an action potential will be created, based on the combined effects of the excitatory and inhibitory signals of the neurotransmitters. 105
- Superego** The moralistic part of our personality which represents the ideal self – how we ought to be. 106–7, 109
- Sympathetic nervous system** A division of the autonomic nervous system (ANS) which activates internal organs for vigorous activities and emergencies, such as the 'fight or flight' response. It consists of nerves that control, for example, increased heart rate and breathing, and decreased digestive activity. The sympathetic branch works in opposition to the parasympathetic branch of the ANS. 102–3
- Symptom severity** 142–3
- Symptom substitution** 135
- Synapse** 101, 104–5, 140, 142–3
- Synaptic transmission** The process by which neighbouring neurons communicate with each other by sending chemical messages across the gap (the synapse) that separates them. 100, 104–5, 142
- Synaptic vesicles** Small sacs on the end of a presynaptic neuron that contain neurotransmitters that will be released into a synapse. 105, 142
- Synchronic consistency** Consistency between group members. 30
- Systematic desensitisation** A behavioural therapy designed to reduce an unwanted response, such as anxiety. SD involves drawing up a hierarchy of anxiety-provoking situations related to a person's phobic stimulus, teaching the person to relax, and then exposing them to increasingly challenging phobic situations. The person works their way through the hierarchy whilst maintaining relaxation. 111, 133–5, 143, 189
- Systematic sample** A method of obtaining a representative sample by selecting every *n*th person (e.g. every 5th, 7th, 10th person). This can be random if the first person is selected using a random method; then you select e.g. every 5th, 7th, 10th person after this. 77, 162–3
- Table of critical values** A table that contains the numbers used to judge significance (whether the null hypothesis can be rejected). The observed (calculated) value of the test statistic is compared to the number in the table (called the critical value) to see if the observed value is significant. 186–7
- Tables** 32–3, 58–9, 112–13, 144–5, 180–4, 186–7, 191
- Tally chart** 145
- Target population** The target population is the entire group a researcher is interested in, the group about which the researcher wishes to draw conclusions. For example, if a sample is taken from a group of men aged 30–60 living in London then the target population is London men in this age group and conclusions should only be applied to this target population. Usually researchers apply the conclusions to a wider population and then questions are asked about generalisability. 77, 162–3, 175
- Task difficulty** Asch's line-judging task is more difficult when it becomes harder to work out the correct answer. In such situations conformity increases because naive participants assume that the majority is more likely to be right. 18–19
- Temperament** Emotional type, such as being outgoing or reserved, moody or cheerful. 73, 75
- Terminal bouton** 104–5, 142
- Theory** A collection of general principles used to explain specific observations and facts. 7–10, 16–17, 21, 27, 44–5, 48–51, 54–5, 68–74, 77–80, 94–7, 99–101, 106–7, 110–13, 133, 137–8, 154
- Third variable problem** An unintentional third variable influences two separate variables that are being measured. 177
- Thyroid gland** A pair of small endocrine glands located in the neck that release hormones important for growth and the activity of cells in the body (metabolism). 103
- Thyroxine** One of the main hormones secreted by the thyroid glands, which controls metabolism. 103
- Time sampling** A target individual or group is first established then the researcher records their behaviour at fixed time intervals, say, every 60 seconds. 75, 113, 170–1
- Token economy systems** A form of behavioural therapy, where desirable behaviours are encouraged by the use of selective reinforcement. For example, individuals are given rewards (tokens) as secondary reinforcers when they engage in 'correct' / socially-desirable behaviours. The tokens can then be exchanged for primary reinforcers – food or privileges. 95
- Trauma** 106–7, 111, 133–5, 139
- Trichotillomania** 130
- Tricyclics** 142
- Tunnel theory** An explanation for the weapon-focus effect that the weapon narrows the field of attention and thus reduces information to be stored. 54
- Twin studies** Research conducted using twins. Monozygotic (MZ) twins share 100% of the same genes whereas dizygotic (DZ) twins share about 50%. It is presumed that all twins share a similar environment, so by comparing MZ and DZ twins one can conduct a quasi-experiment, where the independent variable is degree of genetic similarity. This means the influence of genetic factors can be assessed. 100–1, 141, 159
- Two-process model** An explanation for the onset and persistence of mental health conditions that create anxiety, such as phobias. The two processes are classical conditioning for onset and operant conditioning for persistence. 132–3
- Two-process theory** In relation to social influence, used to describe the two processes that explain conformity: normative and informational social influence. 16
- Two-tailed test** Form of test used with a non-directional hypothesis. 155, 186
- Types of attachment** Refers to whether a person is securely or insecurely attached, i.e. the way you relate to others in the context of intimate relationships. 74–5, 84–5
- Unanimity** The extent to which all the members of a group agree. In Asch's studies, the majority was unanimous when all the confederates selected the same comparison line. This produced the greatest degree of conformity in the naive participants. 18–19
- Unconditional positive regard** Providing affection and respect without any conditions attached. 108–9
- Unconditioned response (UCR) see Conditioned response (CR)** 70, 94, 132, 134
- Unconditioned stimulus (UCS) see Conditioned response (CR)** 70, 94, 132, 134
- Unconscious** The part of the mind that we are unaware of but which directs much of our behaviour. 11, 26, 106–7, 111, 156–7
- Uniform (in obedience)** People in positions of authority often have a specific outfit that is symbolic of their authority, for example police officers and judges. This 'outfit' indicates that they are entitled to expect our obedience. 22–4, 190
- Unstructured interview** The interview starts out with some general aims and possibly some questions, and lets the interviewee's answers guide subsequent questions. 33, 111, 172–3
- Unstructured observation** Every instance of a behaviour is recorded in as much detail as possible. This is useful if the behaviours you are interested in do not occur very often. 170–1, 178–9
- Validity** 9, 21, 31, 43, 47, 49, 75, 83, 99, 159–61, 163, 169, 179, 188
- Variable ratio** In operant conditioning when a reward is delivered at intervals that change each time rather than, for example, every 15 seconds. 95
- Variables** Any 'thing' that can vary or change within an investigation. Variables are generally used in experiments to determine if changes in one thing result in changes to another. 22–4, 26, 32, 43, 45, 47–9, 55, 58–9, 77–9, 81–5, 95, 103, 109, 112–13, 133, 144, 154–63, 166–9, 171–2, 175–7, 179, 182, 190
- Venn diagram** 110
- Vicarious reinforcement** Reinforcement which is not directly experienced but occurs through observing someone else being reinforced for a behaviour. This is a key factor in imitation. 96, 110
- Visual cache** In the working memory model, a component of the visuo-spatial sketchpad which deals with the storage of visual information, such as the arrangement of objects. 46
- Visuo-spatial sketchpad (VSS)** The component of the WMM that processes visual and spatial information, often called our 'inner eye'. 46–7
- Volunteer bias** 163
- Volunteer sampling** A sample of participants produced by a sampling technique that relies solely on inviting people to take part. 19, 70, 162–3
- VSS see Visuo-spatial sketchpad**
- Watson, John B.** 94, 132
- Weapon focus effect** 55
- Witness separation** 53
- Working memory** An area of memory that deals with information that is being worked on, equivalent to short-term memory. It is divided into separate stores representing different modalities. 46–7, 49, 58, 98
- Working memory model (WMM)** A representation of short-term memory (STM). It suggests that STM is a dynamic processor of different types of information using subcomponents coordinated by a central decision-making system. 46–7, 58, 98
- Yerkes-Dodson Law** 54–5, 112, 177
- Zajonc, Robert** 8–9
- Zener card test** 191
- Zero correlation** When there is no relationship between the co-variables. For example, the association between the number of people in a room in Manchester and the total daily rainfall in Peru is likely to be zero. 176–7